

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS)
2. CJUSD students will be College and Career ready through Multi-Tiered Systems of Support (MTSS) Actions/Services
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi-Tiered Systems of Support (MTSS)

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, February 21, 2018 - 6:00 p.m.

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

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

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

	XI. COMMITTEE UPDATES (8 minutes each)	Info
Facilities & Op.	1. Facilities Update - Craig Deason	
	XII. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curr & Instr	1. Williams Uniform Complaint Quarterly Reporting (1st & 2nd Quarter) - Mike Jordan	
	XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	XIV. BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
	XV. CONSENT AGENDA (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from January 17, 2018 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
Special Ed	4. Ratify 2017/2018 Master Contract:	
	Northern California Preparatory School	
↓	5. Ratify 2017/2018 Individual Services Agreements:	
	2017/18-204 Placer Learning Center	
	2017/18-205 Northern CA Prep School	
	2017/18-206 Bright Start Therapy	
Curr & Instr	6. Approve Field Trip: CHS Girls Varsity Basketball Tournament	
↓	7. Approve Field Trip: 6th Grade Classes to Sly Park Environmental Education Center - Spinelli	
↓	8. Approve 2017-18 Consolidated Application	
↓	9. Approve Single Plan for Student Achievement - Center HS	
↓	10. Approve Single Plan for Student Achievement - Dudley	
↓	11. Approve 2016/17 School Accountability Report Cards	
Facilities & Op.	12. Approve 2017-2018 Safe School and Emergency Preparedness Plan - Riles MS	
↓	13. Approve 2017-2018 Safe School and Emergency Preparedness Plan - Center HS	
↓	14. Approve Contract with Hancock Park & DeLong, Inc. for State Facility Funding Services	
↓	15. Approve Contract Amendment #1 to the Contract By and Between School Facility Solutions LLC, and Center Joint Unified School District	
↓	16. Approve Agreement with Wallace Kuhl & Associates, for Construction Testing	
↓	17. Approve Professional Services Agreement: Pamela Zanze	
↓	18. Approve Agreement Between Center Joint Unified School District and Entek Consulting Group, Inc.	
↓	19. Approve Disposal of Surplus Equipment:	
	1997 Ford F250 Pickup, VIN # 1FTHF25H7VEB83144, Plate #1260437	
↓	20. Approve Contractor Change Order #3 to the Contract By and Between BRCA Constructors, Inc. and Center Joint Unified School District. Project #17-04	
↓	21. Approve Notice of Completion for BRCA Constructors, Inc., for the Campus Painting and Fencing Upgrades, Project No. 17-04 for Wilson C. Riles Middle School and Spinelli Elementary School	
Business	22. Approve Certification of Corrective Actions for the 2016/17 Audit Findings	
↓	23. Approve Payroll Orders: July 2017 - January 2018	
↓	24. Approve Supplemental Agenda (Vendor Warrants): January 2018	
Facilities & Op.	25. Approve Purchase of SMUD Substation	

- XVI. BUSINESS ITEMS**
- Governance
- A. **2018 CSBA Delegate Assembly Election, Subregion 6-B** Action
The Board as a whole may vote for up to three (3) candidates. The Board may cast no more than one vote for any one candidate.
- ↓
- B. **Resolution #13/2017-18: Resolution Calling for Full and Fair Funding of California's Public Schools** Action
- ↓
- C. **Discussion - Recognition** Discussion
- ↓
- D. **Naming of Next Elementary School** Action
- ↓
- E. **Second Reading: Board Policies/Regulations/Exhibits** Action
 BP 0400 - Comprehensive Plans
 BP/AR 0420.4 - Charter School Authorization
 BP/AR 0460 - Local Control and Accountability Plan
 BP 0500 - Accountability
 BP/AR 0520.2 - Title I Program Improvement Schools
 BP 0520.3 - Title I Program Improvement Districts
 BP/AR 1113 - District and School Web Sites
 BP 1325 - Advertising and Promotion
 BP 3100 - Budget
 BP 3280 - Sale or Lease of District-Owned Real Property
 BP 3513.4 - Drug and Alcohol Free Schools
 AR 3515.6 - Criminal Background Checks for Contractors
 BP 3515.7 - Firearms on School Grounds
 BP/AR 3517 - Facilities Inspection
 BP 4119.21/4219.21/4319.21 - Professional Standards
 BP 4140/4240/4340 - Bargaining Units
 AR 4144/4244/4344 - Complaints
 BP/AR 4200 - Classified Personnel
 BP/AR 5113.1 - Chronic Absence and Truancy
 BP/AR 5113.12 - District School Attendance Review Board
 BP/AR 5117 - Interdistrict Attendance
 AR 5125.2 - Withholding Grades, Diploma or Transcripts
 BP 5131.6 - Alcohol and Other Drugs
 E 5131.63 - Steroids
 BP 5144 - Discipline
 BP/AR 5144.1 - Suspension and Expulsion/Due Process
 AR 5148.2 - Before/After School Programs
 BP/AR 6020 - Parent Involvement
 AR 6112 - School Day
 BP 6153 - School-Sponsored Trips
 BP/AR/E 6162.52 - High School Exit Examination
 BP 6170.1 - Transitional Kindergarten
 AR 6173.1 - Education for Foster Youth
 BP/AR 6173.2 - Education of Children of Military Families
 BB 9150 - Student Board Members
- XVII. ADVANCE PLANNING** Info
- a. *Future Meeting Dates:*
 i. *Regular Meeting: Wednesday, March 21, 2018 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*

XVIII. CONTINUATION OF CLOSED SESSION (Item IV)

Action

XIX. ADJOURNMENT

Action

CJUSD Mission:

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum

Date: February 21, 2018

To: Board of Trustees

Action Item

Information Item X

Attached Pages 1

From: Mike Jordan, Director of Curriculum and Special Education

Initials: MJ

SUBJECT: Williams Uniform Complaint Quarterly Reporting

As a result of the Williams legislation, all school districts in California are required to report quarterly summaries of all received Williams legislation complaints to the district's governing board. Once the item is reported to the Board, a summary is then forwarded to the district's county office of education.

Below is a summary of our Williams UCP complaints and will serve as our documentation to meet the reporting requirements of the Williams lawsuit. The attached data will be submitted to SCOE through an online process.

RECOMMENDATION: Informational Item

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF WILLIAMS UCP COMPLAINTS-

Quarter 1 (July – September 2017)

Areas of Complaints	# of Complaints	# Resolved	# Unresolved
Sufficiency Of Textbooks	0	0	0
Facilities Issues	0	0	0
Vacancy or Misassignment of Teachers	0	0	0

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

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

SUBMITTER INFORMATION

Mike Jordan	Director of Curriculum, Instruction &	916-339-4697
Name Person submitting form	Job Title	Phone Number Include area code
mikejordan@centerusd.org		
E-mail Address		

DISTRICT INFORMATION

Center Joint U.S.D.	2017-2018	Quarter 1 (Jul.–Sept.)
School District	Year Covered by This Report	Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

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

Emergency School Facilities Issues

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

Vacancy or Misassignment of Teachers

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

RESOLUTION OF COMPLAINTS

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

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

N/A

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

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



Includes All UCP Complaints

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

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

RETURN INSTRUCTIONS

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

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

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

SUBMITTER INFORMATION

Michael Jordan	Director of Curriculum, Instruction &	916-339-4697
Name Person submitting form	Job Title	Phone Number Include area code
mikejordan@centerusd.org		
E-mail Address		

DISTRICT INFORMATION

Center Joint U.S.D.	2017-2018	Quarter 2 (Oct.–Dec.)
School District	Year Covered by This Report	Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	1
Number of Textbook Complaints <u>Resolved</u> Enter 0 if none.	1
Number of Textbook Complaints <u>Unresolved</u> Enter 0 if none.	0

Emergency School Facilities Issues

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

Vacancy or Misassignment of Teachers

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

RESOLUTION OF COMPLAINTS

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

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

A teacher filed a complaint that they had a class of 34 students but only had 33 computers for the students to use and much of the curriculum for the course was online. The teacher reported that she gave up her computer station to the student during this class but that was not an acceptable solution.

The school administration added another computer to the classroom to resolve the situation so that all students had a computer to use each day.

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

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



Includes All UCP Complaints

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

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

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Center Joint Unified School District

Dept./Site:	Superintendent's Office	AGENDA REQUEST FOR:
To:	Board of Trustees	Action Item <input checked="" type="checkbox"/>
Date:	February 21, 2018	Information Item <input type="checkbox"/>
From:	Scott A. Loehr, Superintendent	# Attached Pages <input type="checkbox"/>
Principal's Initials:	_____	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

January 17, 2018 Regular Meeting

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

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, January 17, 2018

MINUTES

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

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

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

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Conference with Labor Negotiators, (David Grimes), Re: CSEA & CUTA (G.C. §54957.6)
2. Student Expulsions/Readmissions (G.C. §54962)

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

CLOSED SESSION - 5:30 p.m.

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

FLAG SALUTE - led by Scott Loehr

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

2. Student Expulsions/Readmissions (G.C. §54962)
Student Expulsion 17-18.06 – Recommendation approved.

Motion: Wilson
Second: Hunt

Vote: General Consent

Student Readmission 16-17.08 – Recommendation approved.

Motion: Kelley
Second: Wilson

Vote: General Consent

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

Motion: Hunt
Second: Pope

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School – Marissa Davis
 - Winter sports just started league play
 - this week is Bogus Week; there will be dress up days, as well as a rally and a dance on Friday
 - there will be a blood drive on Monday
2. McClellan High School – Christopher Sill was not available to report.

ORGANIZATION REPORTS

1. CUTA - Venessa Mason, President, reported that Chris Collins, teacher at McClellan High School, was featured in this month's edition of the CTA Magazine. Anyone can view that through the CTA website. It was specifically about a grant he received through CTA and his athletics program. Mr. Collins will also be a presenter at the end of the month at the CTA Good Teaching Conference.
2. CSEA - Marie Huggins, President, thanked Mr. Loehr for giving the CSEA report for her last month. She congratulated Mrs. Anderson on her position as Board President. She then noted that on behalf of the classified employees, they anticipate approval of Consent Agenda Items 4, 5, and 6 regarding the compensation salary agreement for 17/18 and 18/19 school years, and corresponding salary schedules. It is their understanding that this agreement meets with the Board's desire to address the hard to fill positions in the transportation department and a need to comply with minimum wage requirements. They would appreciate their yes vote on this item.

Trustee Anderson noted that they appreciate the relationship that the district has with both of the unions.

COMMITTEE UPDATES

Facilities Update - Craig Deason, Assistant Superintendent of Operations & Facilities, noted that the Facilities Committee met yesterday and started working on the scope of the modernization hardship projects that we are doing. They agreed that they need to focus on categories 1 & 2 at North Country and up to priority 3 at Oak Hill. At their next meeting they will take a look at the high school. Then they can finalize their modernization scope priorities, which will then allow the district to move in to the RFP process for selecting the architect, who will design the project and take it to DSA. After DSA approval, then the district can get in line for funding.

Mr. Deason noted that there is a purchase agreement as a Business Item on this agenda and if approved tonight will go into escrow tomorrow. As for the water testing, that will be done tomorrow.

REPORTS/PRESENTATIONS

1. **Bond Oversight Committee Annual Report** - Craig Deason, Assistant Superintendent of Operations & Facilities, noted that the 2008 Bond Oversight Committee has been meeting since January 2009. The reports have been very similar every year. He noted that he appreciates the committee. They have been reviewing the budgets for bond money that we have spent and budgets in other bonds so that the committee has an idea of what their role is one we are ready to use the 2008 Bonds. He introduced Janet Rutledge from the committee.

Janet Rutledge reported that the CJUSD Bond Committee has been compliant with Article 2.3.2a of their bylaws and during the 2017 reporting period, no bonds were sold and no expenditures incurred. And as such, the Center Joint Unified School District Bond Oversight Committee has no activities to report to the Board as of now.

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

BOARD/SUPERINTENDENT REPORTS

Mr. Wilson

- attended a Chamber of Commerce mixer last night in Roseville. He talked with another elected official that was there about the things that the Board has been able to do in the past couple years, including the evaluation of the district's rating status. There was a look of envy and wonder for this other person.

Mr. Hunt – had nothing to report

Mrs. Kelley – had nothing to report

Mrs. Pope

- attended the service for former Board member Ray Bender. Thanked him for his years of service on the Board. He will be missed by a lot of people.

- welcomed everyone back.

- wished everyone a Happy New Year.

Mr. Loehr

- attended the service for Mr. Bender; it was a great tribute to his life and service.

- noted that the Office of Civil Rights contacted us. Mr. Jordan spent most of Winter Break gathering everything. It was a group effort from the whole leadership and CHS to make it work.

- had an opportunity to meet with North Country staff and folks from Play Maker that will be doing an afterschool program that focuses on character, with some of our students that need more of that character. He hopes to bring more information once it is finalized.

- noted that KVIE is coming out to do a spot on Oak Hill and Center High School as it related to students and media projects for their SEVA work.

- noted that Fan Tag is impressed with the work at Center High School that we are in the "commercial". This is a positive plug for Center High School.

- noted that he, along with Craig and Lisa, went to the bay area to improve our bond rating. It was a positive outcome.

Mrs. Anderson

- noted that Mr. Bender spent 23 or so years serving on the Board and worked the football snack bar. Could we do something to honor him with maybe a plaque inside or outside the snack bar. Maybe we could look at this at a future meeting.

CONSENT AGENDA

1. Approved Adoption of Minutes from December 13, 2017 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved CSEA/CJUSD Employee Salary & Benefit Compensation, 2017-2018 and 2018-2019 and AB 1200 Public Disclosure
5. Approved Classified Employees - Tentative Agreement and Memorandum of Understanding with CSEA: Compensation for 2017/18 and 2018/19
6. Approved CSEA, Certificated and Classified Substitutes, and Noon Duty Salary Schedules for 2017/2018 and 2018/2019
7. Ratified Field Trip: CHS Wrestling Team at Wrestling Tournament in Aptos, CA
8. Approved Field Trip: 5th Grade Alliance Redwoods Trip - North Country
9. Approved 2017-2018 Safe School and Emergency Preparedness Plan - Spinelli
10. Approved 2017-2018 Safe School and Emergency Preparedness Plan - McClellan
11. Approved 2017-2018 Safe School and Emergency Preparedness Plan - North Country
12. Approved Amendment #1 to CCTR-7183, Local Agreement for Child Development Services

CONSENT AGENDA (continued)

13. Approved Contract Amendment #1, Center High School Intercom and Master Clock System Upgrade
14. Approved Developer Agreement with HBT or Riolo Vineyards, LLC for SMUD Substation Site
15. Approved Resolution #12/2017-18: Troxel Agreement for Acquisition of Chromebooks Under Public Contract Code Section 20118
16. Approved Donation of \$5,000.00 from the Winn Foundation for CHS Geometry and Construction Program
17. Approved Resolution #11/2017-18: State of California Purchase Card (CAL-Card) Program
18. Approved Payroll Orders: July - December 2107
19. Approved Supplemental Agenda (Vendor Warrants): December 2017

Motion: Wilson
Second: Kelley

Vote: General Consent

Mr. Loehr noted that in the Safety Plans there were some board policies that were referenced that were old and are being updated in these and in the future safety plans.

BUSINESS ITEMS

A. APPROVED - Audit Report for Fiscal Year 2016-17

Lisa Coronado, Director of Fiscal Services, introduced Matthew Nethaway from Crowe Horwath. He shared that the audit is meant to help the Board and help the District with the credibility of the financial information. He referred the Board to page 77 where the Summary of Audit Results is found. The audit covers 3 main areas: financial statements, federal awards, and state awards. He briefly shared what the last few pages of the audit cover, and noted that what this is telling us is that our staff is doing a great job. Trustee Wilson asked what kind of safe guards should we have in place and what do the auditors look for with credit cards and purchases. They are able to work with our staff on implementing internal controls, the segregation of duties, checks and balances, and limits on spending. Trustee Anderson noted that in the past there would be a committee of staff and board members that the auditors would speak with. She asked what other districts do. Mr. Nethaway noted that with larger district there will often times be an audit or finance committee. He also noted that if there is something significant, they will meet with the superintendent regarding the concern. It was recommended that the Board can talk about it and possibly be involved in the process in the future. Trustee Kelley noted that she doesn't know how our district is able to do it without findings, or very few findings. Mr. Loehr noted that we need to give kudos to Lisa Coronado and her staff for all that they do.

Motion: Wilson
Second: Hunt

Vote: General Consent

B. APPROVED - Agreement for Real Property Purchase

Mr. Loehr noted when the district built Wilson C. Riles Middle School, there was suppose to be property on the east side of it that was going to be a SMUD substation. We did not want substation next to the school so we made an agreement with SMUD to acquire that land and purchase a different piece of property for the substation. We will need to transfer the property to them once acquired.

Motion: Wilson
Second: Hunt

Vote: General Consent

BUSINESS ITEMS (continued)

C. Discussion - Naming of Future School Sites

Mr. Loehr noted that with more schools being built in the future, we need to look at the current policy for naming those sites. He noted that if there are suggestions on this policy on how to guide it in a way that the Board sees fit, he would then draft the language and bring it back for further discussion. Trustee Wilson noted that most people don't know the history of our district. Mr. Loehr noted the current 3 points in the policy for considering naming. He asked for guidance from the Board as to what is the order that we look at for naming priority. Trustee Anderson noted that in the past the Board looked at this as their privilege to name a school; if you have a committee and then don't go with what the committee submits, then will we be starting a big committee flare-up? Mr. Loehr quoted BP 7130 and noted that the Board makes the ultimate decision. Trustee Wilson noted it needs to say "shall include, but not limited to...". Trustee Kelley noted that maybe it would be a good idea to have a committee to research the historical piece of it to help the board with information. Mr. Loehr noted that what he is hearing from the Board is that we don't want to take control away from the Board, but that we would like some type of priority listed.

D. TABLED - Discussion - Naming of Next Elementary School

Mr. Loehr noted that noted that provided in the packet is the backup of why, how, and when the selection was made naming the property west of Wilson C. Riles Middle School after Rex Fortune. There have been conversations that this site will probably not be our next site built. Do we want to look at leaving that site as the name Rex Fortune Elementary or place that name on the next built school (probably in Sierra Vista)? Trustee Anderson noted that she was on the Board at the time. She recommended that we ask Rex Fortune. He would probably like to have it next to the school site named after his mentor (Wilson Riles), but maybe he would like to see Rex Fortune built before he's gone. Trustee Wilson questioned the naming after the former Superintendent. Trustee Anderson noted that Rex Fortune did a lot for this district. Trustee Kelley noted that we should honor what the previous Board intended. Trustee Anderson noted that we should table this item to the next meeting. Trustee Kelley noted that we should honor the prior Board's intent to name a school after him. It makes sense to give the name to a site while the person is still alive. Trustee Pope asked that the future vote could be: 1. Can we name a different site Rex Fortune, and 2. discuss the possibility of the naming of the site next to us a different name. Mr. Loehr noted that another option is to leave this specific site named after Rex Fortune, but emphasize the contributions that the Gould Family has provided. Trustee Wilson noted that there are sites that name buildings after families; that is another option.

There was a motion to Table the item.

Motion: Kelley
Second: Pope

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

BP 0400 - Comprehensive Plans
BP/AR 0420.4 - Charter School Authorization
BP/AR 0460 - Local Control and Accountability Plan
BP 0500 - Accountability
BP/AR 0520.2 - Title I Program Improvement Schools
BP 0520.3 - Title I Program Improvement Districts
BP/AR 1113 - District and School Web Sites
BP 1325 - Advertising and Promotion
BP 3100 - Budget
BP 3280 - Sale or Lease of District-Owned Real Property

BP 3513.4 - Drug and Alcohol Free Schools
AR 3515.6 - Criminal Background Checks for Contractors
BP 3515.7 - Firearms on School Grounds
BP/AR 3517 - Facilities Inspection
BP 4119.21/4219.21/4319.21 - Professional Standards
BP 4140/4240/4340 - Bargaining Units
AR 4144/4244/4344 - Complaints
BP/AR 4200 - Classified Personnel
BP/AR 5113.1 - Chronic Absence and Truancy
BP/AR 5113.12 - District School Attendance Review Board
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AR 5125.2 - Withholding Grades, Diploma or Transcripts
BP 5131.6 - Alcohol and Other Drugs
E 5131.63 - Steroids
BP 5144 - Discipline
BP/AR 5144.1 - Suspension and Expulsion/Due Process
AR 5148.2 - Before/After School Programs
BP/AR 6020 - Parent Involvement
AR 6112 - School Day
BP 6153 - School-Sponsored Trips
BP/AR/E 6162.52 - High School Exit Examination
BP 6170.1 - Transitional Kindergarten
AR 6173.1 - Education for Foster Youth
BP/AR 6173.2 - Education of Children of Military Families
BB 9150 - Student Board Members

Trustee Wilson 5131.6 asked to strike the word "Other" everywhere it says "other drugs" in this policy.

Motion: Kelley
Second: Pope

Vote: General Consent

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, February 21, 2018 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: Ray Bender recognition*

ADJOURNMENT – 6:59 p.m.

Motion: Kelley
Second: Pope

Vote: General Consent

Respectfully submitted,

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

Kelly Kelley, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 21, 2018	Information Item	-
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

Subject: Classified Personnel Transactions

New Hire

Boniface Chifamba, Instructional Specialist/PH Autism
 Natasha Taylor, Instructional Specialist/PH Autism
 Kylee Stahr, Instructional Specialist/PH Autism
 Jennifer Larraburu-Branshaw, Instructional Specialist

Promotion

Enssaf Abdelfattah, Campus Monitor
 Jenny Burgeson, Classified Personnel Technician

Resignation

Rebecca Wiley, Instructional Assistant
 Stephanie Strijaous, Instructional Specialist/PH Autism

Release from Probation

Janeen Garcia-Huizor, Instructional Specialist
 Jarrod Butt, Instructional Specialist

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

Boniface Chifamba has been hired as an Instructional Specialist/PH Autism at Center High School effective January 22, 2018.

Natasha Taylor has been hired as an Instructional Specialist/PH Autism at North Country Elementary School effective February 1, 2018.

Kylee Stahr has been hired as an Instructional Specialist/PH Autism at Dudley Elementary School effective February 13, 2018.

Jennifer Larraburu-Branshaw has been hired as an Instructional Specialist at Dudley Elementary School effective February 13, 2018.

Enssaf Abdelfattah has been promoted to Campus Monitor at Wilson Riles Middle School effective January 8, 2018.

Jenny Burgeson has been promoted to Classified Personnel Technician at the district office effective March 1, 2018.

Rebecca Wiley has resigned from her position as Instructional Assistant at Dudley Elementary School effective January 19, 2018.

Stephanie Strijaous has resigned as Instructional Specialist/PH Autism at Dudley Elementary School effective January 26, 2018.

Janeen Garcia- Huizor has been released from her probationary position as Instructional Specialist at Oak Hill Elementary School effective January 4, 2018.

Jarrold Butt has been released from his probationary position as Instructional Specialist at North Country Elementary School effective January 24, 2018.

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 21, 2018	Information Item	
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

Subject: Certificated Personnel Transaction

New Hires

Joseph Sherman-Williams, Oak Hill Elementary School
Elena Sorokova, McClellan High School

Release of Temporary Employee

Daisy Moreno-Velez, Center High School

Resignations

Trevor Forbes, Dudley Elementary School
Gabriel Loza, Oak Hill Elementary School

Retirements

Paula Clement, North Country Elementary School
Guylene Tree, Center High School
Michael Wright, Center High School

Recommendation: Approve Certificated Personnel Transaction as Submitted

CONSENT AGENDA

New Hires

Joseph Sherman-Williams has been hired as a Special Education Teacher, Oak Hill Elementary School, effective January 22, 2018.

Elena Sorokova has been hired as an Adult Education Teacher, McClellan High School, effective January 23, 2018.

Release of Temporary Employee

Daisy Moreno-Velez will be released from her position as Counselor, Center High School, effective end of day on June 4, 2018.

Resignations

Trevor Forbes has submitted his intent to resign from his position as Second Grade Teacher, Dudley Elementary School, effective end of day on May 25, 2018.

Gabriel Loza has submitted his intent to resign from his position as Fourth Grade Teacher, Oak Hill Elementary School, effective end of day on May 25, 2018.

Retirements

Paula Clement has submitted her intent to retire from her position as Fifth Grade Teacher, North Country Elementary School, effective end of day on March 31, 2018.

Guylene Tree has submitted her intent to retire from her position as Music Teacher, Center High School, effective end of day on May 25, 2018.

Michael Wright has submitted his intent to retire from his position as Science Teacher, Center High School, effective end of day on May 25, 2018.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education/DO

Date: February 21, 2018

Action Item X

To: Board of Trustees

Information Item

From: Michael Jordan
Director of Special Education & Curriculum

_____ # Attached Pages

Initials: _____

SUBJECT: 2017/2018 Master Contract

Please ratify the following Master Contract for special education student to receive services at a nonpublic school/agency during the 2017/18 fiscal year.

Northern California Preparatory School

RECOMMENDATION: CJUSD Board of Trustees to ratify a Master Contract for the 2017/2018 school year.

CONSENT AGENDA

NORTHERN CA PREP SCHOOL 17

COPY

#1822

<19,016.007

BA 2/21/18

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

2017-2018

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

District CENTER JOINT UNIFIED SCHOOL DISTRICT

Contract Year 2017-2018

X Nonpublic School

 Nonpublic Agency

Type of Contract:

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

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

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

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

**DISTRICT MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL/AGENCY SERVICES
2017-2018**

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**DISTRICT MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL/AGENCY SERVICES
2017-2018**

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LEA: CENTER JOINT UNIFIED SCHOOL DISTRICT

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
NORTHERN CALIFORNIA PREPARATORY SCHOOL**

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT**

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on January 23, 2018, between the CENTER JOINT UNIFIED SCHOOL DISTRICT (hereinafter referred to as the local educational agency "LEA" or "District") and NORTHERN CALIFORNIA PREPARATORY SCHOOL, nonpublic, nonsectarian school or agency, hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

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

2. CERTIFICATION AND LICENSES

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

CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on the applicable CDE certification. Total LEA student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2017 to June 30, 2018 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the **CONTRACTOR** nor LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2018. In the event a Master Contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a **CONTRACTOR** is at the sole discretion of LEA.

The provisions of this Master Contract apply to **CONTRACTOR** and any of its employees or independent contractors. Notice of any change in **CONTRACTOR'S** ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICES AGREEMENT

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

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

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

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

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

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

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

the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

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

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

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

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR'S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from LEA

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

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

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

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

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

14. TERMINATION

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

15. INSURANCE

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

costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I

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

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

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

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

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

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

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

Part A – Statutory Limits

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

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

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

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

- F. **Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole**

cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

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

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

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

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

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

16. INDEMNIFICATION AND HOLD HARMLESS

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

19. CONFLICTS OF INTEREST

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

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

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

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

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

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

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

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

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

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

22. GENERAL PROGRAM OF INSTRUCTION

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

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

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

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

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

23. INSTRUCTIONAL MINUTES

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

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

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

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

24. CLASS SIZE

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

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

teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

25. CALENDARS

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

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

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

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

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

26. DATA REPORTING

CONTRACTOR shall agree to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all

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

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

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

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

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

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

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

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

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

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

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

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

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

32. IEP TEAM MEETINGS

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

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

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

the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or comparable program/system for that student.

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

33. SURROGATE PARENTS AND FOSTER YOUTH

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

34. DUE PROCESS PROCEEDINGS

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

35. COMPLAINT PROCEDURES

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

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

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

agrees to maintain the information for at least five years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of LEA student ten (10) days prior to LEA student's annual or triennial review IEP team meeting for the purpose of reporting LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP Team shall be provided to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within 5 business days of request.

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

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

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

37. TRANSCRIPTS

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

38. LEA STUDENT CHANGE OF RESIDENCE

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

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

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

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

40. PARENT ACCESS

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

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

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

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

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

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

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

CONTRACTOR, if providing services in a student's home as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot be an employee or volunteer

associated with the nonpublic school/nonpublic agency service provider. Moreover, for services provided in a pupil's home as specified in the IEP, CONTRACTORS must assure that the parent or LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

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

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

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

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

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

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

43. STATE MEAL MANDATE

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

44. MONITORING

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

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

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

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

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

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

PERSONNEL

45. CLEARANCE REQUIREMENTS

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

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

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

46. STAFF QUALIFICATIONS

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

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

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

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

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

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

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in LEA Procedures. Within thirty (30) days, CONTRACTOR shall

provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

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

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

48. STAFF ABSENCE

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

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

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

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

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional

program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

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

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

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

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

51. FACILITIES AND FACILITIES MODIFICATIONS

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

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

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist LEA student with the administration of such medication after LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

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

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

53. INCIDENT/ACCIDENT REPORTING

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

54. CHILD ABUSE REPORTING

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

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

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

55. SEXUAL HARASSMENT

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

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers and any independent contractor and/or subcontractor authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A

written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

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

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

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

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

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

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

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to **CONTRACTOR** based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified

in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

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

58. **RIGHT TO WITHHOLD PAYMENT**

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

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

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

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

CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

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

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

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

59. PAYMENT FROM OUTSIDE AGENCIES

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

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

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

NONPUBLIC AGENCY STAFF ABSENCE

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

NONPUBLIC AGENCY STUDENT ABSENCE

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

61. INSPECTION AND AUDIT

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

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

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

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in the California Education Code Sections 46200-46208.

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

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

63. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

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

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 23rd day of January 2018 and terminates at 5:00 P.M. on June 30, 2018, unless sooner terminated as provided herein.

EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY - 2017-2018 CONTRACT YEAR

CONTRACTOR NO CA PREP SCHOOL **CONTRACTOR NUMBER** 17 **2017-2018**
(NONPUBLIC SCHOOL) (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____

If blank, the number shall be as determine by CDE Certification.

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

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

Rate	Period
<u>147.39</u>	<u>1/29/18-6/30/18</u>

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

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

B. Related Services

(1) a. Transportation – Round Trip (NPS only, unless otherwise agreed to by LEA)	<u>25.00</u>	<u>1/29/18-6/30/18</u>
b. Transportation – One Way (NPS only, unless otherwise agreed to by LEA)	_____	_____
c. Transportation-Dual Enrollment	_____	_____
d. Public Transportation	_____	_____
e. Parent*	_____	_____
(2) a. Educational Counseling – Individual	_____	_____
b. Educational Counseling – Group of _____	_____	_____
c. Counseling – Parent	_____	_____
(3) a. Adapted Physical Education – Individual	_____	_____
b. Adapted Physical Education – Group of _____	_____	_____
c. Adapted Physical Education – Group of _____	_____	_____
(4) a. Language and Speech Therapy – Individual	_____	_____
b. Language and Speech Therapy – Group of 2	_____	_____
c. Language and Speech Therapy – Group of 3	_____	_____
d. Language and Speech Therapy – Audiology	_____	_____
e. Language and Speech - Consultation rate	_____	_____
(5) a. Additional Instructional Assistant - Individual (must be authorized on IEP)	_____	_____
b. Additional Instructional Assistant – Group of 2	_____	_____
c. Additional Instructional Assistant – Group of 3	_____	_____
(6) Intensive Special Education Instruction**	_____	_____
(7) a. Occupational Therapy – Individual	<u>95.00/hr</u>	<u>1/29/18-6/30/18</u>
b. Occupational Therapy – Group of 2	_____	_____
c. Occupational Therapy – Assessment	_____	_____
d. Occupational Therapy – Group of 4 - 7	_____	_____
e. Occupational Therapy - Consultation Rate	_____	_____
(9) Physical Therapy	_____	_____
(10) a. Behavior Intervention – BII	_____	_____
b. Behavior Intervention – BID	_____	_____
Provided by: _____	_____	_____
(11) Nursing Services	_____	_____

*Parent transportation reimbursement rates are to be determined by LEA.
 **By credentialed Special Education Teacher.

CONTRACTOR
NORTHERN CA PREPARATORY SCHOOL

Nonpublic School/Agency

By:

[Signature] *1-25-18*
Signature Date
DANEEN JOHNSON, PRINCIPAL/CO-FOUNDER

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:
DANEEN JOHNSON, PRINCIPAL/CO-FOUNDER

Name and Title
NORTHERN CA PREPARATORY SCHOOL

Nonpublic School/Agency/Related Service Provider
6046 LEMON HILL AVENUE

Address
SACRAMENTO, CA 95824

City State Zip
916-383-6222

Phone Fax
DJohnson@ncpsschool.com

Email*
*(*Required)*

LEA
CENTER JOINT UNIFIED SCHOOL DISTRICT

By:

[Signature] *1/23/18*
Signature Date
MICHAEL D. JORDAN, DIRECTOR OF SPECIAL EDUCATION AND CURRICULUM

Name and Title of Authorized Representative

Notices to LEA shall be addressed to:
MICHAEL D. JORDAN, DIRECTOR OF SPECIAL EDUCATION AND CURRICULUM

Name and Title
CENTER JOINT UNIFIED SCHOOL DISTRICT

LEA
3243 CENTER COURT LANE

Address
ANTELOPE CA 95843

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

Phone Fax
probinson@centerusd.org

Email

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

Name and Title

LEA

Address

City State Zip

Phone Fax

Email

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 21, 2018

Action Item X

To: Board of Trustees

Information Item

From: Michael Jordan
Director of Special Education & Curriculum

_____ # Attached Pages

Initials: _____

SUBJECT: 2017/2018 Individual Services Agreements

Please ratify the following Individual Services Agreements for special education to receive services at nonpublic schools/agencies during the 2017/18 fiscal year.

2017/18-204	Placer Learning Center	\$ 23,123.00
2017/18-205	Northern CA Prep School	\$18,558.00
2017/18-206	Bright Start Therapy	\$ 8,160.00

RECOMMENDATION: CJUSD Board of Trustees to ratify Individual Service Agreements for the 2017/2018 school year.

CONSENT AGENDA

Center Unified School District

		AGENDA REQUEST FOR:	
Dept./Site: Center High School		Action Item	XX
Date: January 16, 2018		Information Item	<u>3</u>
To: CUSD Board of Trustees		# Attached Pages	
From: Jerald Ferguson			
Principal's Initials <u>JF</u>			

SUBJECT: CHS Girls Varsity Basketball Tournament

To: Center Unified School Board:

The CHS Girls Varsity Basketball Program is requesting permission to accept an invitation to participate in the 2018 Selma Shootout Winter Tournament. The dates of the tournament will be November 28th through December 1st. However, we will be playing November 29th through December 1st with two games on the 29th.

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

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

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

CONSENT AGENDA

RECOMMENDATION: The CHS Girls Varsity Basketball Program is requesting permission to accept an invitation to participate in the 2018 Selma Shootout Winter Tournament.

2018 Selma Shoot-Out Girls Basketball Winter Tournaments

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

Dear Girls' Basketball Coach and Athletic Director,

We would like to invite you to the Selma Shoot-Out, our winter girls basketball tournaments 2018. The Varsity tournament will be November 28-December 1 and have 16 teams. We will have one 16 team bracket.. Each team will play four games, one each day.

The JV tournament and Freshman tournament will be December 27, 28 & 29. It will be straight bracket play with each team playing 3 games, one each day.

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

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

Fax to- Girls Basketball 559-896-1110 or e-mail to promig@selmausd.org

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

Center High School

Girls Basketball

3111 Center Court Lane

Antelope, CA 95843

916 338-6450

Selma Tournament Itinerary (2017)

Thursday November 30:

Depart CHS 11:00 A.M. Bring lunch

Game 1 @ Selma HS vs. Selma HS 4:30

Game 2 @ TBA 7:15

Team Dinner after game 2

Friday December 1:

Breakfast at Hotel 7:00

Day team activity TBA

Lunch on your own

Game 3 @ TBA - Team dinner following game 3

Saturday December 2:

Breakfast at Hotel 7:00

Game 4 @ TBA – Post game meal following game 4

Arrive at CHS TBA

Center Joint Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM

TO: Board of Trustees

INFORMATION ITEM

DATE: February 6, 2018

ATTACHED PAGES 1

FROM: Julie Opfer

PRINCIPAL'S INITIALS JO

SUBJECT:

The 6th grade classes at Spinelli Elementary are requesting permission to attend Sly Park Environmental Education Center, located in the El Dorado National Forest from May 14-May 18, 2018.


The cost of the field trip is \$250 per student, and will be paid by parents, donations, and money earned through fundraisers. This includes all meals, lodging and transportation.

Contracted charter buses will provide transportation for teachers, chaperones, and approximately 40 students.

RECOMMENDATION: The CJUSD Board of Trustees approve the field trip to Sly Park for the 6th graders who attend Spinelli Elementary School.

CONSENT AGENDA

Center Joint Unified School District

Dept./Site:	Instructional Services	AGENDA REQUEST FOR:
Date:	February 21, 2018	Action Item
To:	Board of Trustees	Information Item <u> X </u>
From:	Tami J'Beily  Coordinator of Fed/State Programs	Attached Pages 15

SUBJECT: Approve the 2017-18 Consolidated Application
RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the 2017-18 Consolidated Application

CONSENT AGENDA

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	08/16/2017

*****Warning*****

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

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Scott A. Loehr
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/13/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

Date of approval by local governing board	08/16/2017
---	------------

District English Learner Advisory Committee (DELAC) Review

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

DELAC representative's full name	Rosa Pena
DELAC review date	06/21/2017
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Title IV, Part A Addendum

To apply for Title IV, Part A categorical funds for the fiscal year select "Yes." Only eligible LEAs will receive Title IV, Part A funds.

Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	
Date of material change approval by local governing board Participation is considered a material change per Section 64000, as such, local board approval is required.	

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction)	Yes

Warning

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2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 2104 SACS 4035	
Title III, Part A Immigrant	Yes
ESEA Sec. 3102 SACS 4201	
Title III, Part A English Learner	Yes
ESEA Sec. 3102 SACS 4203	

Warning

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2017-18 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Subpart 1 Rural Education Achievement Program Flexibility (REAP-Flex) governed by ESEA Section 5211. Funds transferred under REAP-Flex are not to be included on this form.

CDE Program Contact:

Juan J. Sanchez, Educator Excellence Office (Title II), jsanchez@cde.ca.gov, 916-319-0452
Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers	
2017-18 Title II, Part A entitlement	\$171,554
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III, Part A English Learner	
Transferred to Title III, Part A Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2017-18 Title II, Part A entitlement after transfers out	\$171,554
Title IV, Part A Transfers	
2017-18 Title IV, Part A entitlement	\$22,468
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III, Part A English Learner	
Transferred to Title III, Part A Immigrant	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$0
2017-18 Title IV, Part A entitlement after transfers out	\$22,468

*****Warning*****

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2017-18 Title I, Part A LEA Allocation

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

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948

Nonprofit Private School Equitable Services Percentage Calculation

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

Title I, Part A LEA Allocations

2017-18 Title I, Part A entitlement	\$1,155,531
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$1,155,531
Note: In order for the 2016-17 allowable carryover amount to be pre-populated, the 2016-17 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2016-17 Allowable Carryover (Allowable values are the 12 month 2016-17 carryover amount or, whichever is less either the 15 month 2016-17 carryover amount or 15% of the 2016-17 entitlement plus transferred-in amount)	\$156,163
Repayment of funds	
2017-18 Total allocation	\$1,311,694
Nonprofit private school equitable services proportional share amount	\$0
Total allocation after nonprofit private school equitable services proportional share amount	\$1,311,694
Indirect cost reservation	\$52,188
Administrative reservation	\$121,142
2017-18 Title I, Part A adjusted allocation	\$1,138,364
Indirect Cost and Administration Calculation Tool To help determine allowable indirect cost and administrative reservations, based on the LEA's approved indirect cost rate, as defined on the Indirect Cost Rates Web page at http://www.cde.ca.gov/fg/ac/ic/ , below are recommended values.	
2017-18 Approved indirect cost rate	4.73%
Maximum allowable indirect cost reservation	\$59,241
Recommended administration reservation	\$137,513

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2017-18 Title I, Part A Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

Required Reservations

Parent and Family Engagement (1% of the entitlement if greater than \$500,000.)	\$11,555
School parent and family engagement	\$11,555
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$49,874
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Public school Choice transportation (Only applies to students previously transferred under NCLB.)	\$0

Authorized Reservations

Other authorized activities	\$0
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Reservation Summary

Title I, Part A adjusted allocation	\$1,138,364
Total required reservations	\$49,874
Total authorized reservations	\$0
Allocation after reservations	\$1,088,490
School parent and family engagement set-aside	\$11,555
Amount available for Title I, Part A school allocations	\$1,076,935

Warning

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2017-18 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders.

CDE Program Contact:

Melissa Flatt, Educator Excellence Office, mflatt@cde.ca.gov, 916-324-5689
 Juan J. Sanchez, Educator Excellence Office (Title II), jsanchez@cde.ca.gov, 916-319-0452

2017-18 Title II, Part A entitlement	\$171,554
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$171,554
Repayment of funds	\$0
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2017-18 Allocation	\$171,554
Administrative and indirect costs	\$8,114
2017-18 Title II, Part A adjusted allocation	\$163,440

*****Warning*****

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2017-18 Title III, Part A English Learner Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 English learner (EL) student program subgrant funds only per the Title III, Part A, English Learner Students Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	\$93.37
Estimated English learner student count	595
Estimated English learner entitlement amount	\$55,555

Note: Estimated entitlement amount is less than \$10,000

The estimated entitlement amount does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please contact Geoffrey Ndirangu by phone at 916-323-5831 or by e-mail at gndirang@cde.ca.gov.

Budget

Professional development activities	\$32,195
Program and other authorized activities	\$10,000
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$10,732
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$2,628
Total allocation budget	\$55,555

*****Warning*****

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2017-18 Title III, Part A English Learner LEA Allocations and Reservations

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

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2017-18 Title III, Part A English Learner entitlement	\$74,910
Transferred-in amount	\$0
Repayment of funds	
2017-18 Allocation	\$74,910

Allocation Reservations

Professional development activities	\$5,000
Program and other authorized activities	\$62,912
English Proficiency and Academic Achievement	\$5,000
Parent, family, and community engagement	\$500
Direct administration costs	\$1,498
(Amount cannot exceed 2% of the entitlement)	
Indirect costs	\$0
Total allocation reservations	\$74,910

*****Warning*****

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2017-18 Title III, Part A English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through December 30, 2017.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

- Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
- Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III, Part A English learner entitlement	\$74,910
Transferred-in amount	\$0
2017-18 Total allocation	\$74,910
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$4,535
2000-2999 Classified personnel salaries	\$1,601
3000-3999 Employee benefits	\$751
4000-4999 Books and supplies	\$9,306
5000-5999 Services and other operating expenditures	\$11,823
Direct administration costs	\$0
(Amount cannot exceed 2% of the entitlement)	
Indirect costs	\$0

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2017-18 Title III, Part A English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through December 30, 2017.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total year-to-date expenditures	\$28,016
2017-18 Unspent funds	\$46,894
General comment (Maximum 500 characters)	

*****Warning*****

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2017-18 Title III, Part A Immigrant Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 Immigrant Student Program Subgrant funds only per the Title III, Part A, Immigrant Student Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated Immigrant per student allocation	\$80.77
Estimated Immigrant student count	121
Estimated Immigrant entitlement amount	\$9,773

Budget

Authorized activities	\$9,773
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$9,773

*****Warning*****

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2017-18 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	
Title I, Part C (Migrant Education) SACS Code 3060	
Title I, Part D (Delinquent) SACS Code 3025	
Title II, Part A (Supporting Effective Instruction) SACS Code 4035	
Title III, Part A (Immigrant Students) SACS Code 4201	
Title III, Part A (English Learner Students) - 2% maximum SACS Code 4203	
Title IV, Part A (Student Support) SACS Code 4127	
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	

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2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	no known deficiencies

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Center Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Center High School	
Date: February 7, 2018	Action Item <input checked="" type="checkbox"/>
To: CUSD Board of Trustees	Information Item <input type="checkbox"/>
From: Jerald Ferguson	# Attached Pages 30
Principal's Initials <u>JF</u>	

<p>SUBJECT: Approval for Single Plan for Student Achievement.</p> <p>Center High School has updated and revised their Single Plan for Student Achievement (SPSA) for the 2017-2018 school year. The SPSA outlines programs, funding sources, data, and goals related to student achievement.</p> <p>RECOMMENDATION: CJUSD Board of Trustees approves the 2017-2018 Single Plan for Student Achievement for Center High School.</p>
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CONSENT AGENDA

The Single Plan for Student Achievement

School: Center High School
CDS Code: 34739733430378
District: Center Joint Unified School District
Principal: Jerald Ferguson
Revision Date: 8/24/17

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

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

Contact Person: Jerald Ferguson
Position: Principal
Phone Number: 916-338-6422
Address: 3111 Center Court Lane
Antelope, Ca. 95843
E-mail Address: jferguson@centerusd.org

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

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School Vision and Mission

Center High School's Vision and Mission Statements

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 Profile

The Center Joint Unified School District, established in 1858, is one of the oldest districts in California. The district serves the Antelope, Roseville, Elverta, and Rio Linda communities in northern Sacramento County and Placer County. Center High School formerly served primarily the families of the McClellan Air Force Base until its closure in 2001. Student demographics have changed considerably as the student population has become very diverse, and the free/reduced lunch and homeless rates have risen dramatically. Enrollment had declined over a short period of time following the opening of another high school in a nearby district but enrollment has risen since the development of CTE and other programs at Center High in the last few years.

Center High School is the only fully comprehensive four-year high school in the Center Joint Unified School District and has been at the current site since 1984. The modernization of buildings serving the departments and areas of Science, Social Studies, Math, Music, Performing Arts, English, Associated Student Services, library, counseling, college and career counseling, dance, and athletics was completed in 1999. A new football/soccer stadium complex was completed in 2009, and the baseball field was modernized in 2011. Current seniors and juniors are required to complete 230 credits for graduation whereas the current sophomore and freshmen classes will be required to complete 260 credits because of the programmatic change of a block schedule that affords more classes and opportunities to take elective courses. Other recent improvements include upgrades to MCA and geometry in construction facilities.

In addition to college preparatory offerings and AP classes, the curriculum at Center High School is enhanced by the following programs: AVID, Media Communications Academy (MCA), Sports Video Broadcasting, Project Lead the Way (PLTW) Bio-Medical Sciences and Engineering Programs, Pharmacy Technician Program, and a 911 Dispatcher/Call Center and Customer Service Program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As part of our WASC accreditation process, parents, students, and staff were surveyed and interviewed and the accreditation committee determined that Center High School needs to (over the six years from 2013) work on (1) technology improvements; (2) professional development and collaboration opportunities; and (3) need to incorporate more electives into the master schedule.

Center High School, as well as the Center Joint Unified School District, conduct a Safe School Survey to provide feedback for ensuring a safe learning environment as well as to provide guidance for the school safety plan.

Center High School and the Center Joint Unified School District conducted the California Healthy Kids Survey every school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School Site Administration conducts formal observations of new teachers for the first two years and teachers with permanent status at least every other year. Formal observations consist of a pre-observation meeting, observation of an agreed upon class, a post-observation meeting, and a summary evaluation at the end of the year. Additionally, Department Chairs conduct informal observations of teachers new to their departments 4 times in their first year and twice per year for the second and third years.

The results of such observations are used to indicate or determine what professional development should be implemented or continued.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers have access to and use California English Learner Development Test (CELDT) results, student grade data, standardized test scores, and department benchmarks to review student performance. Based on this and other local data (student attendance, behavior) teachers and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings and staff meetings.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Some staff have recently been trained in the use of Illuminate to track and analyze student testing data and additional training will be provided. Time is given during staff meetings to meet as departments to discuss achievement results with specific areas needed for students to move forward. Departments also meet at regular times outside of staff meetings to review concerns, data, or other pertinent information.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The Center High School administration works closely with the District Personnel department to ensure that teachers hired have the appropriate credentials to certify them as highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Center High School and the Center Joint Unified School District understand the importance of professional development and support teacher selected professional training and workshops that correlate to the district's LCAP goals, the school's WASC action plans, or other site initiatives.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff meetings occur every Monday, meeting 31 times, with 19 of those meetings being for approximately 75 minutes and the other 12 for 30 minutes. The calendar was tentatively set at the beginning of the year and focuses on WASC committees, department meetings, and professional development based on need and determined by leadership team.

Instructional walk-throughs (both administrative and teacher) will continue in the 17-18 school year. These walk-throughs are designed so that teachers and administrators at Center can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning as well as support teachers.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers continue to receive support from the district through the Teacher Induction program.

District funds a full time technology coordinator at Center High School to support teachers' needs and instructional technology.

The district has funded part of a teacher's position to be a Student Study Team (SST) coordinator to set-up and attend meetings that will support teachers' instruction and interventions.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

At least one staff meeting per month is allocated to department meetings in addition to departments' regular meeting times. Department chairs meet regularly as well as with the leadership team to continue to improve internal communication and ensure that the goals of the Site Plan and WASC are being implemented with fidelity.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are using core, State and/or district-adopted curriculum as well as developing common scope and sequence for each course aligned with Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Center High School is currently operating under an 8 period, A/B alternating block to ensure adequate instructional minutes in core subjects. The additional time/classes allows for students failing to meet levels of proficiency in Math or English to receive additional support as recommended by the state.

10. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students failing to meet proficiency in English and/or math are offered placement in support classes as determined by their performance on district benchmarks, department assessments and overall achievement as indicated by grades.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbook adoptions are aligned with the Common Core and/or California Content Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students at Center High School have access to standards-aligned materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development courses
Long-Term English Learner (LTEL) support classes
Student Study Teams
504 and IEP Accommodations
Special Education push-in support and instructional aides
After school tutoring
AVID (Advancement Via Individual Determination)
EAOP (Early Academic Outreach Program)
CTE (College/Technical Education)
Project Lead the Way
Partnerships with local Community Colleges
College and Career Center
CARE program
Success program
Get Focused, Stay Focused curriculum
Educational Talent Search (ETS)
Upward Bound
MASCOT (Making All Student's College Opportunities Transpire)

14. Research-based educational practices to raise student achievement

At the school level 2 of 3 counselors and 1 of 3 admin speak Spanish.

Center High School continues to partner with local community colleges for dual enrollment and outreach programs.

Current programs that support under performing students and address issues of disproportionality include, but are not limited to CARE, Success, EAOP, AVID, support classes, and LTEL support.

The Center High School Parent Boosters is very active in supporting teachers to secure funds that will support student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Administration at Center High School is active in recruiting school, district, and community resources to support under-achieving students. Counselors schedule one-on-one meetings with students to assist students in developing a plan for success in addition to the availability of Student Success Teams (SST's).

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through School Site Council, parents, teachers, staff, and students participate in planning, implementing, and evaluating school programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Monies are made available to staff to pursue professional development or enrichment opportunities to support students.

Center High School's EL coordinator completes annual CELDT testing of all English Learners, works closely with counseling staff to place English Learners in appropriate classes, monitors the academic performance of English Learners, evaluates the readiness of English Learners for re-classification, and works closely with staff to provide academic supports to English Learners in content area courses.

The AVID program provides support to at-risk students, ensuring they are successful in completing course work that will make them eligible for acceptance into a 4-year university. Students receive academic support in core content areas.

Teachers serve in leadership roles to support the successful implementation of district and site initiatives aligned with the LEA and WASC plans.

18. Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

Description of Barriers and Related School Goals

One challenge facing Center High School and the Center Joint Unified School District is ensuring that students and teachers are in class together, uninterrupted, for 180 school days. Students' poor attendance or teachers being pulled for various meetings or obligations make it difficult for teachers to educate all students on all standards or content. Admin and counselling will continue to work on addressing concerns of habitual truancy by meeting regularly and maintaining effective communication. With the support of the district, we will continue to minimize the number of days teachers are pulled off-campus for school-related trainings and professional development.

Academic interventions are focused on students having difficulty learning and/or mastering concepts. The leadership team and school site council will be focusing on finding ways to address this throughout the 17-18 school year and will develop a plan of action to implement the strategies on which they agree.

Increasingly, Center High School is finding that more students are in need of more social and emotional assistance, intervention, or counseling than we are capable of managing. With the support of the district or through the School Site Council we will continue to pursue more avenues of support for students.

We find that the current grading structures and practices do not allow us to quickly and systemically find students who are struggling, and waiting until the 5th or 6th week of school will, at times, put students too far behind to rectify. We will record specific data regarding students who are struggling and intervene with attendance, behavior, study habits, or academic deficiencies. We are also finding that D/F rates are closely connected with work production and homework completion. Department chairs and the leadership team will focus on these concerns and attempt to develop strategies or agreements to improve the grading structures and practices.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	287	305	291	271	292	281	268	288	278	94.4	95.4	96.6
All Grades	287	305	291	271	292	281	268	288	278	94.4	95.4	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2602.7	2610.6	2612.8	23	25	26.62	38	39	38.85	23	23	21.58	14	13	12.95
All Grades	N/A	N/A	N/A	23	25	26.62	38	39	38.85	23	23	21.58	14	13	12.95

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	34	33	37.41	50	55	48.56	16	12	14.03	
All Grades	34	33	37.41	50	55	48.56	16	12	14.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	28	31	29.09	54	52	49.82	15	17	21.09
All Grades	28	31	29.09	54	52	49.82	15	17	21.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	23	29.14	64	65	58.99	17	13	11.87
All Grades	17	23	29.14	64	65	58.99	17	13	11.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	32	36	39.21	54	51	47.12	11	13	13.67
All Grades	32	36	39.21	54	51	47.12	11	13	13.67

Conclusions based on this data:

1. Students have been, on average, improving in many areas. One area that Center High School needs to focus on is Writing: producing clear and purposeful writing.
2. More than 65% of students were at or exceeding standards on the overall scores.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	287	304	291	267	289	268	260	283	258	93.0	95.7	92.1
All Grades	287	304	291	267	289	268	260	283	258	93.0	95.7	92.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2593.0	2608.1	2592.7	14	19	16.28	30	25	26.36	20	25	23.64	34	30	33.72
All Grades	N/A	N/A	N/A	14	19	16.28	30	25	26.36	20	25	23.64	34	30	33.72

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	24	32	28.68	37	32	30.62	40	36	40.70	
All Grades	24	32	28.68	37	32	30.62	40	36	40.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	22	19.38	55	50	51.55	20	28	29.07
All Grades	25	22	19.38	55	50	51.55	20	28	29.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	20	19.38	51	58	51.94	25	22	28.68
All Grades	24	20	19.38	51	58	51.94	25	22	28.68

Conclusions based on this data:

1. A large number of students are continuing to perform below standard, especially in the area of concepts and procedures.
2. Over the past three years, the number of students tested below standard has been increasing.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		6		37	28	29	47	39	59	11	11		5	17	12
10		7	5	43	21	55	43	50	14	7	14	14	7	7	14
11	7			33	46	44	40	31	38	13			7	23	19
12	11		15	28	27	54	28	27	8	22	27	8	11	18	15
Total	5	4	4	35	30	46	39	38	29	14	13	6	8	16	15

Conclusions based on this data:

1. Majority of EL/LTEL students (84%) are functioning at the Early Advanced or Intermediate levels.
2. EL students represent 6% of the overall school population.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	7	7	4	33	19	29	41	41	50	7	11	7	11	22	11
10	5	5	4	30	23	50	50	41	18	5	14	14	10	18	14
11	5		4	37	50	35	37	28	30	11	6	4	11	17	26
12	11	6	17	28	25	50	28	19	6	22	25	6	11	25	22
Total	7	5	6	32	28	40	39	34	28	11	13	8	11	20	18

Conclusions based on this data:

1. A majority of students are functioning at the Intermediate or Early Advanced levels except for seniors during the 15-16 school year who were functioning at lower levels.
2. EL students represent 6% of the overall school population.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Goal #1: Academic Achievement
LEA/LCAP GOAL: District Focus: Instruction: Continue focus on academic achievement through a Multi-Tiered System of Supports. LCAP Goal #1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through a Multi Tiered System of Supports (MTSS).
SCHOOL GOAL #1: Goal #1: Increase and improve student achievement on Common Core State Standards through a Multi-Tiered System of Supports and improve teacher use of technology to improve instruction and student access to curriculum.
Data Used to Form this Goal: Students scoring proficient or above on the CAASPP Science test in 2015-16 was 49% with an achievement gap for students with disabilities, English learners, and students who happen to be African American or Latino. The percentage of students achieving a score of 3 or higher on AP tests has steadily increased over the last five years with 62% in 2013 to 74% in 2017. Additionally, the number of students taking AP classes has increased by 7.9% (126 to 136) over the past five years as well as the number of tests taken has increased by 48% (245 to 363). During the 2016-17 school year, 6 students were reclassified English Language Fluent, which was a drop from the previous year. The number of students testing early advanced or higher on the California English Language Development Test (CELDT) increased from 26% to 29% with the mean scale score increasing from 528.3 to 549.0. Center High School has a very high performance level for graduation rate according to the California Dashboard, however, subgroups, students with disabilities, and students with low socio-economic status are disproportionately low.

Findings from the Analysis of this Data:

Center High School needs to continue to align its curriculum with the Common Core State Standards and update/revise Scope and Sequence, benchmark assessments, and common assessments to help monitor steady progress in both ELA & Math.

English Learners (EL) and Long-Term English Learners (LTEL) have made continuous gains in achievement, however are still falling short of their non-EL peers. Center will continue to work on overcoming the achievement gap by decreasing the overall D/F rate, increasing graduation rate while decreasing drop out rates, and increasing the number of students going to colleges, universities, technical schools, or careers.

Center High School needs to provide timely and comprehensive intervention for students struggling in English and Mathematics.

Center High School needs to: (1) increase the number of subgroup participation in AP/Honors courses, 2) increase the A-G graduation rate for all students especially subgroups by 3% 3) Provide systematic credit recovery and intervention services 4) provide comprehensive counseling/guidance services for students, and 5) reduce the number of suspensions to keep student in school and on track for graduation.

How the School will Evaluate the Progress of this Goal:

Classroom walk throughs and observations, student achievement data, teacher surveys, student grades, successful demonstration of expected student outcomes driven by common core. The EL coordinator and other appropriate staff members will conduct data chats throughout the year with individual EL students to monitor their academic progress and identify appropriate interventions.

Regular meetings with department chairs and leadership team to review site initiatives, WASC Action Plans, and other directives decided by appropriate committees and/or groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Instructional Leadership and Staff Development/Collaboration</p> <ul style="list-style-type: none"> Administrators and Department Chairs will review requests for staff development opportunities and approve conferences, workshops, etc that align with site and district goals. Administrators and staff will attend relevant conferences in order to receive professional development in instructional leadership/strategies, EL management, PBIS/MTSS strategies, organizational management, and school climate/culture. Administrators will work with staff to develop collaboration time focused on academic achievement. Such professional development and collaboration will include, but not be limited to, conferences, sub costs, collaboration days, coaching, and trainings to better prepare teachers in supporting students. 		Principal/Admin Team Dept. Chairs	Professional Development			0
			Conferences/Workshops	5000-5999: Services And Other Operating Expenditures	General Fund	9099
			Professional Learning Communities		None Specified	0
			Sub/release time	1000-1999: Certificated Personnel Salaries	General Fund	6000
			Sub/release time taxes	3000-3999: Employee Benefits	General Fund	1059

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Instructional Strategies <ul style="list-style-type: none"> Administration will work with teachers to offer Professional Development designed to increase student engagement. Administration will work with teachers to find and provide additional trainings for AP to increase the offerings and enrollment Increase the number of AVID trained teachers. 		Principal/Admin Team	ELA Conference (see goal 1.1) Math Conference (CMC at Asilomar) (see goal 1.1) AVID Summer Institute and other trainings for teachers and admin (see goal 1.1)			0 0 0
1.3 Technology <ul style="list-style-type: none"> Increase the access to curriculum by meeting the technological needs of the staff and students. 		Principal Tech. Coordinator	Purchase of technology Training for various technology devices or software Technology upkeep	4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Fund General Fund	15775 0 2500
1.4 Department Budgets/Supplies and stipends <ul style="list-style-type: none"> Department Chairs and Administrators will continue work together to provide itemized department supply, school technology and support budgets to better support classroom instruction. Administration will support departments by maintaining stipends for department chairs. 		Principal Dept. Chairs	Department Budgets Department chair stipends Department chair stipends taxes	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	General Fund General Fund General Fund	49230 21428 3782

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Field trips <ul style="list-style-type: none"> Administration will work with department chairs and teachers to support field trips that enrich the classroom curriculum as aligned with site/district goals and/or the Common Core State Standards. 		Principal Dept. Chairs	Field trips	5000-5999: Services And Other Operating Expenditures	General Fund	3000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Goal #2: College and Career Ready

LEA/LCAP GOAL:

District Focus: Increase collaboration district-wide with a focus on student achievement and newly implemented strategies.
District Focus: Technology needs and future implementation.

LCAP Goal #2: Center JUSD students will be college and career ready.

SCHOOL GOAL #2:

Goal #2: Every student will graduate high school and be competitively college and career ready by meeting the goals of the California Dashboard for college and career readiness.

Data Used to Form this Goal:

The transition to an 8 period schedule has provided students greater opportunity to complete the necessary courses of study to be college and career ready; successfully passing standards based testing, a-g completion, participate in dual-enrollment courses, complete CTE a pathway, and pass in AP courses.

8 period schedule has increased the number elective offerings as well an increased number of CTE course offerings.

Findings from the Analysis of this Data:

Center High School has a number of career focused classes but they are not complete pathways that could lead to certification or thorough job skills.

Students have an increased opportunities to take CTE electives, increasing the options of courses to offer.

How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Increase Graduation Rate <ul style="list-style-type: none"> Administration will ensure that all students receive the academic guidance and support they need to stay on track to be college and career ready. Administration will look into developing a tradition of visiting the middle school to share information about 9th grade, class selection, and orientation. 		Admin Team Counselors	Financial aid workshops for counselors	5000-5999: Services And Other Operating Expenditures	Other	3000
			Conferences	5000-5999: Services And Other Operating Expenditures	Other	5000
			Middle school visitation			0
2.2 CTE Pathways <ul style="list-style-type: none"> Administration, Department Chairs, and Leadership Team will review and analyze CTE pathways to ensure pathways are complete and meeting industry standards. 		Admin Team Dept. Chairs Leadership Team	Conferences	5000-5999: Services And Other Operating Expenditures	Other	10000
			Collaboration time		Other	0
			Sub/Release Time	1000-1999: Certificated Personnel Salaries	Other	5000
			Sub/Release Time	1000-1999: Certificated Personnel Salaries	General Fund	3200
			Sub/Release Time taxes	3000-3999: Employee Benefits	General Fund	883
			Sub/Release Time taxes	3000-3999: Employee Benefits	General Fund	565

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 Reduce Suspensions</p> <ul style="list-style-type: none"> Regular review of discipline referrals will be on-going to identify struggling and at-risk students early and provide them with support. Leadership Team will work on developing a referral process and review to better analyze discipline data to develop school policies that will better keep students in class and engaged. 		Admin Team Leadership Team	Leadership team meetings			0
<p>2.4 College and Career Counseling</p> <ul style="list-style-type: none"> Admin and the College and Career Center Coordinator will continue to work together to provide information and opportunities to students regarding college admission, financial aid, military options, career opportunities, and other post-graduation options. Administration will work with College and Career coordinator to set-up field trips to enrich student's experiences with college and career opportunities. 		Admin Team College and Career Coordinator	College and Career Center Budget Financial Aid nights and workshops Field trips	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Fund Other Other	3000 2000 20000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Goal #3: School Climate and Culture
LEA/LCAP GOAL: District Focus: Safe, clean, well maintained, and state-of-the-art facilities. Goal 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities through [a] Multi Tiered System of Support (MTSS).
SCHOOL GOAL #3: Goal #3: Center High School will provide a Multi Tiered System of Supports to improve school climate and culture to increase student engagement.
Data Used to Form this Goal: California Healthy Kids Survey from 2015-16. Site Safety Survey from 2016-17. School-Wide Integrated Framework for Transformation - Fidelity Integrity Assessment (SWIFT-FIA) results, review, and implementation. Campus walk-throughs and observations.
Findings from the Analysis of this Data: Center High School has a great atmosphere and a lot of positive things happening. There is also a lot of potential to incorporate addition programs to enrich student recognition and positive behavior interventions. The Leadership Team will work on analyzing the needs and developing a plan for what best fits the school culture. The extra-curricular activities at Center High School are an essential part of the school culture and, as such, the administration recognizes the need to continue supporting and increasing opportunities for students to be involved.
How the School will Evaluate the Progress of this Goal: Discussions at regular leadership team meetings and at SWIFT-FIA team meetings 3 times per year to discuss items pertaining to school climate and culture. Athletics and activities are discussed at weekly meetings with the admin team, athletic director, and activities director. Various surveys to get parent feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 School Climate and Activities <ul style="list-style-type: none"> Administration will support class advisors and other activities to encourage student participation in extra-curricular activities. Administration will take direction from the leadership team for programs that will promote positive school climate that best fit the culture of Center High School. 			Activities stipends	1000-1999: Certificated Personnel Salaries	General Fund	41000
			Activities stipends taxes	3000-3999: Employee Benefits	General Fund	7236
			School Climate Programs			0
3.2 Athletics and extra-curricular activities <ul style="list-style-type: none"> Administration will support the athletics program by maintaining coaches' stipends, transportation, and budgets per team. Administration will look for additional ways to support the theater and music programs to increase participation, enrollment, and access. 			Coaching stipends	1000-1999: Certificated Personnel Salaries	General Fund	150707
			Coaching stipends taxes	3000-3999: Employee Benefits	General Fund	26597
			Transportation	5000-5999: Services And Other Operating Expenditures	General Fund	35000
			Team budgets	4000-4999: Books And Supplies	General Fund	21000
			Theater expenses	4000-4999: Books And Supplies	General Fund	7500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.3 Support/Increase AP/Honors Participation</p> <ul style="list-style-type: none"> Administration will look for ways to alleviate some of the high costs for assessments and/or to supplement the costs of assessments such as for Free/Reduced waivers for AP tests. Administration will work with teachers to further promote their classes and increase enrollment in honors/AP classes. 			Off-setting testing costs			0
			Promoting classes/increasing student awareness			0
<p>3.4 AVID</p> <ul style="list-style-type: none"> Administration will work with site and district AVID coordinators to promote Summer Institute and increase staff participation on the AVID Site Team. 			Professional development			0
			Sub/release time	1000-1999: Certificated Personnel Salaries	General Fund	800
			Sub/release time taxes	3000-3999: Employee Benefits	General Fund	142

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.5 Parent Communication <ul style="list-style-type: none"> Administration, leadership team, and School Site Council will explore options of having parent volunteers or parent liaison to help with improving parent involvement and communication. Administration will work with leadership team to explore options and feasibility of having a student liaison position for improving communication with student population. Administration will work on developing a newsletter or other form of regular communication with parents. 			Increase parent volunteers Pursue a parent liaison position Pursue a student liaison position Parent newsletter or other forms of communication			0 0 0 0

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	409,503.00
None Specified	0.00
Other	45,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	228,135.00
3000-3999: Employee Benefits	40,264.00
4000-4999: Books And Supplies	101,005.00
5000-5999: Services And Other Operating Expenditures	85,099.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	223,135.00
3000-3999: Employee Benefits	General Fund	40,264.00
4000-4999: Books And Supplies	General Fund	99,005.00
5000-5999: Services And Other Operating	General Fund	47,099.00
	None Specified	0.00
	Other	0.00
1000-1999: Certificated Personnel Salaries	Other	5,000.00
4000-4999: Books And Supplies	Other	2,000.00
5000-5999: Services And Other Operating	Other	38,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,873.00
Goal 2	52,648.00
Goal 3	289,982.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jerald Ferguson	X				
Amy Chaney		X			
Curtis Hunter		X			
Sam Klasko		X			
Danielle Stout		X			
Roxanne Luppino			X		
Traci Perrault				X	
Rodney Dorsey				X	
Danie Gordon				X	
Susie Lacy				X	
Gia-Huy Gonzales					X
Leola McCoy					X
Numbers of members of each category:	1	4	1	4	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Attested:

Jerald Ferguson		1/23/18
Typed Name of School Principal	Signature of School Principal	Date
Curtis Hunter		1/23/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **Dudley Elementary**

Date: **February 9, 2018**

To: **Center Joint Unified School District Board of Trustees**

From: **Steve Jackson**

Principal's Initials: SJ

Action Item X

Information Item _____

of Attached Pages 43

SUBJECT: 2017-18 Single Plan for Student Achievement -- Dudley Elementary

CONSENT AGENDA

RECOMMENDATION: The CJUSD Board of Trustees to Approve the 2017-18 Single Plan for Student Achievement – Dudley Elementary

The Single Plan for Student Achievement

School: Arthur S. Dudley Elementary School
CDS Code: 34739736032908
District: Center Joint Unified School District
Principal: Steve Jackson
Revision Date:

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

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

Contact Person: Steve Jackson
Position: Principal
Phone Number: (916) 338-6470
Address: 8000 Aztec Way
Antelope, CA 95843-4486
E-mail Address: sjackson@centerusd.org

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

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School Vision and Mission

Arthur S. Dudley Elementary School's Vision and Mission Statements

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.

School Profile

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.

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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Dudley Elementary School gathers feedback from several types of surveys. Each year, parents complete a school-wide survey which has questions related to our Title I program, school connectedness, and family engagement.

Also, each year, parents, students, and staff complete a Safety Survey. This survey has questions related to feeling safe on campus, the condition of our campus, and school connectedness. The results of this survey provide help in updating the School Safety Plan.

Every other year, our 5th grade students complete the California Healthy Kids Survey. This survey covers a wide range of topics including, but not limited to, lifestyle habits, drug, alcohol, and tobacco use, and feeling safe at school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

There are several forms of classroom observation that take place on the Dudley campus. The principal conducts both formal and informal classroom observations which provide the teacher with specific feedback. Teachers also have an opportunity for peer observations. These are scheduled throughout the year and allow each certificated teacher an opportunity to spend half a day observing peers. Finally, the Superintendent and the district Curriculum Coordinator each visit campus once per month for informal observations of classrooms.

Through these different observations, it is apparent that the district adopted curricula are being utilized and teachers are working hard to present a complete and thorough program meeting state standards. It should also be noted that observations show that teachers are attempting to implement strategies and techniques acquired through professional development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Title 1 teacher, classroom teachers and principal analyze students' CAASPP test scores and local assessments to determine areas of achievement in need of support. Low-performing students are continuously monitored and their instruction is modified through the Student Success Plan process.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Dudley Elementary analyzes the California Assessment of Student Performance and Progress, California English Language Development Test, McGraw Hill Wonders and MyMath assessments, Accelerated Reader reports, Universal Screener, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement.

The Title 1 staff uses Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) curriculum for students who scored FBB and BB in English language arts. This curriculum determines the students' reading level and modifies instruction as the students progress through the program. For math, the Title 1 staff uses Accelerated Math. This program assesses students before and after each objective is taught and determines future instruction based on the assessment results.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Dudley Elementary certificated staff members have met the requirements for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Dudley Elementary teachers are credentialed. Access to AB 466 training is not applicable.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District-wide collaboration days, site collaboration days and staff meetings focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP) and district assessments. All district certificated staff analyze their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success.

The California Teacher Induction program is utilized for teachers new to the profession.

A district Academic Coordinator implements ongoing professional development activities in the areas of student achievement, instructional practices and technology.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site administrator and a district Curriculum Coordinator implements ongoing professional development activities in the areas of student achievement, instructional practices and technology. The district Curriculum Coordinator works closely with newly hired teachers.

Dudley also has a school site Curriculum Coordinator which is a position shared by two teachers. The site Curriculum Coordinator(s) provide support to all staff, but pay particular attention to teachers hired within the last two years. Along with individualized support, the site Curriculum Coordinators hold bi-weekly New Teacher Support Group meetings and attempt to address timely topics.

The district Curriculum Coordinator also does regular classroom observations and assists tenured teachers as needed. The Teacher Induction Program program is utilized for teachers new to the profession.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

District-wide and site based collaboration days focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP). Certificated staff analyzed their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success.

At Dudley Elementary, staff meetings are periodically designated for grade level or cross-grade collaboration.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Dudley Elementary students are provided with state adopted curriculum which is aligned to content standards. Teachers collaborate with grade level peers to review the state content and district power standards and determine which lessons in the core curriculum align with these standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

A reference chart that indicates the required instructional minutes for English/language arts and mathematics is available for the teaching staff. During classroom observations, lessons are examined to ensure that all instruction is standards-based.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Dudley has instituted an English/Language Arts rotation. During this time, English learners receive instruction using the Designated English Instruction portion of the Wonders English/Language Arts curriculum.

Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing.

The Title 1 Learning Center provides intervention to first through sixth grade students who have scored Standard Not Met and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or who tested far below grade level in their reading level. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State adopted standards-based instructional materials are available for all Dudley Elementary students. English Language learners are provided with additional instruction using the Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted standards-based instructional materials are available for all Dudley Elementary students. Wonders is used for English/Language Arts and MyMath is used for mathematics. English learners are provided with additional instruction using Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards as well as for high-achieving students who need to be challenged. The intervention teachers use Wonders materials. Students practice reading fluency and comprehension using the Read Naturally program.

The Title 1 staff uses SIPPS materials to teach decoding and build reading fluency. Wonders, Harcourt Science and Houghton-Mifflin Social Studies curriculum is used to teach reading comprehension. MyMath curriculum is used for math intervention.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

State adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic.. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards. Students use Accelerated Reader which is a program that focuses on reading comprehension. The Title 1 Learning Center provides intervention to kindergarten through sixth grade students who have scored Standard Not Met and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or who tested far below grade level in their reading level. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

Other services include: resource pull-out, speech and pathology services, occupational therapy, Special Day Class, Title 1 push-in support and counseling services.

14. Research-based educational practices to raise student achievement

All curriculum and materials used at Dudley Elementary are standards-based and research-based. This includes the state-adopted Wonders, MyMath curriculum as well as Accelerated Reader and Math, Read Naturally and SIPPS supplemental materials.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In September, every teacher meets with the school's support staff and principal to discuss every student's academic, emotional and financial needs.

Dudley Elementary utilizes a 60 minute Intervention Block to provide academic support within the school day. 30 minutes of the block are used for Intervention Rotation which includes designated EL instruction as well as other support opportunities as determined by the needs of the particular grade level. The other 30 minutes are used for Workshop which is small group instruction within each classroom. During Workshop, Title I Instructional Specialists push-in to provide small group support.

Also, to assist under-achieving students, Dudley Elementary sets up individual Student Success Plans, defining specific areas of need, specific accommodation strategies for support, and SMART goals are set based upon the student's identified need. If the Student Success Plan is not achieving adequate success a Student Success Team meetings can be planned to determine a plan of action to increase the student's academic proficiency. Outcomes from these meetings may include, but are not limited to: Access referrals, referral to the school counselor, referral for Title 1 support, placement in the intervention class, referral to the nurse, occupational therapist screening, speech and language screening, academic and cognitive testing, etc. The Student Success Team may be comprised of an administrator, classroom teacher, resource teacher, counselor, English learner teacher and psychologist.

A school breakfast and lunch program is available for qualifying students.

Underachieving students may qualify for access to The Family Resource Center created through a California Healthy Start Grant.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Dudley Elementary has a School Site Council that meets a minimum of three times per school year. Key stakeholders are invited to participate in program planning and evaluation as part of the School Site Council via newsletters, fliers and auto-dialer messages.

Dudley Elementary's English Learner Advisory Committee is also presented with information regarding Dudley's Single Plan for Student Achievement and is asked for input regarding expenditures from categorical and general funds.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Dudley Elementary receives two categories of funds that can be used to target under-performing students. Lottery monies are used to purchase copies used for homework and class assessments. Lottery money is also used to purchase math consumable workbooks for kindergarten-second grade student, a school wide subscription to Accelerated Reader for fluency support and Sumdog for mathematics skill support. Accelerated Reader and Sumdog are web-based programs.

The Title 1 fund is used to target students' academic needs and emotional well-being. A learning center staff consists of a certificated teacher and three part-time aides. The staff provides small group instruction to students who are performing significantly below grade level. To support emotional well-being, and assist with students who have difficulty transitioning to school, the Title 1 fund is used for the salary of a .8 FTE school counselor.

We firmly believe that students who are connected and engaged with activities that are of high interest and high motivation, they will be equally motivated and engaged in learning in the core subjects. This engagement in extra-curricular activities will enable students to achieve more successfully in core academic areas. To increase school connectedness, Title I funds are used to fund stipends and supplies for extra-curricular clubs. These clubs provide a valuable function of exposing students to activities they may not regularly have experience with such as art, animae, Spanish, media production, computer/technology applications, nutrition. Our vision is to expand these club offerings into the area of video production so that our students would have an introduction to skills that would be applicable to elective classes at Wilson C. Riles Middle School as well as Center High School.

18. Fiscal support (EPC)

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies are used to purchase consumable mathematics texts for kindergarten through second grade students. The School and Library Improvement Program Block Grant is used to fund a .5FTE computer technician to support the Orchard and Accelerated Reader computer program, part of the salary of a .96FTE school counselor to increase student connectedness, and stipends for after school intervention and enrichment clubs. The same fund is used to purchase unlimited copies for staff through the district's copy center.

Description of Barriers and Related School Goals

Students must be at school, on time and ready to learn every day. In addition, students need to remain at school the entire day. Everyday, the families of absent children are called. Parents are informed of excessive absences, trancies, and tardies via letters, calls and conferences. Attendance is encouraged by awards and certificates for Perfect Attendance being awarded to students who have been present everyday of the trimester and at the end of the school year for the whole school, year.

Every effort is made to ensure that students are not being pulled out of core instruction. The majority of our Intervention support occurs during a 60 minute block at each grade level. This Intervention Block helps to significantly reduce students being pulled out of core instructional time to receive Intervention support. Scheduling students' pullout time with the teacher, support staff (ELD, Title 1, Speech, RSP, and counseling) is definitely a challenge. Teachers and staff are very flexible but acknowledge this is a barrier towards student learning.

Identifying at-risk students quickly is always a challenge at the beginning of the year. The Title 1 staff, the EL teacher, and the RSP staff, and the teachers work together to administer the Universal Screeners the first few weeks of school. Data is analyzed and goals are made. Although necessary, on-going assessments become time-consuming and may impact instruction.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	97	106	100	91	106	99	91	106	95.2	93.8	100
Grade 4	99	104	103	95	99	99	95	98	99	96.0	94.3	96.1
Grade 5	115	100	99	108	93	98	108	93	98	93.9	93	99
Grade 6	94	122	96	91	120	93	91	120	93	96.8	98.4	96.9
All Grades	413	423	404	394	403	396	393	402	396	95.4	95	98

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2384.2	2410.6	2409.2	7	15	19.81	17	15	21.70	33	45	23.58	42	24	34.91
Grade 4	2443.7	2444.8	2450.9	16	12	21.21	25	28	21.21	23	20	23.23	36	40	34.34
Grade 5	2496.0	2470.2	2495.8	15	8	15.31	35	30	31.63	27	18	24.49	23	44	28.57
Grade 6	2516.5	2528.2	2520.2	14	19	13.98	33	35	33.33	26	27	27.96	26	19	24.73
All Grades	N/A	N/A	N/A	13	14	17.68	28	28	26.77	27	27	24.75	32	31	30.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	12	22.64	42	52	41.51	48	36	35.85
Grade 4	16	10	17.35	44	46	57.14	40	44	25.51
Grade 5	19	18	19.39	44	34	47.96	35	47	32.65
Grade 6	16	16	19.35	43	50	48.39	41	34	32.26
All Grades	15	14	19.75	44	46	48.61	41	40	31.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	15	17.14	45	57	46.67	41	27	36.19
Grade 4	13	14	17.35	58	57	54.08	27	29	28.57
Grade 5	19	15	29.59	57	53	51.02	21	32	19.39
Grade 6	30	28	18.48	40	51	52.17	31	21	29.35
All Grades	18	19	20.61	50	54	50.89	30	27	28.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	8	13.21	68	76	67.92	25	16	18.87
Grade 4	16	11	15.31	62	71	60.20	22	17	24.49
Grade 5	8	10	14.29	71	61	63.27	19	29	22.45
Grade 6	16	13	16.13	68	73	64.52	15	13	19.35
All Grades	12	11	14.68	67	71	64.05	21	19	21.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	20	16.04	55	56	55.66	37	24	28.30
Grade 4	20	14	23.47	56	56	44.90	24	30	31.63
Grade 5	38	25	20.41	50	53	57.14	12	23	22.45
Grade 6	22	38	24.73	63	45	50.54	15	17	24.73
All Grades	22	25	21.01	55	52	52.15	22	23	26.84

Conclusions based on this data:

1. The goal set for the 2016-2017 School year was an increase in the number of students who met or exceeded the standards in ELA for grades 3-6. This goal was met in grades three and four.
2. Deeper understanding of new ELA curriculum should have a positive impact in student performance in 17-18 assessments.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	97	106	101	91	106	101	91	106	96.2	93.8	100
Grade 4	99	103	103	95	98	100	95	98	100	96.0	94.2	97.1
Grade 5	115	100	99	109	96	99	108	96	99	94.8	96	100
Grade 6	94	122	96	92	121	95	92	119	95	97.9	99.2	99
All Grades	413	422	404	397	406	400	396	404	400	96.1	96	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2390.7	2421.3	2406.1	5	16	4.72	23	27	33.96	28	27	26.42	45	29	34.91
Grade 4	2434.0	2433.8	2435.3	5	3	7.00	22	23	22.00	34	37	36.00	39	37	35.00
Grade 5	2466.9	2463.2	2456.9	6	9	4.04	17	17	15.15	31	26	31.31	46	48	49.49
Grade 6	2494.0	2512.0	2483.7	9	18	8.42	15	21	16.84	45	29	30.53	32	31	44.21
All Grades	N/A	N/A	N/A	6	12	6.00	19	22	22.25	34	30	31.00	41	36	40.75

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	26	16.98	30	36	38.68	57	37	44.34
Grade 4	9	15	17.00	35	28	32.00	56	57	51.00
Grade 5	6	14	9.09	39	21	26.26	56	66	64.65
Grade 6	11	25	10.53	45	34	35.79	45	41	53.68
All Grades	10	20	13.50	37	30	33.25	54	50	53.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	22	16.04	39	44	55.66	48	34	28.30
Grade 4	14	7	11.00	49	54	47.00	37	39	42.00
Grade 5	19	14	9.09	31	33	42.42	51	53	48.48
Grade 6	9	23	10.53	50	40	40.00	41	37	49.47
All Grades	14	17	11.75	42	43	46.50	44	41	41.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	16	15.09	50	57	59.43	41	26	25.47
Grade 4	8	6	14.00	44	46	40.00	47	48	46.00
Grade 5	6	13	6.06	43	38	46.46	51	50	47.47
Grade 6	12	18	13.68	59	53	44.21	29	29	42.11
All Grades	9	14	12.25	49	49	47.75	42	38	40.00

Conclusions based on this data:

1. Fifth grade scores have consistently been lower than other grades. Efforts to address this decline will continue at the school and district level.
2. The goal set for the 2016-2017 School year was an increase in the number of students who met or exceeded the standards in Math for grades 3-6. This goal was met or exceeded in grade 4.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K												***			
1	11	11	6	26	37	35	42	37	24	16	16	24	5		12
2	4		10	52	19	38	36	38	33	4	38	10	4	5	10
3	8			17	22	19	63	67	38	4	6	19	8	6	24
4	7	5	14	57	47	43	21	32	36	7	16	7	7		
5	48		25	43	75	40	9	25	30						5
6	14	31	14	29	46	43	29	15	29	29				8	14
Total	16	7	11	38	38	35	35	37	31	7	15	11	4	3	11

Conclusions based on this data:

1. CELDT Assessment results remain relatively consistent year after year. One possible factor that affects the scores is the fluctuation of student enrollment from year to year.
2. The data continues to support our current strategy of offering designated support to our ELs and our LTELs within the school day.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				9		4	26	29	13	35	29	42	30	42	42
1	8	9	4	21	35	38	50	30	25	17	17	17	4	9	17
2	4		11	50	27	41	36	31	26	7	35	11	4	8	11
3	8			16	24	22	64	62	35	4	10	17	8	5	26
4	15	9	10	55	39	38	20	35	29	5	17	14	5		10
5	46		23	46	61	36	8	17	36		6			17	5
6	13	31	18	25	44	41	38	13	24	25				13	18
Total	13	6	9	32	31	31	35	32	27	12	18	15	8	13	18

Conclusions based on this data:

1. CELDT Assessment results remain relatively consistent year after year. One possible factor that affects the scores is the fluctuation of student enrollment from year to year.
2. The data continues to support our current strategy of offering designated support to our ELs and our LTELs within the school day.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Interventions
LEA/LCAP GOAL: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.
SCHOOL GOAL #1: English Language Arts: For the 2017-18 school year, we will look for each grade level to increase the percentage of students who score "standard met" or "standard exceeded" by 3% over the 2016-17 percentage as measured on the California Assessment of Student Performance and Progress (CAASPP).
Data Used to Form this Goal: CAASPP data from 2014-2015, 2015-2016, and 2016-17 CELDT data from 2014-2015, 2015-2016, and 2016-17 Wonders Assessments - weekly and unit CJUSD Universal Screener Accelerated Reader data STAR Initial Reading Inventory Fluency Scores San Diego Quick BPST APST

Findings from the Analysis of this Data:

CAASPP-English Language Arts

Students who met or exceeded state standards

2015	2016	2017
Grade 3: 24%	30%	42%
Grade 4: 41%	40%	42%
Grade 5: 51%	38%	47%
Grade 6: 47%	54%	47%

CELDT

Number of Students in each category

2015-16

B	EI	I	EA	A	
10	7	7	0	0	Gr K
2	4	7	8	2	Gr 1
2	9	8	7	0	Gr 2
1	2	13	5	0	Gr 3
0	4	8	9	2	Gr 4
3	1	3	11	0	Gr 5
2	0	2	7	5	Gr 6

2016-17

B	EI	I	EA	A	
10	7	7	0	0	Gr K
2	4	7	8	2	Gr 1
2	9	8	7	0	Gr 2
1	2	13	5	0	Gr 3
0	4	8	9	2	Gr 4
3	1	3	11	0	Gr 5
2	0	2	7	5	Gr 6

How the School will Evaluate the Progress of this Goal:

Daily, weekly, monthly, and at the end of each trimester, students will be monitored and evaluated for progress toward grade level standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify at-risk students and target their literacy needs	August 2017-May 2018 <ul style="list-style-type: none"> Assess at-risk students to determine literacy needs Analyze formative and summative assessment data for at-risk students Identify specific literacy needs of individual students Brainstorm intervention and accommodation strategies with Collaboration Group Develop individual Student Success Plans (SSPs) including SMART Goals related to student's identified need. 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	.5 FTE Academic Coordinator	1000-1999: Certificated Personnel Salaries	District Funded	47,418
			.5 FTE Academic Coordinator	1000-1999: Certificated Personnel Salaries	District Funded	46,038
			(3 x 0.75 each) Instructional Specialists	2000-2999: Classified Personnel Salaries	Title I	50,068.76
			.5 FTE Title 1 Teacher	1000-1999: Certificated Personnel Salaries	Title I	42,550
			.5 FTE EL Teacher	1000-1999: Certificated Personnel Salaries	District Funded	43,827
			Title 1 Staff H&W, Taxes	3000-3999: Employee Benefits	Title I	51,645.72
			.5 FTE EL Teacher H&W, Taxes	3000-3999: Employee Benefits	District Funded	9,206.59

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Plan and implement student success plans for at-risk student	August 2017-May 2018 <ul style="list-style-type: none"> Select appropriate literacy intervention strategies/materials for at-risk students Provide professional development to staff related to accommodations and interventions Implement literacy interventions to meet at-risk student's needs on a daily, weekly, and monthly basis Develop and implement intervention rotation and workshop intervention activities within the school day to be used on a daily basis Utilize Title I Instructional Assistants to "push-in" to designated Workshop slots 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	* See Goal 1 Action 1 for associated costs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Conduct ongoing evaluations based on student outcomes.	August 2017-May 2018 <ul style="list-style-type: none"> • Monitor and evaluate student progress on a daily, weekly, and monthly basis • Adjust/re-evaluate student goals according to their progress toward stated goals 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	* See Goal 1 Action 1 for associated costs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide opportunities for professional development and collaboration.	August 2017-May 2018	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	18,000
			Collaboration	5000-5999: Services And Other Operating Expenditures	Title I	18,000
	<ul style="list-style-type: none"> Seek professional development activities related, but not limited to student academic success, Universal Design for Learning, and strategies for inclusive practices. Provide opportunities for teachers to collaborate beyond the district allotted time to discuss <ol style="list-style-type: none"> 1) What is being taught, 2) How to determine if the students have mastered it, 3) What to do when students don't master it, and 4) What to do when students already have it mastered. Provide opportunities for peer 					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Purchase equipment and supplies which support the identified academic needs of students.	August 2017-May 2018 <ul style="list-style-type: none"> Identify any need for equipment or supplies to support the identified needs of students. Research the best equipment or supply solutions to meet these needs. 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	Supplies and Equipment	4000-4999: Books And Supplies	Title I	32,164.56

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Student Interventions Mathematics																				
LEA/LCAP GOAL:																				
Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment.																				
SCHOOL GOAL #2:																				
For the 2017-18 school year, we will look for each grade level to increase the percentage of students who score "standard met" or "standard exceeded" by 3% over the 2016-17 percentage as measured on the California Assessment of Student Performance and Progress (CAASPP).																				
Data Used to Form this Goal:																				
CAASPP data from 2014-2015, 2015-2016, 2016-2017 MyMath Assessment Data CPM Assessment Data SumDog Data																				
Findings from the Analysis of this Data:																				
CAASPP- Mathematics Students who met or exceeded state standards <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Grade 3:</td> <td>28%</td> <td>43%</td> <td>39%</td> </tr> <tr> <td>Grade 4:</td> <td>27%</td> <td>26%</td> <td>29%</td> </tr> <tr> <td>Grade 5:</td> <td>23%</td> <td>26%</td> <td>19%</td> </tr> <tr> <td>Grade 6:</td> <td>24%</td> <td>39%</td> <td>25%</td> </tr> </tbody> </table>		2015	2016	2017	Grade 3:	28%	43%	39%	Grade 4:	27%	26%	29%	Grade 5:	23%	26%	19%	Grade 6:	24%	39%	25%
	2015	2016	2017																	
Grade 3:	28%	43%	39%																	
Grade 4:	27%	26%	29%																	
Grade 5:	23%	26%	19%																	
Grade 6:	24%	39%	25%																	
How the School will Evaluate the Progress of this Goal:																				
Daily, weekly, monthly, and at the end of each trimester, students will be monitored and evaluated for progress toward grade level standards																				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify at-risk students and target their mathematics needs	August 2017-May 2018 <ul style="list-style-type: none"> Assess at-risk students to determine mathematics needs Analyze formative and summative assessment data for at-risk students Identify specific mathematics needs of individual students - Brainstorm intervention and accommodation strategies with Collaboration Group Develop individual Student Success Plans (SSPs) including SMART Goals related to student's identified need. 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	* See Goal 1 Action 1 for associated costs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
2. Plan and implement mathematics intervention plans for at-risk student	August 2017-May 2018 <ul style="list-style-type: none"> Select appropriate mathematics intervention strategies/materials for at-risk students Provide professional development to staff related to accommodations and interventions Implement mathematics interventions to meet at-risk student's needs on a daily, weekly, and monthly basis Develop and implement intervention rotation and workshop intervention activities within the school day to be used on a daily basis Utilize Title I Instructional Assistants to "push-in" to designated Workshop slots 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	* See Goal 1 Action 1 for associated costs.		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Conduct ongoing evaluations based on student outcomes	August 2017-May 2018 <ul style="list-style-type: none"> Monitor and evaluate student progress on a daily, weekly, and monthly basis Adjust/re-evaluate student goals according to their progress toward stated goals 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	* See Goal 1 Action 1 for associated costs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
4. Provide opportunities for professional development and collaboration.	<p>August 2017-May 2018</p> <ul style="list-style-type: none"> Seek professional development activities related, but not limited to student academic success, Universal Design for Learning, and strategies for inclusive practices. Provide opportunities for teachers to collaborate beyond the district allotted time to discuss <ol style="list-style-type: none"> 1) What is being taught, 2) How to determine if the students have mastered it, 3) What to do when students don't master it, and 4) What to do when students already have it mastered. Provide opportunities for peer 	<p>Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups</p>	<p>* See Goal 1 Action 4 for associated costs.</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
5. Purchase equipment and supplies which support the identified academic needs of students.	August 2017-May 2018 <ul style="list-style-type: none"> Identify any need for equipment or supplies to support the identified needs of students. Research the best equipment or supply solutions to meet these needs. 	Academic Coordinator/Title 1 Teacher, Academic Coordinator/EL Teacher, Instructional Specialists, Classroom Teacher, Collaborative Teacher Groups	* See Goal 1 Action 5 for associated costs.		

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Safety and Engagement
LEA/LCAP GOAL: Center JUSD students will be engaged in their educational process and opportunities
SCHOOL GOAL #3: By May 2018, survey data will show a minimum of 90% of the students, parents, and staff feeling safe and engaged at school.
Data Used to Form this Goal: <ul style="list-style-type: none">• 2013-14 and 2015-16 California Healthy Kids Survey• 2014-15 and 2015-16 Dudley Safe School Survey for staff, students, and parents.• Comments and testimonials of Dudley Elementary School parents, students and staff
Findings from the Analysis of this Data: <p>The 2014-2015 Dudley Safe School Survey reported:</p> <ul style="list-style-type: none">• Students- 90% indicate that they feel safe at school• Parents- 79% indicate that their child feels safe at school• Staff- 86% indicate that they feel safe and secure at school <p>The 2015-2016 Dudley Safe School Survey reported:</p> <ul style="list-style-type: none">• Students- 87% indicate that they feel safe at school• Parents- 94% indicate that their child feels safe at school• Staff- 86% indicate that they feel safe and secure at school <p>We firmly believe that students who are connected and engaged with activities that are of high interest and high motivation, will be equally motivated and engaged in learning in the core subjects. This engagement in extra-curricular activities will enable students to achieve more successfully in core academic areas. To increase school engagement, Title I funds are used to fund stipends and supplies for extra-curricular clubs. These clubs provide a valuable function of exposing students to activities they may not regularly have experience with such as art, animae, Spanish, media production, computer/technology applications, nutrition. Our vision is to expand these club offerings into the area of video production so that our students would have an introduction to skills that would be applicable to elective classes at Wilson C. Riles Middle School as well as Center High School.</p>

How the School will Evaluate the Progress of this Goal:

This school goal will be evaluated on an annual basis as part of the SPSA evaluation process

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom teachers will identify safety concerns	August 2017-May 2018 <ul style="list-style-type: none"> Classroom teachers will hold class meetings to identify safety concerns Classroom teachers will share their findings with the collaborative groups and brainstorm a plan for improvement Information will also be shared with the Principal 	Classroom teachers, Collaborative Teacher Groups, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will be trained in Positive Behavior Intervention and Supports Tier II for August 2017 implementation	August 2017-May 2018 <ul style="list-style-type: none"> Beginning in October 2016, a team of staff members will attend training on the PBIS system for Tier II. PBIS team will bring information back to the rest of the staff and help set expectations and implement the program. Tier II of PBIS will initiate in August of 2017 	All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-site Staff and the School Counselor will train for and implement Restorative Practices including Community Circles and Safe School Ambassadors.	August 2017-May 2018 <ul style="list-style-type: none"> Our school counselor and staff coordinator in conjunction with the Community Matters group will identify and train prospective Safe School Ambassadors from the 4th, 5th and 6th grade classes. School counselor will help to monitor the efforts of the Safe School Ambassadors and provide follow-up training as needed Presentations will be made to the staff and in all of the classrooms, grades 1-6, to introduce the students to the Safe School Ambassadors and how they function 	School Counselor (0.8 FTE)	.8 FTE School Counselor	1000-1999: Certificated Personnel Salaries	Title I	64,172
			School Counselor H&W, Taxes	3000-3999: Employee Benefits	Title I	20,630.96

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
On-site counseling and support is available within the school day	August 2017-May 2018 <ul style="list-style-type: none"> School counselor provides individual crisis support as well as small group counseling/skill building Child Aide will work with children in the Dragon Pals and Toolbox programs 	School Counselor (0.8 FTE)	*See Goal 3 Action 3 for associated costs.			
A variety of extra-curricular clubs and activities will be available to students to allow students to experience opportunities which they may not experience during core instruction. It is our belief that participation in these extra-curricular activities will engage students and motivate them to achieve at a higher level in their core academic classes.	August 2017-May 2018 <ul style="list-style-type: none"> Survey staff to identify possible clubs and extra-curricular activities that they would be willing to host. Advertise these opportunities to students and families through Thursday Folder flyers and the all-school messaging system. 	<ul style="list-style-type: none"> Stipends for Club Sponsors, beyond the district allotment Supplies for the clubs 	Stipends Supplies	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I Title I	3,000 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In collaborative partnership with the Sacramento Educational Cable Consortium, Dudley will be building a video lab and purchasing video equipment so that students can create video projects in the classroom and as an extra-curricular activity.	August 2017-May 2018	<ul style="list-style-type: none"> Fair Share grant funding Workshops and in-service training. 	School Portion of Grant	5000-5999: Services And Other Operating Expenditures	Title I	14,000
			Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	2,000

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Connectedness
LEA/LCAP GOAL: Center JUSD students will be engaged in and informed regarding their student's educational experience.
SCHOOL GOAL #4: By May 2018, survey data will show a minimum of 90% of the students, parents, and staff feel "connected" at school.
Data Used to Form this Goal: <ul style="list-style-type: none">• 2013-14 and 2015-16 California Healthy Kids Survey• 2014-15 and 2015-16 Dudley Safe School Survey for staff, students, and parents.• Comments and testimonials of Dudley Elementary School parents, students and staff
Findings from the Analysis of this Data: <p>The 2014-2015 Dudley Safe School Survey reported:</p> <ul style="list-style-type: none">• Students: 84% indicate that they feel that "they belong" at Dudley• Parents: 78% indicate that they are encouraged to participate in school activities• Staff: 86% indicate that they feel "valued and appreciated" at Dudley <p>The 2015-2016 Dudley Safe School Survey reported:</p> <ul style="list-style-type: none">• Students: 74% indicate that they feel that "they belong" at Dudley• Parents: 91% indicate that they are encouraged to participate in school activities
How the School will Evaluate the Progress of this Goal: This school goal will be evaluated on an annual basis as part of the SPSA evaluation process

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will reach out to families to invite them to school events/activities	<ul style="list-style-type: none"> Classroom teachers will invite families to events/activities via email, phone, face-to-face, and/or newsletters Each grade level will hold one parent evening so that families are welcomed to attend an evening event at Dudley once per month: August- Teacher Meet & Greet Ice Cream Social 8.2.17 September- October- 3rd Grade Family Night November- 1st Grade Family Night December- Kindergarten Holiday Performance January- 5th Grade Family Night February- 2nd Grade Family Night March- 4th Grade Family Night April- May- 6th Grade Family Night 	<ul style="list-style-type: none"> Classroom Teachers Principal 				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	317,232	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	146,489.59
Title I	317,232.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	244,005.00
2000-2999: Classified Personnel Salaries	50,068.76
3000-3999: Employee Benefits	81,483.27
4000-4999: Books And Supplies	32,164.56
5000-5999: Services And Other Operating Expenditures	56,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	137,283.00
3000-3999: Employee Benefits	District Funded	9,206.59
1000-1999: Certificated Personnel Salaries	Title I	106,722.00
2000-2999: Classified Personnel Salaries	Title I	50,068.76
3000-3999: Employee Benefits	Title I	72,276.68
4000-4999: Books And Supplies	Title I	32,164.56
5000-5999: Services And Other Operating	Title I	56,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	358,918.63
Goal 3	104,802.96

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steve Jackson	X				
Leah Dean		X			
Venessa Mason		X			
Tracie Meloy		X			
Tonya Jackson				X	
Erin Kirk				X	
Dawn Williams				X	
Michael Williams				X	
Kimalea Gonzales				X	
Dawnita Bassett-Sanders				X	
Kim Kelly			X		
Numbers of members of each category:	1	3	1	6	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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


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

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

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

Attested:

Steve Jackson
Typed Name of School Principal

 2/13/18

Tonya Jackson
Typed Name of SSC Chairperson

 2/9/18

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Curriculum Dept.	
Date:	February 21, 2018	Action Item <u> X </u>
To:	Board of Trustees	Information Item
From:	Mike Jordan Curriculum Director	# Attached Pages
	Initials: _____	

SUBJECT: School Accountability Report Cards
<p>Please ratify the following School Accountability Report Cards (SARCs) reported for the 2016/17 school year, published/posted on Center JUSD website and to CDE by February 1st, 2018, during the 2017/18 school year.</p> <p>Dudley Elementary North Country Elementary Oak Hill Elementary Spinelli Elementary Wilson C. Riles Middle School Center High School McClellan High School Global Youth Charter High School</p>
RECOMMENDATION: CJUSD Board of Trustees to ratify 2016/17 School Accountability Report Cards (SARCs) in the 2017/18 school year.

CONSENT AGENDA

Arthur S. Dudley Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	sjackson@centerusd.org
Web Site	https://dudley.centerusd.org/
CDS Code	34739736032908

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6330
Superintendent	Scott A. Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

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 a goal for the future of being college and career ready.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	88
Grade 1	101
Grade 2	87
Grade 3	100
Grade 4	99
Grade 5	98
Grade 6	95
Total Enrollment	668

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.4
Asian	7.3
Filipino	2.7
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.7
White	46.4
Two or More Races	5.8
Socioeconomically Disadvantaged	67.2
English Learners	23.7
Students with Disabilities	12
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	34	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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	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 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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A-7 NVAP noisy
Interior: Interior Surfaces	X			T-3 ceiling tiles cracked; hole in vertex; clock missing; C-5 mop base coming off;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			High gutters drip; lower corner bricks moving; holes in bricks; dry rot around window
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows cracked; windows with bb holes; door handle on backwards; replace door hinge; baseball diamonds rutted

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	44	44	47	48	48
Mathematics (grades 3-8 and 11)	34	28	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	396	98.02	44.44
Male	217	214	98.62	41.12
Female	187	182	97.33	48.35
Black or African American	52	50	96.15	22
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100	53.57
Filipino	12	12	100	91.67
Hispanic or Latino	102	101	99.02	37.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	181	97.31	50.28
Two or More Races	18	18	100	44.44
Socioeconomically Disadvantaged	281	275	97.86	36.73
English Learners	116	112	96.55	47.32
Students with Disabilities	77	73	94.81	4.11
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	400	99.01	28.25
Male	217	215	99.08	31.63
Female	187	185	98.93	24.32
Black or African American	52	50	96.15	8
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100	32.14
Filipino	12	12	100	75
Hispanic or Latino	102	102	100	21.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	184	98.92	32.61
Two or More Races	18	18	100	38.89
Socioeconomically Disadvantaged	281	278	98.93	23.38
English Learners	116	115	99.14	27.83
Students with Disabilities	77	74	96.1	4.05
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39	45	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.8	27.2	19.6

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5	4.3	2.6	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 CIUSD 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		3		30		3		22	1	3	
1	26		4		26		3		25		4	
2	26		3		24		4		22		4	
3	28		4		20	2	3		25		4	
4	24		3		32		3		32		2	1
5	27	1	4		29		3		31		3	
6	26	1	2		26	1	4		26	1	3	
Other	11	1										

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.80	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5331	993	4338	72342
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-32.0	0.5
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-23.6	7.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 4 days per week. We utilize Healthy Play, Second Step, and Community Circles in all classrooms as tier I intervention strategies. We also offer Dragon Pals and Toolbox as skill development strategies as tier II strategies. 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Dudley Elementary School revolve around the California Common Core State Standards. During the 2013-14 school year, Dudley Elementary School held staff development training devoted to:

- Common Core State Standards Implementation
- Healthy Play and Second Steps (Conflict Mediation Programs)
- Marzano's Academic Vocabulary
- Math Collaboration
- Safety Training
- Student Engagement Strategies

During the 2015-16 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core State Standards in Reading and Writing
- Common Core State Standards in Mathematics
- Common Core State Standards Instructional Shifts

During the 2016-17 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 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

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.

North Country Elementary School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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	Kathleen Lord
E-mail Address	klord@centerusd.org
Web Site	http://northcountry.centerusd.org/
CDS Code	34-73973-6032924

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

Welcome to North Country, a Franklin Covey Leader in Me school and an award winning Title I Academic Achievement School. Our mascot is the Timber wolf. The center of a wolf's universe is its pack. Developing strong, social bonds with pack mates is dependent on the wolf's survival. With that in mind, we believe that together we can achieve and succeed. 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. We continue the implementation of common core standards throughout the curriculum while integrating project-based learning activities in each subject area.

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.

Mission Statement

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

Vision Statement:

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

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	102
Grade 1	102
Grade 2	89
Grade 3	89
Grade 4	67
Grade 5	91
Grade 6	85
Total Enrollment	625

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.6
Asian	2.9
Filipino	2.4
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	1.1
White	43.8
Two or More Races	9.6
Socioeconomically Disadvantaged	69.4
English Learners	25.3
Students with Disabilities	12.8
Foster Youth	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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	32	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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

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).

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. New math curriculum was adopted in 2014; My Math for grades K-5 and CPM for 6th grade. Wonders English Language Arts curriculum was adopted at the end of 2015-2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 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
Foreign Language			
Health			

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall rating is 92.88%, 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Cottonwood 1 old mortis handle; Birch ceiling tiles stained in speech room, old carpet; Maple workroom missing clock; Oak workroom missing clock; Willow workroom patched wall needs paint; Sequoia workroom missing clock, messy; Cottonwood 2 old mortis lock; Oak 2 wallpaper by sink; Cottonwood 3 sheetrock cracked by window, Maple 3 carpet seam badly frayed; kitchen linoleum worn; MP room linoleum stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Cypress 3 photo eye for night lights broken, soffit light cover missing; Willow 2 soffit light cover missing; Sequoia 2 soffit light broken; Cypress 1 light cover missing on soffit
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Pine 2 toilet needs flapper
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		CDC roofing needs repair; Cypress 1 rain gutters dented; Willow Restroom hole in ground by foundation back wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Maple 1 door to quad has a crease in the metal; Cypress 5 soffit light cover missing; Cottonwood 1 siding dry rot; Aspen 1 door closer worn; Laurel 1 old style door handle worn out; Maple workroom hinge sprung door facing street; Sequoia workroom outside soffit light cover missing; Cottonwood 2 cracked sheetrock by window; Cottonwood 3 door has holes from old closer; Willow 3 bad closer; Willow Restroom door handles starting to wear out; Playground needs new bark added

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	38	44	47	48	48
Mathematics (grades 3-8 and 11)	25	23	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	331	98.51	38.37
Male	188	184	97.87	34.24
Female	148	147	99.32	43.54
Black or African American	22	22	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	66.67
Filipino	--	--	--	--
Hispanic or Latino	111	111	100	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	137	97.86	43.8
Two or More Races	36	35	97.22	34.29
Socioeconomically Disadvantaged	250	246	98.4	35.77
English Learners	108	105	97.22	41.9
Students with Disabilities	49	49	100	6.12
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	333	99.11	22.52
Male	188	185	98.4	26.49
Female	148	148	100	17.57
Black or African American	22	22	100	4.55
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	38.46
Filipino	--	--	--	--
Hispanic or Latino	111	111	100	13.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	138	98.57	28.99
Two or More Races	36	35	97.22	31.43
Socioeconomically Disadvantaged	250	248	99.2	20.16
English Learners	108	107	99.07	20.56
Students with Disabilities	49	49	100	2.04
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	53	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.3	24.7	37.1

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 automated telephone messages, email, parent conferences, the monthly Timberwolf Times newsletter, the school marquee, the school website, Aeries Parent Portal, and Facebook 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
- Student Store
- PTO Sponsored School Events

Committees:

- English Learner Advisory Council
- Parent Teacher Organization
- School Site Council

- School Activities:
- Science Night
- Spelling Bee
- Harvest Festival
- Geography Bee
- Title I Information Sessions
- Open House
- PTO Family Nights
- Jog-A-Thon
- Leader in Me Parent 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.2	6.6	5.5	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version being updated in January 2018. 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	1	4		25		5		26		4	
1	20	3	1		23		4		26		3	
2	25		3		22		4		22		4	
3	22		4		23		3		22		4	
4	28		2		31		3		32		2	
5	29		3		27		3		30		3	
6	33		1	1	26	1		2	27		3	
Other	9	1							18	1	1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6042	1494	4548	71073
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-28.7	-1.3
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-19.9	5.5

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

Types of Services Funded (Fiscal Year 2016-17)

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, and after school homework assistance for EL students twice weekly. A weekly video club is held for students in 1st-6th grades to facilitate student created videos in addition to a Technology Club for 4th-6th graders. Additional clubs/activities listed below.

As a result of a grant from FranklinCovey, we are in our fifth year in working toward being a Lighthouse 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

Monthly Leadership Awards Assemblies to recognize students for Leadership, caring and outstanding effort.
Spirit Assemblies are held during each grading period and for special events

Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
Club members are recognized during Spirit Day
Assemblies are run by the Student Lighthouse Team

Timberwolf Tickets awarded to students displaying proactive behavior during recesses
North Country cash awarded to students to spend at NoCo Store once weekly 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

- Timberwolf Trotters before school walking program for students in grades 1-6
- Garden Club
- 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
- Technology Club - Grades 4-6
- Student Lighthouse Team (Student Council) Grades 2-6
- Newscasters announce the morning news Grades 4-6
- Misc. Leadership roles based on individual student strengths
- Student Lighthouse Team grades 2-6
- School-wide events, programs and assistance for students
- ISPS (In School Postal System)
- Author Day
- Great Kindness challenge
- Accelerated Reader
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Consistent school-wide discipline policy and consistent seven habits language
- PE interns from Sac State University to work with students

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California Common Core State Standards. During the 2015-16 school year, North Country Elementary School held staff development training devoted to:

- * Identifying best practices in writing instruction
- * Integrating science and social studies curriculum
- * Project based learning opportunities

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 2015-16 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Wonders curriculum; English Language Arts
- Providing Meaningful instruction for students with disabilities

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. 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.

Oak Hill Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	pspore@centerusd.org
Web Site	www.centerusd.org
CDS Code	34 73973 6107734

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6411
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

Oak Hill Elementary is a school of approximately 800 students in grades TK-6. Oak Hill Elementary provides a warm, stimulating environment where students are actively involved in learning academic 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 before/after school intervention for students in grades 1st-6th in English/Language Arts and for students in grades 3rd-6th in Math. In grades 4-6, our GATE and high achieving students are clustered to provide each with a challenging curriculum and stimulating interaction with their peers. The GATE students are also given the opportunity to attend after school challenge activities. 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 Photography Club, Yearbook Club, Garden Club, Safe School Ambassadors, Chess Club, 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: At Oak Hill, we are a community who believe that education is the key to success in preparing for the future.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	130
Grade 1	125
Grade 2	95
Grade 3	104
Grade 4	114
Grade 5	126
Grade 6	118
Total Enrollment	812

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	10.8
American Indian or Alaska Native	0.7
Asian	4.2
Filipino	2.1
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0.9
White	50.4
Two or More Races	9.2
Socioeconomically Disadvantaged	55
English Learners	24.4
Students with Disabilities	8
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	31	33	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpets showing wear; cabinet hinge broken; ceiling tiles missing, stained, and sagging; holes in wall; clocks missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rusty vent
Electrical: Electrical	X			Replace camera; signs faded and missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Floor drains full of cement; light cover missing
Safety: Fire Safety, Hazardous Materials	X			Stairs by stage blocked by cooler; back stairwell filled with storage items
Structural: Structural Damage, Roofs		X		Rain gutter causing rust stains on facia; dry rot on siding; rusty grill; stained plaster; dry rot on siding; light cover needs replacement; plaster cracked
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace signs; door handle & closures need repaired; door magnet not working; elect. box over door needs a cover; lower platform is tilting

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	45	47	44	47	48	48
Mathematics (grades 3-8 and 11)	31	35	34	34	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	465	455	97.85	47.47
Male	236	233	98.73	42.92
Female	229	222	96.94	52.25
Black or African American	47	45	95.74	24.44
American Indian or Alaska Native	--	--	--	--
Asian	22	20	90.91	60
Filipino	--	--	--	--
Hispanic or Latino	109	108	99.08	42.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	227	222	97.8	54.5
Two or More Races	45	45	100	44.44
Socioeconomically Disadvantaged	274	267	97.45	41.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	137	133	97.08	48.12
Students with Disabilities	46	45	97.83	13.33

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	467	460	98.5	34.78
Male	237	234	98.73	40.6
Female	230	226	98.26	28.76
Black or African American	47	45	95.74	13.33
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	110	109	99.09	25.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	227	223	98.24	43.95
Two or More Races	46	46	100	21.74
Socioeconomically Disadvantaged	275	269	97.82	28.62
English Learners	137	136	99.27	37.5
Students with Disabilities	46	45	97.83	17.78

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	53	56	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	23.8	13.1

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, the school website, and during our monthly parent information nights.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.7	3.7	4.5	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017 and discussed with the school staff in March 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27	1	3		22	1	6		23	1	5	
1	27		3		24		4		23		5	
2	27		4		26		4		24		4	
3	26		5		26		4		26		4	
4	32		3	1	31		4		29		4	
5	31		2	1	31		4		32		4	
6	30		3	1	31		3		24	1	4	
Other	27		1									

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	2	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4588	340	4248	\$72,836
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-33.4	1.1
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-25.2	8.1

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received categorical, special education, and support funds for:

- * Class Size Reduction, Grades K-3
- * Lottery: Instructional Materials
- * Medi-Cal Billing Option
- * Title I
- * Title II
- * Title III
- * Title X, McKinney-Vento Homeless Assistance
- * Transportation: Special Education

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

In the 2015-2016 school year, new English Language Arts text books were being used. Teachers received training in after school workshops. There is continued support both on line and through the district curriculum coordinator.

A district focus is on writing. Teachers have received training on student brief writes through Sacramento County Office of Education. Teachers were given release time to hand scoring the CAASPP interim brief writes. Continued support is provided by the district curriculum coordinator.

The 2016-2017 CAASPP ELA scores for our English Language Learners showed that our English Language Learners were doing well compared to the English Speaking students. 48% of the English Language Learner sub group scored at or above "met" standards on the ELA portion of the standardized test while the School-wide achievement was approximately 45%. In order to ensure that teachers are prepared for the new ELA/ELD standards, the district provided an after school workshop for teachers on the new ELD Common Core Standards. Support is provided by the English Language Learner Teacher that is on site.

Cyril Spinelli Elementary School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	jopfer@centerusd.org
Web Site	https://sites.google.com/a/centerusd.org/spinelli/home
CDS Code	34-73973-6032924

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

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.

The mission of Spinelli Elementary School is to provide students an education which is second to none. In order to do this, our staff upholds the following goals:

- A safe and orderly environment for staff and students
- State adopted common core curriculum and quality instruction
- Formative and summative assessments of student performance
- Communication between home and school
- Students attending daily, on time and ready to learn
- A nurturing, caring educational environment

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	34
Grade 1	33
Grade 2	35
Grade 3	41
Grade 4	34
Grade 5	39
Grade 6	49
Total Enrollment	265

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1.1
Asian	10.2
Filipino	1.5
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	1.5
White	40.4
Two or More Races	11.3
Socioeconomically Disadvantaged	80.4
English Learners	23
Students with Disabilities	29.1
Foster Youth	0.4

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	18	19	
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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

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).

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in Math, Science, History-Social Science, and English/Language Arts. New Math curriculum was adopted in 2014; My Math for grades K-5 and CPM for 6th grade. Wonders English Language Arts curriculum was adopted at the end of 2015-2016 for grades K-6.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	2008, Harcourt School Publishers, California Science 2008, Pearson Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science	Yes	0
History-Social Science	2007, Houghton Mifflin, Houghton Mifflin History- Social Science 2007, McDougal Littell, World History: Ancient Civilizations	Yes	0
Foreign Language	none		
Health	none		
Visual and Performing Arts	none		
Science Laboratory Equipment (grades 9-12)	none		

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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 05/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Stained carpets
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cinder blocks need holes patched, buildings settling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door dragging, doors without numbers, doors with holes, missing screens

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 05/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	50	44	47	48	48
Mathematics (grades 3-8 and 11)	22	39	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	163	97.02	49.69
Male	83	82	98.8	37.8
Female	85	81	95.29	61.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	64.71
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.08	45.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	59	95.16	52.54
Two or More Races	21	21	100	61.9
Socioeconomically Disadvantaged	140	136	97.14	47.79
English Learners	47	45	95.74	51.11
Students with Disabilities	55	55	100	25.45
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	164	97.62	39.02
Male	83	82	98.8	30.49
Female	85	82	96.47	47.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	50
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.08	43.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	59	95.16	42.37
Two or More Races	21	21	100	23.81
Socioeconomically Disadvantaged	140	137	97.86	38.69
English Learners	47	46	97.87	50
Students with Disabilities	55	55	100	7.27
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39	71	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.5	20	15

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, email, fliers, newsletters, parent conferences, progress reports, the school marquee, the school website, and Homelink. Contact the school office at (916) 338-6490 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone field trips
- Classroom helper
- Fundraising activities

- Committees:
 - English Learner Advisory Council
 - School Site Council

- School Activities:
 - Back to School Parent Meeting
 - Open House
 - Recognition Assemblies
 - Spelling Bee
 - Scholastic Book Fair
 - Geography Bee
 - Tiger Spirit Days
 - Field Trips
 - Family Science Night
 - Language Arts and Math Showcase

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0	3.8	5.3	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 by October 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	2	1		20	1	1		32		1	
1	11	1	1		19	1			30		1	
2	22		2		20	1	1		15	2		
3	27		1		19	1			19	2		
4	22	1	2		24		2		33			1
5	25		1		28		1		19	1	1	
6	20	2	2		19	2	2		17	2	1	
Other	8	1			10	2			14	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9273	4370	4902	77005
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-23.1	6.9
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-13.7	14.3

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

Types of Services Funded (Fiscal Year 2016-17)

As part of the new 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, a morning EL intervention program four days a week for our LTELs with a credentialed teacher, 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 Family Resource Center is located on our campus. They provide academic support, mentoring, tutoring, clothing, school supplies, and mental health counseling services. 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

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.

Wilson C. Riles Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Wilson C. Riles Middle School
Street	4747 PFE Road
City, State, Zip	Roseville, CA 95747
Phone Number	916-787-8100 ext 1206
Principal	Joyce Frisch
E-mail Address	joyce@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/wcriles
CDS Code	34739730108621

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

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". We focus on the big three each day- safety, responsibility and respect.

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 2016-17)

Grade Level	Number of Students
Grade 6	4
Grade 7	332
Grade 8	303
Total Enrollment	639

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	1.1
Asian	8.8
Filipino	3.1
Hispanic or Latino	24.6
Native Hawaiian or Pacific Islander	0.6
White	46.3
Two or More Races	3.6
Socioeconomically Disadvantaged	65.3
English Learners	12.7
Students with Disabilities	18.2
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync	Yes	0
Mathematics	CPM Educational Program/2014	Yes	0
Science	Prentice Hall/2008	No	0
History-Social Science	MCDougal Littell/2007	No	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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 5/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Holes in library wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Box cover missing
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Fountain missing push button
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Room 308 has broken lock; Room 517 hinge sprung

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	44	48	44	47	48	48
Mathematics (grades 3-8 and 11)	40	43	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	644	630	97.83	47.78
Male	324	316	97.53	39.56
Female	320	314	98.13	56.05
Black or African American	79	77	97.47	42.86
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100	60.38
Filipino	19	18	94.74	66.67
Hispanic or Latino	159	154	96.86	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	293	288	98.29	52.08
Two or More Races	26	26	100	46.15
Socioeconomically Disadvantaged	435	423	97.24	42.79
English Learners	162	159	98.15	31.45
Students with Disabilities	109	105	96.33	13.33
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	645	627	97.21	43.22
Male	325	313	96.31	39.94
Female	320	314	98.13	46.5
Black or African American	79	77	97.47	33.77
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100	58.49
Filipino	19	18	94.74	55.56
Hispanic or Latino	159	153	96.23	36.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	294	287	97.62	46.69
Two or More Races	26	25	96.15	40
Socioeconomically Disadvantaged	435	422	97.01	37.44
English Learners	162	158	97.53	31.65
Students with Disabilities	109	104	95.41	7.69
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76	79	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.4	25.2	14.3

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, 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 your 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.2	9.0	11.0	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.3	0.6	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017. 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 office and wear identification badges while on school grounds.

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. Positive behavior is explicitly taught to students. Appropriate and effective interventions and supports are employed for students demonstrating difficulty following the school's big three- safety responsibility, and respect. The school fully implements the district's anti-bullying policies.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	14	18	1	23	10	17	3	22	13	15	4
Mathematics	25	8	13	5	23	11	16	2	25	7	16	3
Science	26	4	23		24	6	21		26	1	24	
Social Science	30	3	9	11	28	4	14	6	29	2	16	5

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	670
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.06	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6203	1394	4808	70928
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-24.6	-1.5
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-15.3	5.3

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. Our after school tutoring program, Husky Help, and reading 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: ceramics, cooking club, yearbook club, and SEVA.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
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Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

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. Teachers at Wilson C. Riles collaborate on a weekly basis in content area departments 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 MTSS, inclusion practices, high quality first instruction, Common Core State Standards, technology, data analysis, and PBIS.

Center High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	jferguson@centerusd.org
Web Site	https://centerhigh.edlioschool.com/
CDS Code	34739733430378

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

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 2017-18 school year, there were approximately 1300 students enrolled with 60% 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.

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	345
Grade 10	362
Grade 11	301
Grade 12	322
Total Enrollment	1,330

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	12.9
American Indian or Alaska Native	1.1
Asian	8
Filipino	3.8
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	1.1
White	45.4
Two or More Races	3.5
Socioeconomically Disadvantaged	57.1
English Learners	7.5
Students with Disabilities	14.5
Foster Youth	0.4

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	59	62	62	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	1
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 2017-18)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, English Language Arts / 2009 Pearson Literature Grades 9-12 / 2010 Literature An Introduction to Fiction, Poetry, and Drama. Pearson/Longman. 9th edition / 2005 Prentice Hall Literature World Masterpieces Penguin Edition / 2007 Bedford/St. Martin's The Language of Composition Reading Writing Rhetoric 2nd Edition / 2013	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	CPM Publishing, Core Connections / 2014 CPM Publishing, Integrated Math 1 / 2014 CPM Integrated Math 2/2014 Houghton Mifflin, Larson & Hostetler's Pre-Calculus / 2008 Key Curriculum Press, Calculus / 2008 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
History-Social Science	McDougal Littell, Modern World History / 2006 McDougal Litell, The Americans: Reconstruction to the 21st Century / 2006 Henretta, America's History: 8th Edition / 2014 Magruder's, American Government / 2012 EMC Publishing, Economics: New Ways of Thinking / 2007 Krugman, Economics: 2nd Edition / 2015 McGraw-Hill, Geography: The Human and Physical World / 2015 McGraw-Hill, Sociology and You / 2014 Holt McDougal, Psychology Principles in Practice / 2010 Pearson, Psychology AP Edition: 4th Edition / 2015	Yes	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment	Yes	0

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AC wall banger not working; blower loud; HVAC going out
Interior: Interior Surfaces		X		Wall covering torn; stained ceiling tiles; paint needed on interior of some doors; worn carpet; lights out.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cluttered storeroom
Electrical: Electrical	X			Outlet cover missing; electrical wires need to be in box
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Fountains old; fountains off
Safety: Fire Safety, Hazardous Materials	X			Electrical panel room cleaned;
Structural: Structural Damage, Roofs	X			Hole in wall; exterior trim losing paint; skirting missing; stained external plaster; stained tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door handle loose; door signage deteriorated; K model handles; door closers old; "99" panic bar old; exterior door trim leaking; doors need to be replaced; fences cut.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	63	65	44	47	48	48
Mathematics (grades 3-8 and 11)	44	42	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	285	96.61	64.54
Male	143	138	96.5	58.39
Female	152	147	96.71	70.34
Black or African American	34	33	97.06	51.52
American Indian or Alaska Native	--	--	--	--
Asian	24	22	91.67	77.27
Filipino	13	13	100	92.31
Hispanic or Latino	80	78	97.5	63.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	127	96.95	61.6
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	181	96.28	56.67
English Learners	31	28	90.32	14.29
Students with Disabilities	39	35	89.74	2.94

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	272	91.89	41.98
Male	144	131	90.97	42.52
Female	152	141	92.76	41.48
Black or African American	34	30	88.24	24.14
American Indian or Alaska Native	--	--	--	--
Asian	24	20	83.33	75
Filipino	13	13	100	61.54
Hispanic or Latino	81	76	93.83	30.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	123	93.89	45.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	174	92.06	34.55
English Learners	32	26	81.25	8
Students with Disabilities	40	32	80	6.45

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	49	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Center High School receives funding through the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge and skills-based economy and helps provide programs that prepare students for both postsecondary education and careers of their choice.

During the 2015-16 school year, Center High School offered the following career technical education programs as elective courses:

- Computer Graphics
- Advanced Computer Graphics
- 911 Dispatcher/Customer Service/Call Center
- Pharmacy Technician
- Career Technical Education - articulated with American River College
- 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

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	727
% of pupils completing a CTE program and earning a high school diploma	97.93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.79
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	22.01

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.2	16.1	12.4

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to get involved in their student's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

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, and Facebook. 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.8	7.2	4.1	6.3	14.8	7.8	11.5	10.7	9.7
Graduation Rate	94.34	92.12	91.38	90.61	83.19	87.94	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.71	93.84	87.11
Black or African American	91.43	92.68	79.19
American Indian or Alaska Native	100	100	80.17
Asian	95	95.45	94.42
Filipino	83.33	100	93.76
Hispanic or Latino	100	95.6	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	92.41	90.61	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	99.47	85.45
English Learners	78.57	68.75	55.44
Students with Disabilities	76	75.93	63.9
Foster Youth	0	100	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.8	16.2	9.4	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.4	0.3	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 safety committee and approved by the School Site council in December, 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	19	25	11	24	23	20	15	23	27	23	16
Mathematics	24	18	21	10	24	12	27	5	24	18	26	4
Science	28	5	15	8	26	7	14	10	29	6	11	17
Social Science	25	11	17	10	24	16	10	13	24	15	22	12

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	426
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6787	1250	5537	71012
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-13.2	-1.4
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-2.5	5.4

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2017/18 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, and Spanish.
- Support classes in English and math for students who are struggling in those academic areas
- LTEL tutorials and classes
- 3 full-time academic counselors
- 1 College and Career Center Coordinator

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	12.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Staff Development

All training and curriculum development activities at Center High School revolve around the California State Content 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, 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 minimum days. 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 sessions 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.

McClellan High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	davidlf@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/mhs
CDS Code	34 73973 3430451

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	(916) 338-6440
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

Mission: 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.

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 2016-17)

Grade Level	Number of Students
Grade 10	19
Grade 11	34
Grade 12	27
Total Enrollment	80

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.3
American Indian or Alaska Native	1.3
Asian	5
Filipino	0
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0
White	48.8
Two or More Races	0
Socioeconomically Disadvantaged	62.5
English Learners	2.5
Students with Disabilities	5
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Studsync, BookheadED Learning, LLC, McGraw-Hill, online program/ 2015 The New York Times - Upfront Magazine, Scholastic/ 2011 National Geographic/Hampton Brown, EDGE/2009 Hampton Brown, EDGE TM 2009	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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		
Health	Glencoe - Health/2001	Yes	0
Visual and Performing Arts	Various sources- no textbooks used		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements (Most Recent Year)

Although built in 1960, the McClellan High School site is kept clean and free of hazards. All staff observe the school carefully and immediately report any safety concerns to our secretary, who submits a work order to our district maintenance division. McClellan High School is cleaned and maintained regularly by our one full-time custodian. Maintenance and repairs that our custodian is not able to perform are referred to our district maintenance department. During school vacations, our custodian performs deep cleaning. In addition to daily observations, our custodian performs monthly facilities inspections, including inspection of playground equipment and fire extinguishers and files his report with the principal.

Our district continues to implement efficiency upgrades to the McClellan site. Lights in the multipurpose room have been upgraded to LED fixtures which use less electricity and emit more light than the old fluorescent lighting. Classroom lights are being replaced as needed with these more efficient LED fixtures also. The facility is in good repair and no major improvements are planned for this year.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles stained/holes; stained carpet; wall needs paint; wallpaper needs replacement; ceiling tiles replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Tires stacked outside
Electrical: Electrical	X			Switch cover broken; porch light stuck on

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Old faucets
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Asphalt road buckled
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Old door handles; holes in door; bb holes in windows; door hinges colapsed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	16	17	44	47	48	48
Mathematics (grades 3-8 and 11)		0	34	34	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	35	92.11	17.14
Male	23	20	86.96	15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	15	15	100	20
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	11	100	18.18
White	18	16	88.89	12.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	16.67
English Learners	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	35	92.11	0
Male	23	20	86.96	0
Female	15	15	100	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	11	100	0
White	18	16	88.89	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	0
English Learners	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	20	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	18.8	73	23.4	6.3	14.8	7.8	11.5	10.7	9.7
Graduation Rate	70.83	18.92	73.44	90.61	83.19	87.94	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	86.44	93.84	87.11
Black or African American	100	92.68	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	95.45	94.42
Filipino	0	100	93.76
Hispanic or Latino	80.95	95.6	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	78.57	90.61	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	84.62	99.47	85.45
English Learners	0	68.75	55.44
Students with Disabilities	100	75.93	63.9
Foster Youth	100	100	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	28.7	26.1	35.8	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	1.3	1.7	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our school safety plan is updated and submitted for board approval by January 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	9	1		23	3	2		14	4	3	
Mathematics	9	6							11	2		
Science	9	7			22	1	1		8	4		
Social Science	7	12	2		21	2	2		5	16		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.71	100
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12377	2648	9730	85847
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	52.6	19.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	71.4	27.5

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 20214-2015 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal billing Option
- Other Local – Locally defined
- Special Education
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional Development at McClellan High School has revolved around 2 main themes: 1) Standards-based, objective-focused instruction 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.

Global Youth Charter High School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Global Youth Charter High School
Street	3243 Center Court Lane
City, State, Zip	Antelope, CA 95843
Phone Number	916-339-4680
Principal	Doug Hughey
E-mail Address	dhughey@centerusd.org
Web Site	www.centerusd.org
CDS Code	34-73973-0106377

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2017-18)

Our Mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

As a collaborative learning community, GYCS decided to re-write its SLOs – (the description “Expected Schoolwide Learning Results”: [ESLR] has evolved to “Schoolwide Learning Outcomes”: [SLO]) – to represent concrete academic outcomes. Over the period of 2 months, with input from staff, parents and students, the following Schoolwide Learning Outcomes (SLO) were developed in the 2013-2014 year:

Graduates of Global Youth Charter will be:

Complex Thinkers Who:

- Demonstrate creative and critical thinking skills to solve problems
- Illustrate a variety of perspectives when drawing conclusions
- Identify and use resources effectively

Academic Achievers Who:

- Strive to meet or exceed state standards
- Demonstrate consistent improvement
- Produce high quality work
- Work independently to seek and evaluate information
- Develop and monitor personal education and career goals

Responsible Citizens Who Demonstrate:

- Cultural awareness and appreciation of diversity
- Responsibility, integrity and respect for others
- The ability to work as part of a team
- Leadership and service within their community

Effective Communicators Who:

- Articulate ideas clearly in presentations and interactions with others
- Speak, read, write, and listen reflectively and critically
- Use technology to gather, process, and communicate information

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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 2017-18)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall: 9,10,11,12	Yes	0
Mathematics	Prentice Hall: Alg. 1, 2, Geometry. Larson/Hostetler: PreCalculus	Yes	0
Science	Holt: Earth Science, Chemistry. Glencoe: Biology. Hewitt: Conceptual Physics	Yes	0
History-Social Science	Glencoe: Geography, US Government, Economics. McDougal/Littell: World History. US History	Yes	0
Health	Glencoe	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Rooms 25 - 38 are currently not in use.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Heat pump vandalized-no compressor, AC missing side panel
Interior: Interior Surfaces			X	Bad and missing ceiling tiles; linoleum needing repair; light defuser missing; stained carpet; paint needed; torn/dirty wallpaper; lights need changing; light tubes & covers needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Trash/glass on floor
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Skylight cracked; siding rotting; skirting rotting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Door handles loose; windows boarded up; windows cracked; bb pock in window; door handles bad; door hinges bad; windows need replacing; eves peeling; fence cut open

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Although Global Youth as yet to implement a CTE course, a video/media class was developed for students to work on the yearbook and newspaper. In addition, students will be developing a Global Youth video that will be put on the school website. The video will show the academic and non-academic options for all students. In addition to the video/media class Global students have the opportunity to concurrently attend American River College. Students use this opportunity to enroll in a foreign language or enhance their skills in a math or science course not offered at Global Youth.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate									
Graduation Rate									

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions									
Expulsions									

School Safety Plan (School Year 2017-18)

The Global Youth School Safety Plan is updated on a yearly basis. The last full update was in the spring of 2015. Staff plays a part in developing and implementing the safety plan. Students and staff participate in monthly drills to assure proper procedures are understood should a real emergency place. Global Youth also takes part in the district-wide disaster drill put on once a year in the spring semester. The key elements of the plan include: roles of staff, individual plans for different drills, communication with district and parents, contact numbers for all stakeholders.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5896	29	5868	53470
District	N/A	N/A	6377	
Percent Difference: School Site and District	N/A	N/A	-8.0	
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2014/15 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Monday Staff Development Days, Teacher collaboration, All staff received training in Google technologies, Staff training from CJUSD curriculum department on the implementation of Common Core in Mathematics and English, Two staff members are completing BTSA program, Staff Development Days are spent two ways: Looking at student data, looking at individual personal student growth. Teachers are supported by daily classroom observations followed by immediate feedback, one on one meetings with the Principal, and constant collaboration with their peers.

Center Joint Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Wilson C. Riles Middle School	
Date: February 2, 2018	Action Item <u>X</u>
To: Board of Trustees	Information Item <u> </u>
From: Chris Borasi, Assistant Principal	# Attached Pages <u>93</u>
Administrator's Initials: <u> </u>	

SUBJECT: Approval for Site Safety Plan
<p>Riles Middle School has updated and revised its Safe School And Emergency Preparedness Plan for the 2017-2018 school year. The Safety Plan outlines crisis management and readiness as well as a site action plan and goals for creating and maintaining a safe environment.</p>
RECOMMENDATION: CJUSD Board of Trustees approves the 2017-2018 Single Plan for Student Achievement for Riles Middle School.

CONSENT AGENDA

Wilson C. Riles Middle School



Safe School

And

Emergency Preparedness Plan

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

Revised January 2018

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.

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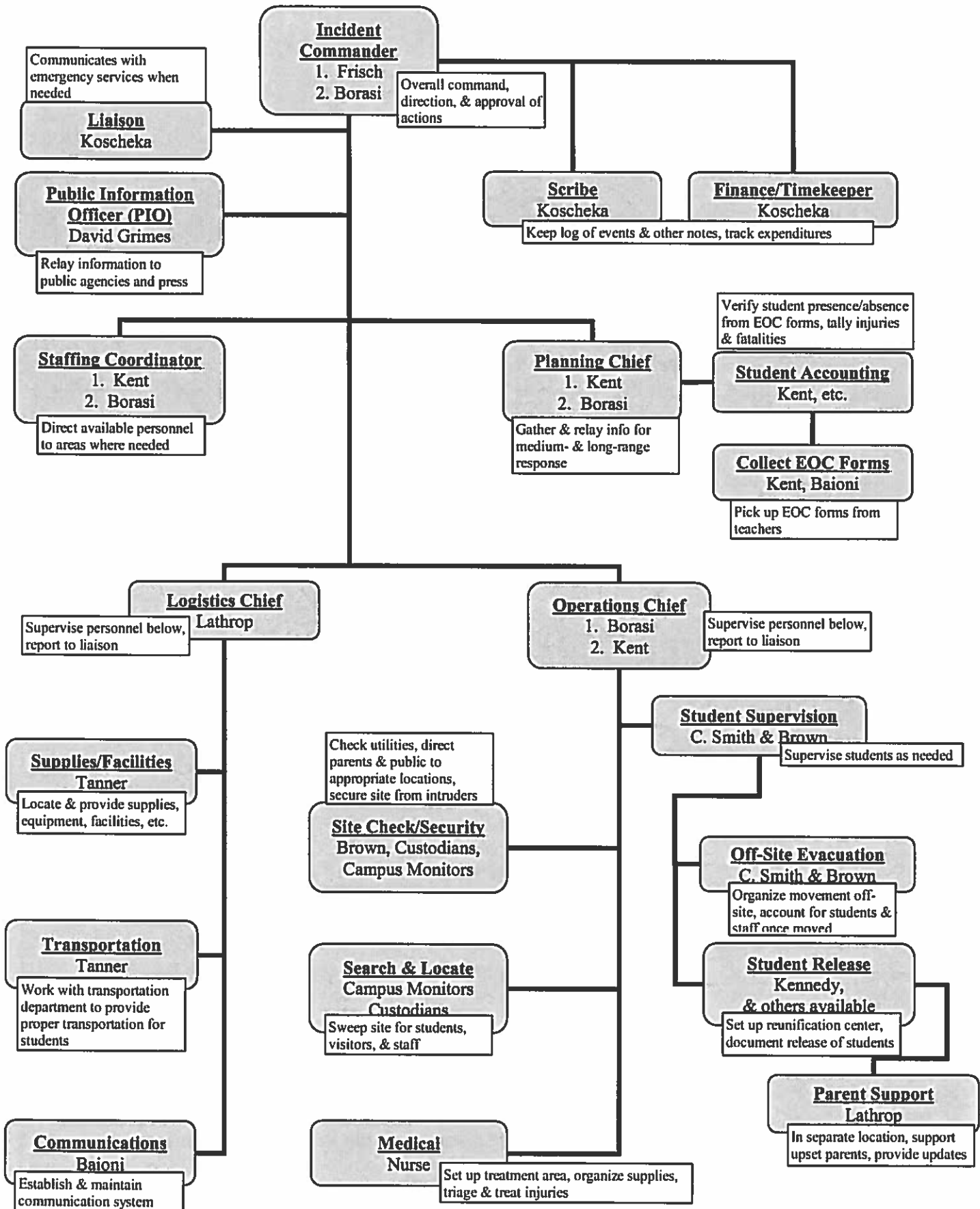
PART 1 CRISIS MANAGEMENT

SECTION 1 INCIDENT COMMAND SYSTEM

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

Wilson C. Riles Middle School - Incident Command System

(All positions are fluid; personnel will be assigned as needed.)



Incident Command Descriptions

(All team members with students in their charge will take roll, send in their EOC form, and ask another teacher to watch their students before reporting to their team leaders.)

Command Team

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

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

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

Finance Chief

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

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

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

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

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

Student Accounting: Members of this team will collect the EOC forms and verify whether students marked missing are absent from school, in another location, or unaccounted for. They will also tally injuries and fatalities. The forms and information will go to the Planning Chief. Information about missing and injured students will go to the Operations Team, also.

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

Logistics Team:

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

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

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

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

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

Operations Team

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

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

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

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

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

Medical Team: Members of this team will report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

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

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

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Not on Flow Chart: *(All team members responsible for these tasks or for designating these tasks to specific people.):*

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

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

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Conference Room (#107) in Main Office
2. Nurse's Office (#114) in Main Office

Outdoor Command Post:

1. Overhang area outside Husky Gym facing basketball courts
2. West Parking Area in front of 500 buildings

Triage Area: Quad

On-Site Evacuation and Parent Reunification Areas:

1. Basketball courts
2. Upper Field (Track/Football Field)

Bus Staging Area: East Parking Area in front of Basketball courts

Media Staging Area: East Parking Area in front of Basketball courts

Off-Site Evacuation Location:

SECTION 3 LOCKDOWN PROCEDURES

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

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

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

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

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

A) Classes in progress (not during lunch)

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

B) Class change in progress

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

C) Lunch is in session

Add the following to either announcement:

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

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

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

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

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

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

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

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

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

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure

environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

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

SECTION 4 EVACUATION PROCEDURES

General Evacuation

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

Evacuation of School Grounds

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

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

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

School Evacuation Instructions

Exit the Building

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

Teachers

- Take class lists, red/green cards, and EOC Forms.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and fill out EOC form accurately, noting missing/unaccounted for students by name. Form should be given to Safety Team member collecting them.
- Necessary first aid should be performed.

Students

In own class

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

NOT in own class

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

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of their 2nd period teacher.

Staff Not Assigned To Classrooms

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

Principal or Designee

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

Instruct teachers to:

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

Evacuation of Students with Disabilities

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

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

Exit Route

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

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

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

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

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

STUDENT RELEASE FORM

STUDENT _____

Date _____ Time _____

PERSON CHECKING OUT STUDENT:

Name _____

Address _____

Phone # _____

Relationship to student _____

Signature _____

ID Verification _____

WHERE WILL YOU BE TAKING STUDENT?

Student's Home _____ Other (address, phone #) _____

Student location on campus _____

Student checked out of classroom (Staff initial) _____

ID Verified before release from campus _____

STUDENTS UNACCOUNTED FOR

Teacher's
Name _____ Grade _____ Room _____

Students unaccounted for:

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnerships

SECTION 7 RESOURCES

STAFF	Phone #	Health Concerns	Special Skills
TEACHING STAFF			
Allred, Marie			
Andrews, Julie			
Anwar, Shahnaz			
Brown, Pete			
Cleverdon, Amber			
Cline, Sherry			
Cook, Karen			
Cornwell, Marsha-SCOE			
Cropper, Frank-SCOE			
Deason, Stu			
Hamilton, Grant			
Hixon, Erin			
Jordan, Mark			
Kennedy, Caryn			
Koutney, Rebecca			
Law, Jennifer			
Lunsford, Theresa			
Magnani, Kathy			
Michaelis, Tiffany			
Morris, Vivian			
Myers, Dave			
Price, Karen			
Ray, Candie			
Slay, Jennifer			
Smith, Abe			
Smith, Clay			
Swift, Windigo			
Tanner, Susan			
Telles, John			
Topper, Jamie			
Verhagen, Annelies			
Wildman, Sarah			
Wise, Jeff			
OFFICE STAFF			
Frisch, Joyce - Principal			
Borasi, Chris- Assistant Principal			
Blackwell, Barbara-Attendance			
Comeaux, Nicole			
Goody, Lauren			
Gray, Ryan-School Psychologist			
Kent, Allison - Academic Coord.			
Koscheka, Michele - Secretary			
Munoz, CJ			
Williams, Cheryl - Counselor			
CAMPUS MONITORS			
Evans, Jeanne (Afternoon)			
Pina, Matt (Lead)			

SUPPORT STAFF			
Baioni, Ron			
Buchanan, Melinda-SCOE			
Castro, Ruby-SCOE			
Colburn, Lisa			
Duato-Warren, Errin			
Torres, Ashleigh			
Lal, Kris-SCOE			
Linder, CeCe			
Livingston, Barbara			
Matsuno, Deanna			
Misajon, Joanna			
Vasilevich, Tatyana (ELD)			
Wise, Sandy			
CAFETERIA/KITCHEN			
Brown, Ann			
Chernitskiy, Luybov			
Karakas, Tori (Lead)			
Rosenbach, Akiko			
Turnquist, Nancy			
CUSTODIANS			
Azevedo, Maria			
Harvey, Holly (Lead)			
Jacobo, Daniel			
Pall-Kugel, Connie			
ERMHS			
Daubenmire, Tracy			
Belding, Tim			
Livingston, Barbara			
Roenspie, Amy			
Zeiher, Allie			
PRE-SCHOOL			
Dominguez, Karina			
Garland, Lesli			
Wall-Butler, Thelma			
SPEECH			
Eastteam, Eve			
Noon Duty Aides			
Abdelfattah, Ensaff			
Blackwell, Samantha			
Butler, Cora			
Standifer, Georgia			
Tolok, Lilya			
Torres, Betty			

SECTION 8 COMMUNICATIONS

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

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

Principal
Assistant Principal
Academic Coordinator

Campus Monitors
Secretary
Custodians
Noon Duty Aides
Operations Chiefs
Planning Chiefs
Logistics Chiefs
Incident Commanders

Telephone Communication

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

SECTION 9 CRISIS PHONE DIRECTORY

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 348-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445

SECTION 10 LETTERS HOME

Dear Parents:

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

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

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

We would like to remind you to go over the following information with your children:

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

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program cannot be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

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

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

Training

All trainings are annual, unless otherwise indicated. The staff will participate in the following trainings:

- Bloodborne Pathogens (15 min video + quiz)- Fall 2017
- Mandated Child Abuse Reporter Training
 - Classified and Certificated completed online training- Fall 2017
- Triage Training – (every other year) (18 min video + exercise) - Spring 2018

- Lockdown video (29 min video) - Spring 2018
 - Classified & Certificated
- CPR Training – TBA

- Preventing School Arson (every other year) Spring 2019 (7 min video)
 - Classified & Certificated

- NIMS video – (every other year) (34 min video) Spring 2019
 - Classified & Certificated

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

PART 2 CRISIS READINESS

SECTION 1 ACTIVITY IN THE VICINITY

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

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

SECTION 2 AFTER-HOURS CRISIS PROCEDURES

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

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

SECTION 3 BOMB THREAT

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

Bomb Threat Procedures

I. Office Personnel

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

II. Administration

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

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

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

III. Teachers

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on? _____

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

D. Person Receiving Call _____

E. Telephone number the call was received at _____

F. Date _____

G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

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

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

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department _____

Department _____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

SECTION 4 BUS ACCIDENT

Field Trip Preparedness for Staff Members

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

SECTION 5 CHEMICALS/BIOHAZARD/GAS ODOR

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

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

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

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

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

SECTION 6 DEATH/SUICIDE

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

Principal or designee shall:

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

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

SECTION 7 EARTHQUAKE

During the Quake

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

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

After the Quake

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

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

Re-entry of Building

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

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

SECTION 8 FIRE/EXPLOSION

Fire

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

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

Lunchrooms and Kitchens

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

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

Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.

4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

Fire Extinguishers

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

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

Fire Extinguisher Inspections

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

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

SECTION 9 FLOOD

When there is a flood at the school site

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

After the danger is over

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

Minor Flooding

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

SECTION 10 GAS ODOR

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

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

SECTION 11 HOSTAGE SITUATION

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Terrorist or Intruder Enters the Office

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

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 12 HOSTILE VISITOR

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

Procedure to Deal with Civil Disturbances

Violent Person:

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

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

Mob:

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

Unidentified Person(s) Taking Control:

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

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 14 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

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

With a serious or critical injury, do the following:

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

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

1. Administer first aid.

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

With critical illness or injury, do the following:

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

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow

- Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
 - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen):
Check for breathing difficulties and give artificial respiration.

Bleeding

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

*Internal bleeding – Treat for shock

Bone Injuries

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

- Elevate joint
- Apply cold packs during first half hour
- Treat the same as closed fractures
- X-ray may be necessary

Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help

- ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

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

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

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

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

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical

help rather than to attempt first aid. These people often wear some type of medical identification.

Dog/Animal Bites

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

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

1. Keep the injured person calm

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

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

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

Frostbite

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

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack.

The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

Nosebleeds

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

Pandemic Flu Plan

Seasonal Flu:

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

Mild to Moderate Pandemic:

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

Severe Pandemic:

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

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

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

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

Social distancing:

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

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

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

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or

even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.

- Reassure the victim.
- Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
- Do not provide anything to eat or drink.
- Call 911.
- Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

SECTION 15 MISSING STUDENT

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - Obtain photo, if available.
 - Home address, phone number, parents' contact numbers
 - Class schedule, special activities
 - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.

6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 16 PUBLIC DEMONSTRATION

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

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

SECTION 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER

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

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

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

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

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

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

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

the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

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

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

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

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

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

SECTION 18 SEVERE WEATHER

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

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

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

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

SECTION 19 SHOOTING/STABBING

Assess the situation

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

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

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

Disable the bell system, if possible.

Once situation has been assessed:

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

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Joint Unified School District Mission Statement

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

Wilson C. Riles Middle School Mission Statement

The mission of Wilson C. Riles Middle School is to develop our students' academic, emotional and social skills for success today and in the future.

SECTION 2 People and Programs:
Create a “caring and connected” school climate.

DESCRIPTION OF SCHOOL CLIMATE

Wilson C. Riles Middle School is a place where all students and staff are valued. Staff and students are encouraged daily to be safe, responsible, and respectful, and to choose a positive attitude. Our school has high expectations for academics and behavior, and adults model this for our pupils.

Leadership at Riles is a collaborative process, using our 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, and respectful in all circumstances on campus. These standards are taught and reinforced by all staff through our Positive Behavior Interventions and Supports (PBIS) program.

Our parents and community neighbors are also respected. Staff members are expected to return communications within 24 hours. Parents are given access to student grades, and multiple means are used to communicate with and involve parents and community members in our school.

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

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

Objective 1: Students feel connected to the school.

As a result of a variety of programs, at least 75% of our students will score "high" on the California Healthy Kids Survey School Connectedness Scale by the spring of 2018 (currently 47%)

Related Activities & Programs:

- Regular parent contact regarding upcoming campus and district events and activities
 - Monthly email updates and phone calls using the automated dialing system
 - Posting on the school website
- Parents invited to 8th Grade Dance field trip at Sacramento State Grand Ballroom
- Parent meetings which provide parents with valuable information about existing programs
 - AVID Parent meetings
 - GATE Parent meetings
 - PTA
 - School Site Council
 - Quarterly ELAC Meetings
 - Back-to-School and Open House nights focused on parent information
- Student grades available to parents via Student/Parent Portal Internet connection
- Teachers, administrators, or counselors set up parent teacher meetings as needed or requested
- Campus monitors/school administrators watch over students coming to and leaving school as they pass through our neighborhood
- Group and individual counseling
- Safe School Ambassador trainings for selected students
- Implementation of Restorative Practices
- Positive student incentives for behavior and attendance
 - Merit awards and events and/or recognition for students who maintain 100 merits
 - Extra-curricular activities open only to students with at least 90 merits
 - Student Store open for students receiving Husky Paws Applause
 - Check In 4 Success program for students in need of Tier 2 support for academic or behavior concerns
 - Weekly Husky Paws Applause Raffle
 - Husky of the Day nominations
- Student Programs and opportunities which allow all students to participate positively in school activities
 - After-school athletic programs with other schools in the Foothill Intermediate Schools Athletic League

-
- Lunchtime intramural athletic programs
 - After-school and lunchtime clubs
 - Husky Help sessions (morning and afternoon)
 - Dances
 - Rallies and spirit days
 - Assemblies
 - WEB student support team
 - Leadership, AVID, and GATE Academy
 - Annual Spelling Bee
 - Annual Geography Bee
 - Husky Olympics field day event
 - Student postcards from teachers and staff, acknowledging positive behaviors
 - Field trips for various student groups

Objective 2: Students feel safe at school.

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

SCHOOL GOAL:#3 By May of 2018-2019 school year, survey data will show a 5% increase in the number of staff and students feel safe and connected at school.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ California School Climate Survey from 2015-2016 ▪ California Healthy Kids Survey from 2015-2016 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ 64% of 7th Graders who took the Healthy Kids Survey either agree or strongly agree with feeling safe in school (Table A4.5 in CHKS) 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ Every other year through survey results ▪ 2015-2016 Healthy Kids Survey ▪ School surveys sent home through the year
<p>STRATEGIES: Teachers will identify student safety issues and the lack of feeling connected at school, review current practices, and identify potential strategies to increase student safety and connectedness.</p>		

(August 2016 - May 2017)	Safety Team	Their ideas will then be shared during a faculty meeting. The safety team will discuss ideas and changes will be implemented.	
Clubs (August 2016 - May 2017)	Teachers	After school clubs will be offered on various days throughout the week. Riles will have Library Club, Bully-Prevention Club, Cooking Club, Yearbook Club, Bible Club, Student Educational Video Award Club (SEVA or Video Club), Playbook for Teens and Club Live.	Paid through District General Fund
Counseling (August 2016 - May 2017)	Counselor	School counselor provides individual crisis support as well as small group counseling. The counselor will also run bullying prevention trainings and the Bully-Prevention Club.	Counselor's salary paid through District General Fund
Where Everybody Belongs (WEB) Lessons (Monthly between August 2016 - May 2017)	WEB Leaders, 7th Grade Social Studies Teachers	Once a month, a group of WEB Leaders will teach a character lesson to a 7th Grade Social Studies class.	WEB Coordinator stipend through District General Fund
Conflict Mediation Training (August 2016 - May 2017)	Counselor, Assistant Principal	School counselor and Assistant Principal will provide initial training and follow-up trainings to a small group of students on Conflict Mediation.	Training materials paid through Site General Fund
100-Merit Assemblies (August 2016 - May 2017)	Administration	Husky Days to honor students making positive choices and without losing merits for discipline issues	Student incentives paid through General Site Funds
Safe School Ambassadors (January 2017 - May 2017)	Counselor, Assistant Principal, Selected Teachers	School counselor and Assistant Principal will implement the Safe School Ambassador Program, designed to empower leaders and equip them with nonviolent communication and intervention skills to prevent and stop bullying and violence among their peers, and build a positive school climate.	Paid by Grant from School Insurance Authority (SIA)

SECTION 4 Place

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

DESCRIPTION OF PHYSICAL ENVIRONMENT

The School's Location & Physical Environment

Wilson C. Riles Middle School is located in Roseville at the south end of Placer County. The immediate area around the school includes single-family dwellings, duplexes, and apartments, as well as a significant amount of undeveloped property. The campus experiences mild vandalism during evening hours, however, the frequency of occurrences has lessened within the past year.

Description of School Grounds

The school site encompasses 10 acres. There are four sets of permanent classroom buildings including a two-story classroom building, a multi-purpose room, gymnasium, administrative offices, and commercial kitchen facilities.

Three sets of re-locatable classroom buildings (seventeen in all) are positioned on the west side, in various classroom combinations ranging from 3 to 7 rooms each. The entire campus is surrounded by permanent fencing. There are five pedestrian gates allowing access to campus, and there are two vehicle access gates on the fire road around the back of campus and a vehicle access gate to the central quad area of campus. Before and after school, four of the pedestrian gates are open. During the school day, all gates are locked.

The playground is grass and asphalt and includes a regulation size track, one baseball backstop, basketball and volleyball courts, long jump pits, and a shot put area.

During the school day, staff members including one full-time campus monitor and administrators provide campus supervision. A Safe School Officer is available if needed.

It shall be the practice of Wilson C. Riles Middle School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

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

Internal Security Procedures

Wilson C. Riles has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Wilson C. Riles.

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

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Wilson C. Riles employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1: The physical environment of Wilson C. Riles will be free of hazards.

Related Activities:

- To ensure a safe physical environment, the custodial staff, campus monitor, and administrators will walk through the plant each day and report any concerns observed immediately to the principal, school secretary, or lead custodian. The school secretary or lead custodian will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

Objective #2: Staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities:

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

Objective #3: The campus will be evaluated for security concerns.


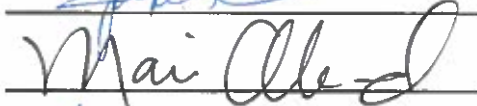




- Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

SECTION 6 SIGNATURE SHEET

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

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

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

<u>Member</u>	<u>Title</u>	<u>Signature</u>
<u>Joyce Frisch</u>	Principal	
<u>Marie Allred</u>	Teacher	
<u>Susan Tanner</u>	Teacher	
<u>Julia Lathrop</u>	Counselor	
<u>Ron Baioni</u>	Computer Technician	
<u>Angel Hughes</u>	SSC/PTA Parent	

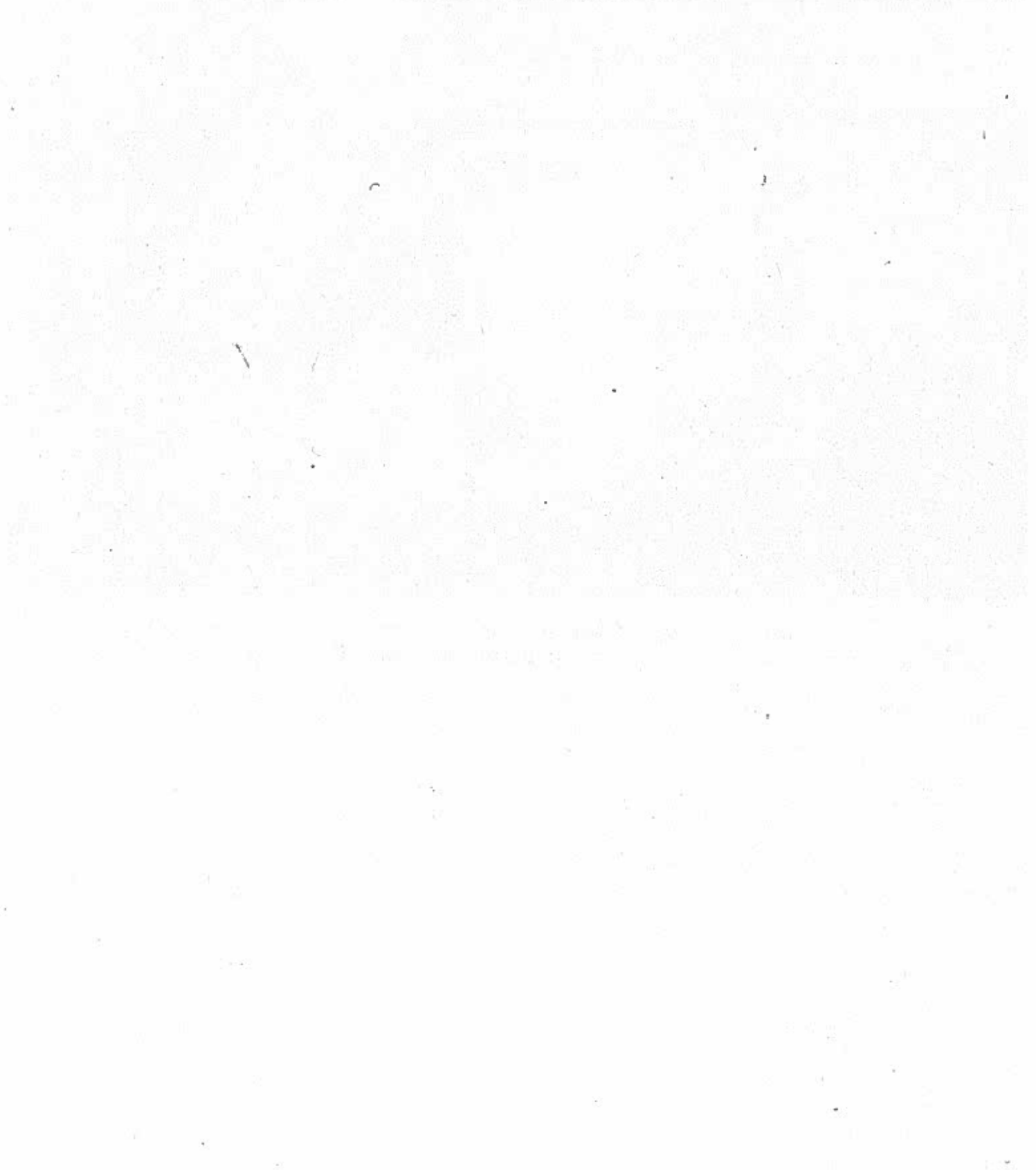
Appendix A

STAFF	RM #	Ext	VM
TEACHING STAFF			
Allred, Marie	510	2510	6076
Andrews, Julie	506	2506	6042
Anwar, Shahnaz	605, 509 (Per. 1,2), 505 (Per. 3,5)	2605, 2509, 2510	6028
Bilti, Alina	322	2322	6034
Brown, Pete	400	2400	6050
Cline, Sherry	509	2509	6040
Cook, Karen	302	2302	6074
Cropper, Frank-SCOE	520	2520	6053
Deason, Stu	504 (Per.6,7), 308 (Per. 2,3,4)	2504, 2308	6006
Hamilton, Grant	402	2402	6021
Johnson, Michael	216	2216	6051
Jordan, Mark	304	2306	6072
Kennedy, Caryn	517	2517	6011
Kimble, Tim	612	2612	6101
Koutney, Rebecca	515, 519 (Per. 1,5), 522 (Per. 6,7)	2515, 2519, 2522	6068
Law, Jennifer	423	2423	6022
Lunsford, Theresa	505	2505	6046
Magnani, Kathy	422, 421 (Per.5)	2422, 2421	6029
Michaelis, Tiffany	606	2606	6009
Michel, Theo	516, 510 (Per. 1,2), 403 (Per. 3,4)	2516, 2510, 2403	6038
Price, Karen	603	2603	6025
Ray, Candie	424	2424	6030
Slay, Jennifer	403	2403	6041
Smith, Abe	607	2607	6065
Smith, Clay	514	2514	6020
Swift, Windigo	420	2420	6027
Tanner, Susan	404, 606 (Per. 2,5), 522 (Per. 6,7)	2404, 2606, 2522	6037
Telles, John	521	2521	6062
Topper, Jamie	608	2608	6064
Verhagen, Annelies	302	2302	
Walters, Erica	519	2519	6036
Wildman, Sarah	522	2522	6015
Wise, Jeff	401, 304 (Per.7)	2401, 2306	6055
OFFICE STAFF			
Frisch, Joyce - Principal	106	1206	12069
Borasi, Chris- Assistant Principal	105	1205	12059
Blackwell, Barbara-Attendance	103	1303	13039
Cruz, Liz - Psychologist Intern	123	(916)347-0408 or 1123	11239
Goody, Lauren – EL Coord.	112	1122	11229
Gray, Ryan-School Psychologist	124	1124	11249
Kent, Allison - Academic Coord.	121	1121	11219
Koscheka, Michele - Secretary	109	1109	11099
Lathrop, Julia - Counselor	120	1120	11209
Munoz, CJ – Office Assistant	102	1202	12029
Attendance Office	103	7910	7910
Main Office	102	7900	7900
CAMPUS MONITORS			
Evans, Jeanne	614	2614	6002

STAFF	RM #	Ext or Phone #	VM
SUPPORT STAFF			
Baloni, Ron	317	2317	
Castro, Ruby-SCOE	612	2612	
Duato-Warren, Errin	603	2603	
Lal, Kris-SCOE	612	2612	
Livingston, Barbara	424 (Per. 1,5), 506 (Per. 2,6), 404 (Per. 3)	2424, 2506, 2404	
Matsuno, Deanna	603	2603	
Misajon, Joanna	402 (Per.1,2), 420(Per. 3,4,6), 605 (Per. 7)	2402, 2420, 2605	
Moore, Kylie	423(Per.1,4), 517(Per.2,3,6), 516 (Per.7)	2423, 2517,2516	
Oseguera, Cynthia	603	2603	
Perrault, Traci	400 (Per. 1,2,7), 515 (Per.3), 401 (Per.5,6)	2400, 2515, 2401	
Vasilevich, Tatyana (ELD)	607	2607	
Wise, Sandy	418	2418	6026
CAFETERIA/KITCHEN			
Brown, Ann	128	1128	1128
Croley, Chiu	128	1128	1128
Chernitskiy, Luybov	128	1128	1128
Karakas, Tori (Lead)	128	1128	1128
Turnquist, Nancy	128	1128	1128
CUSTODIANS			
Azevedo, Maria	615	2615	2416
Harvey, Holly (Lead)	615	2615	2416
Pali-Kugel, Connie	615	2615	2416
Prasad, Arvind	615	2615	2416
ERMHS			
Daubenmire, Tracy	443	(916)347-0450	6032
Livingston, Barbara	443	2443	6032
Palm, Daniel	443	(916)573-0592	
Roenspie, Amy	443	(916)250-2978	
Zeiher, Allie	443	(916)250-3078	
PRE-SCHOOL			
Dominguez, Karina	444	2444	6035
Garland, Lesli	447	2447	6014
SPEECH			
Eastteam, Eve	447	2447	6014
McGlaughlin, Donna	446	2446	6052
Talmage, Hilari	446	2446	
MISCELLANEOUS ROOMS			
AVID Room	507	2507	
Computer Lab 1	316	2316	
Computer Lab 2	610	2610	
Conference Room	107	1107	
District Board Meeting Room	503	2503	
Fitness Room 1	215	2215	
Leadership Room	415	2415	
Library	417	2417	
Loan Garage		2206	
Lounge (Main Office)	119	1119	2418
Nurse's Office	114	1114	
Occupational Therapy	613	2613	
Staff Lounge (Fasani Bldg)	414	2413	
Ticket Booth/ Snack Bar		2210	
Textbook Room	324	2324	
WEB Room	518	2518	

Appendix B

Appendix B — Utility Shut Off Map 2 (Looking South)



Appendix C

Appendix D

Appendix E

EOC Message Form

Student & Staff Accountability Form _____

EOC Message Form Data _____

DATE _____

TEACHER _____

ROOM # _____

FORM COMPLETED BY _____

of students enrolled in this class: _____

of students marked absent in this class _____

Please list students marked absent by name: _____

Tally and insert into the grid below

Category Description Number

A Fatalities _____

B Minor Injuries (First aid only) _____

C Injuries - Ambulance (Major + Moderate) _____

Major (Immediate)
Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. _____

Moderate (Delayed)
Burns, major multiple fractures, back injuries with or without spinal cord damage. _____

D Property Damages Circle One

Major damage
Building collapse, building leaning, major ground movement causing large cracks in ground. Major

Moderate damage
Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines). Moderate

Minor damage
Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows Minor

For Command Staff _____ Missing students/adults recorded _____ Triage recorded _____

Appendix F

California Child Abuse and Neglect Reporting Law

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

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

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
 - 20) A firefighter, *except for volunteer firefighters*.
 - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
 - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
 - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
 - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
 - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
 - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
 - 27) A coroner.
 - 28) A medical examiner, or any other person who performs autopsies.
 - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
 - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
 - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
 - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
 - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
 - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
 - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
 - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
 - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120
(916) 324-7863
www.safestate.org

Appendix G Child Abuse Reporting Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11165

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS ADDRESS AND CITY/STATE/ZIP		PHONE		DO REPORTER REPORT THROUGH AGENCY?	
REPORTER'S TELEPHONE (DAYTIME)		RELATIONSHIP		REPORT DATE		
B. REPORT AGENCY	CHILD PROTECTION / CHILD ABUSE PREVENTION AGENCY		AGENCY			
	ADDRESS		CITY		STATE/ZIP	
OFFICE CONTACTED		PHONE		DATE/TIME OF CALL		
C. VICTIM <small>Complete per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			CITY		STATE/ZIP
	PRESENT LOCATION (SCHOOL)			SCHOOL		CLASS
	PHYSICALLY DISABLED?	OTHER DISABILITIES		PRIMARY LANGUAGE		
	TYPE OF CARE	TYPE OF ABUSE		TYPE OF ABUSE (1 OR MORE)		
	RELATIONSHIP TO SUBJECT	RACE/ETHNICITY		EDUCATION LEVEL		
D. INVOLVED PARTIES <small>With Parental Consent</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			CITY		STATE/ZIP
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			CITY		STATE/ZIP
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			CITY		STATE/ZIP
E. INCIDENT INFORMATION	DATE/TIME OF INCIDENT			PLACE OF INCIDENT		
	NARRATIVE DESCRIPTION OF INCIDENT (Include names and addresses of all persons involved, as well as any other information that may be helpful in the investigation.)					

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form CA 2223 if an active investigation was conducted and (2) the incident was determined to be unfounded.

© 1998 DOJ - Office of Child Protection, 4440 Alameda Avenue, San Francisco, CA 94114. (415) 774-2223. (415) 774-2223. (415) 774-2223. (415) 774-2223.

Appendix H

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

Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at centerusd.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

Williams Complaints Form

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name (Optional): _____ Mailing Address (Optional): _____

Phone Number Day (Optional): _____ Evening (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- Pupils who have not passed the high school exit exam by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. _____

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

Appendix I

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

Appendix J

Center Joint Unified School District Previous Suspension/Expulsion Notification

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

Appendix K

Hate Motivated Behavior

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 L

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Appendix M

Dressing for Success

The CJUSD Board of Trustees and 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:

1st & 2nd violation
3rd – 5th violation
6th & subsequent violation

Warning and documentation by office staff
Lunch detention assigned by office staff
Referral to administration, further disciplinary action, loss of merits, parent notification

Dress Code

- 🐾 Skirts and shorts must be at or below the fingertips when arms are placed at the side. (Holes, openings, or slits in these garments must not reveal skin above the fingertips).
- 🐾 Sagging pants are not allowed.
- 🐾 Appearance of undergarments is prohibited.
- 🐾 Several types of clothing may not be worn alone. Examples of clothing that may not be worn alone at school are tights; strapless tops, spaghetti straps, or halter tops; short shorts, shirts with large arm holes or low necklines, bare midriff or bareback tops, crop tops and half-shirts; or other clothing that exposes body parts or undergarments.
- 🐾 Pajamas are not to be worn to school.
- 🐾 The following clothing items, accessories, and backpacks are considered inappropriate and cannot be worn or displayed at school: clothing that bears profanity or weapons or that advertises sex, drugs, alcohol, tobacco, gangs or violence or that implies bullying.
- 🐾 Students are prohibited from wearing any gang affiliated clothing or items. Gang attire is any clothing, accessory or manner of grooming which may be an indicator of gang involvement.
- 🐾 Shoes must be worn at all times. Slippers, flip-flops, slides and other strapless shoes as well as high and platform heels are considered unsafe and are not to be worn at school.
- 🐾 Head coverings are only allowed during inclement weather. During the cold or rainy season, students outside may wear a hood, a beanie, or an official school hat (available for purchase). No head coverings are permitted indoors. 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.

Center High School
"Home of Scholars and Champions"



Safe School

And

Emergency Preparedness Plan

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

Revised February, 2018

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.

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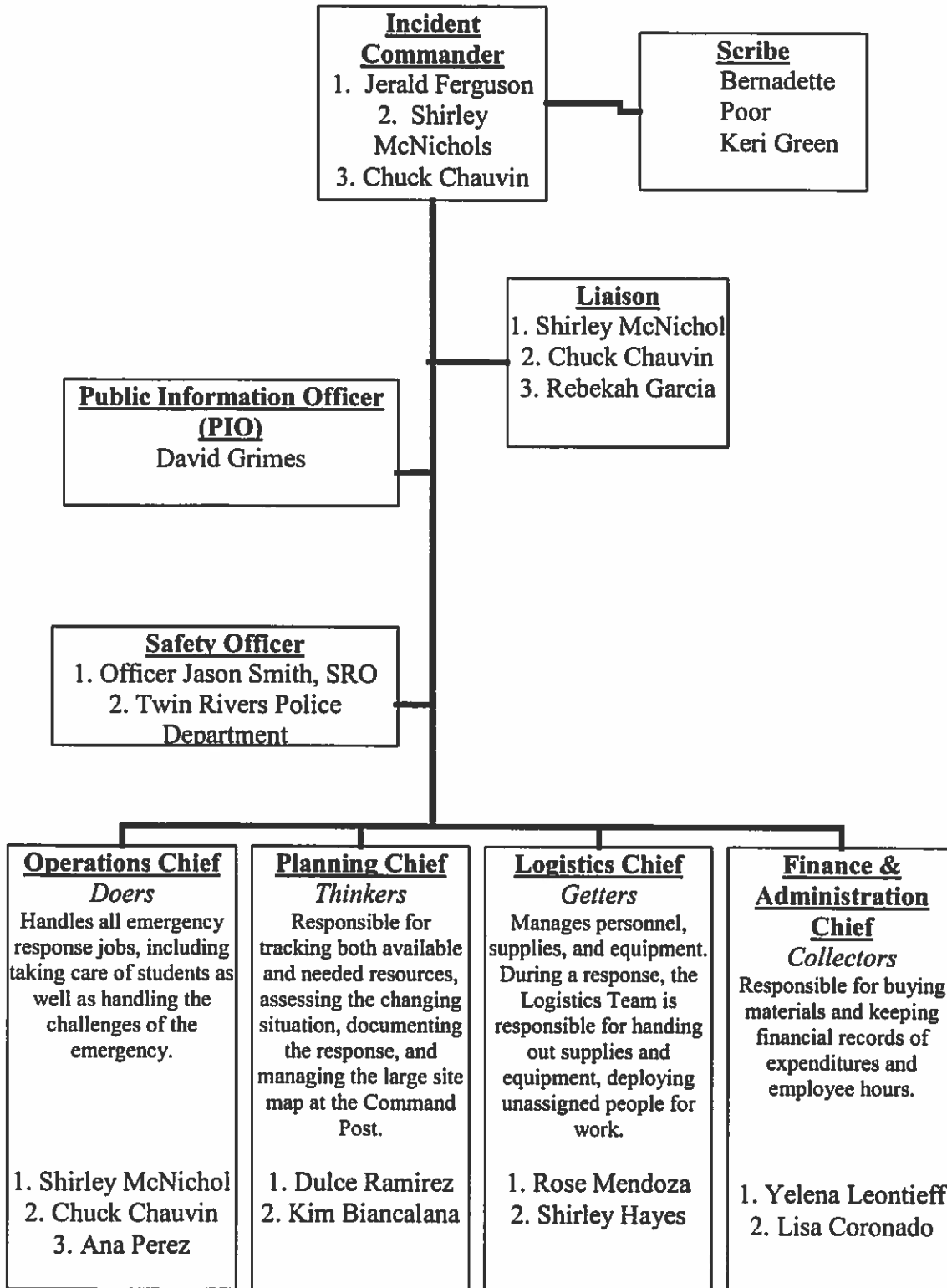
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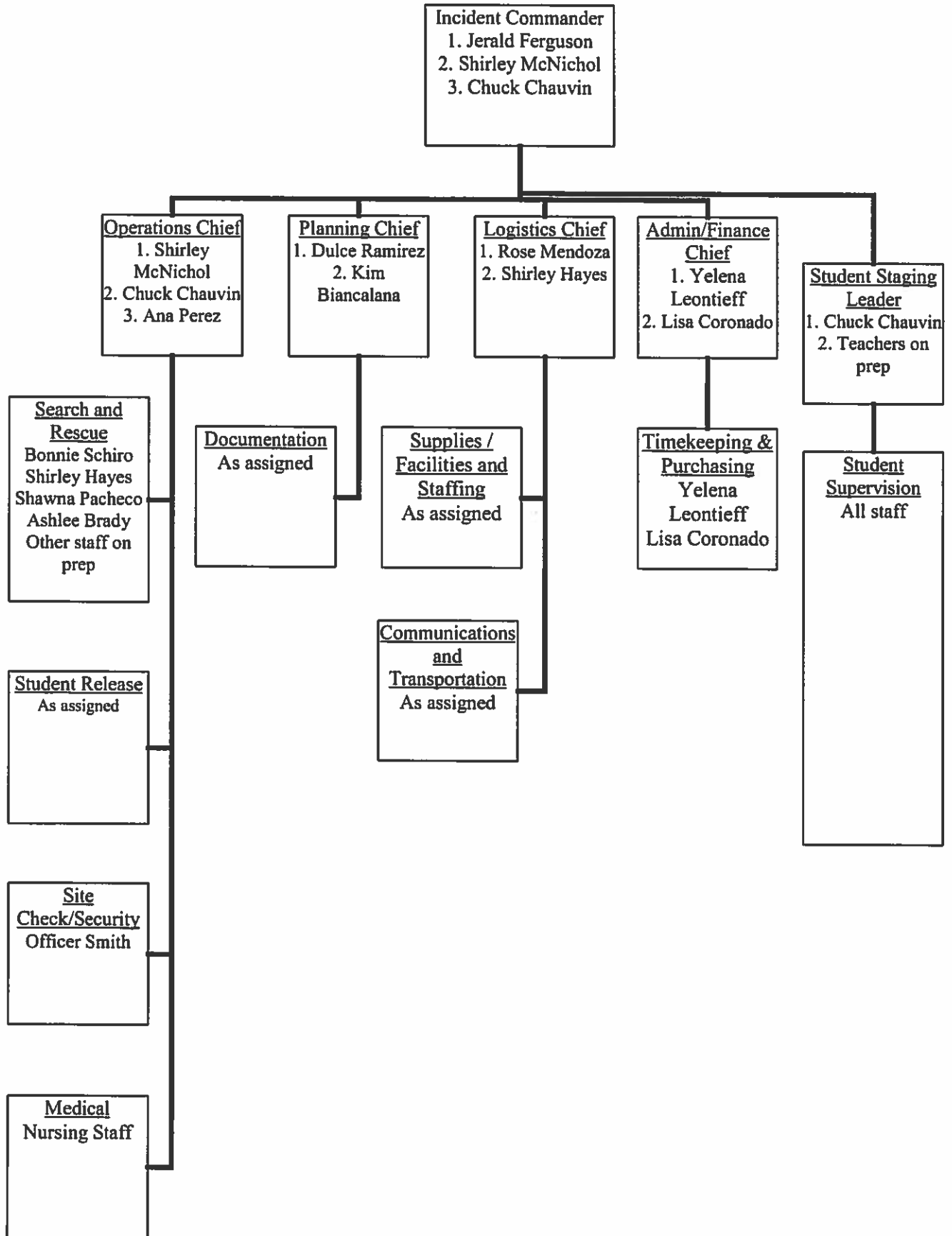
PART 1 CRISIS MANAGEMENT

SECTION 1 INCIDENT COMMAND SYSTEM

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

Center High School Incident Command System





Incident Command Descriptions

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

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

Admin/Finance Chief

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

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

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

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

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

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

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

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

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

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

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

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

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

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

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

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

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

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

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

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

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

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

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

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

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Principal's Office
2. Library

Outdoor Command Post:

1. Stadium Press Box
2. Quad

Triage Area: Library/ Quad/Stadium

Parent Reunification Area: Stadium or Taco Bell Parking Lot

Bus Staging Area: Stadium

Media Staging Area: Taco Bell Parking Lot

SECTION 3 LOCKDOWN PROCEDURES

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

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

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

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

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

A) Classes in progress (not during lunch)

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

B) Class change in progress

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

C) Lunch is in session

Add the following to either announcement:

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

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

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

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

Special areas of concern:

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

SECTION 4 EVACUATION PROCEDURES

General Evacuation

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

Evacuation of School Grounds

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

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

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

School Evacuation Instructions

Exit the Building

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

Teachers

- Take class lists, red/green folders and student rosters.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At break/passing period

- During break/passing period, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

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

Principal or Designee

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

Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to [REDACTED] (off-site location).

Evacuation of Students with Disabilities

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

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

Exit Route

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

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

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

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

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

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____ Name _____

PLANNED DESTINATION:

Home _____ Other (address, phone #) _____

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

Name _____

Address _____

Phone # _____

Location where student can be found _____

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____ Name _____

PLANNED DESTINATION:

Home _____ Other (address, phone #) _____

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

Name _____

Address _____

Phone # _____

Location where student can be found _____

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnership

SECTION 7 RESOURCES

Staff List/Special Skills

****This information is kept confidential in Jerald Ferguson's Emergency backpack****

Staff Emergency Information

Staff Member

Staff Member	Phone Number	Health Concerns	Special Skills

Staff Member	Phone Number	Health Concerns	Special Skills
Other Certificated			
Classified			

SECTION 8 COMMUNICATIONS

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

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

Principal
Secretary
Day Custodian
Night Custodian
Noon Duty Aide
Music Teacher
Drama Teacher
Each building has designated classroom teacher
Counselor
Operations Chiefs
Planning Chiefs
Logistics Chiefs
Incident Commanders

Telephone Communication

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

SECTION 9 CRISIS PHONE DIRECTORY

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

SECTION 10 LETTERS HOME

Dear Parents:

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

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

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

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

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

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

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

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

Training

The staff has participated in the following trainings:

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

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

PART 2 CRISIS READINESS

SECTION 1 ACTIVITY IN THE VICINITY

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

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

SECTION 2 AFTER-HOURS CRISIS PROCEDURES

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

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

SECTION 3 BOMB THREAT

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

Bomb Threat Procedures

I. Office Personnel

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

II. Administration

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

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact _____ words _____ of _____ caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on? _____

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

D. Person Receiving Call _____

E. Telephone number the call was received at _____

F. Date _____

G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

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

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

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

Person receiving the call

Person monitoring the call

Department _____

Department _____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

SECTION 4 BUS ACCIDENT

Field Trip Preparedness for Staff Members

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

SECTION 5 CHEMICALS/BIOHAZARD/GAS ODOR

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

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

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

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

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

SECTION 6 DEATH/SUICIDE

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

Principal or designee shall:

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

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

SECTION 7 EARTHQUAKE

During the Quake

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

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

After the Quake

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

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

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural

soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

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

SECTION 8 FIRE/EXPLOSION

Fire

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

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

Lunchrooms and Kitchens

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

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

Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (stadium) with their classes. Staff not assigned a regular class of children will report to the incident command center to render any needed assistance to IC/teachers.

2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students proceed to the stadium and sit in assigned teacher area.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

Fire Extinguishers

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

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

Fire Extinguisher Inspections

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

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

SECTION 9 FLOOD

When there is a flood at the school site

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

After the danger is over

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

Minor Flooding

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

SECTION 10 GAS ODOR

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

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

SECTION 11 HOSTAGE SITUATION

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {338-6420} or the administrator at {338-6421/22}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Terrorist or Intruder Enters the Office

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

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 12 HOSTILE VISITOR

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

Procedure to Deal with Civil Disturbances

Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

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

Mob:

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

Unidentified Person(s) Taking Control:

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

SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

SECTION 14 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

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

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway

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

Bleeding

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

*Internal bleeding – Treat for shock

Bone Injuries

1. Dislocations: fingers, thumb, shoulder
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
 - Signs of a closed fracture:
 1. Swelling
 2. Tenderness to touch
 3. Deformity
 4. Discoloration
 - Treatment (closed fracture - no bleeding or broken skin at wound)
 1. Keep broken bone ends from moving
 2. Keep adjacent joints from moving
 3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
 1. Do not move protruding bone end
 2. If bleeding, control bleeding by direct pressure on wound
 3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
 - Always immobilize
 - Elevate joint
 - Apply cold packs during first half hour
 - Treat the same as closed fractures
 - X-ray may be necessary

Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries

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

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

Diabetics

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

Dog/Animal Bites

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

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

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

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

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

Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

Head Injury

1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

Heart Attack

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

Nosebleeds

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

Pandemic Flu Plan

Seasonal Flu:

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

Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

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

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

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

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

Social distancing:

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

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

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

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106

degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.

2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

SECTION 15 MISSING STUDENT

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child. Use Principal's check off list located in the principal's office.

1. Begin gathering information on the child, including:
 - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - Obtain photo, if available.
 - Home address, phone number, parents' contact numbers
 - Class schedule, special activities
 - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.

4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 16 PUBLIC DEMONSTRATION

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

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

SECTION 17 SEVERE WEATHER

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

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

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

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

SECTION 18 SHOOTING/STABBING

Assess the situation

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

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

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

Disable the bell system, if possible.

Once situation has been assessed:

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

SECTION 19 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER

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

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

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

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

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

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

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

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

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

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

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

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

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Joint Unified School District Mission Statement

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

School Mission Statement

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

**SECTION 2 People and Programs:
Create a "caring and connected" school climate.**

DESCRIPTION OF SCHOOL CLIMATE

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the end of month one of the 2017-2018 school year, 1296 students were enrolled at Center High School. Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, school boosters program (which supports entire school) or simply attending school events. Parents stay informed on upcoming events and school activities through School Messenger (automated telephone message delivery system), Center High School Aptitude app, email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, Facebook, the school website, daily bulletins, and the "Blue and Gold" newspaper.

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

An action plan for people and programs reflecting the school's social environment. *The following objectives were developed as the result of feedback from students and staff on our Safe School Survey for the 2017-2018 school year.*

- Objective #1: 808 student responses SY 2017 - 2018

Expectations

Supporting Data:

- Student Survey Q4: At Center High School, everyone is expected to be at his or her best.
 - Response- "Strongly Agree" 8.7%
 - Response- "Agree" 35.2%
 - Response- "Neutral" 40%

As a result of the following policies and procedures, parents, teachers, and community members will feel encouraged to participate in school activities.

- Related Activities
 - Continued addition of new AP courses and electives.
 - Addition of A/B day allows students to take up to a combined 8 core and elective courses a semester, 4 classes per day at 90 minutes per day.
 - Addition of College & Career center provides a variety of career exploration materials, activities, and services.
 - Project Lead the Way (PLTW) Bio-Medical and Engineering programs continue to grow using 21st century technology such as a 3-D printer.
 - The Media & Communications Academy (MCA) continues to be successful and was named a 2017 California Partnership Academies Distinguished Academy. This honor is bestowed on less than 2% of the California Partnership Academies statewide.
 - Geometry and Construction added in the 2015-2016 school year, continues to be funded by the Crane Grant.
 - Intervention math lab courses continue to support all students (general education & Special Education) enrolled in general education Intro/Integrated HS Math I courses.
 - Wi-fi has been added across the campus to allow all offices and classrooms access to the internet at a higher and faster rate.
 - Utilization of online course selection through Aeries HomeLink continues to be successful.

- CHS Home and Athletic website has been remodeled for easier use by all stakeholders, including the sportsnet online athletic management system.
 - CHS continues to encourage students to participate in extra-curricular activities, clubs, drama, band, and athletics.
 - CHS maintains a schedule which accommodates almost weekly collaboration and professional development.
 - Assistant Principals' utilize an electronic referral system with information available to be viewed by all staff.
- Objective #2: 808 student responses SY 2017 - 2018
Promoting Positive Behaviors
Supporting Data:
 - Student Survey Q5: I feel I belong in this school.
 - Response- "Strongly Agree" 16.0%
 - Response- "Agree" 39.6%
 - Response- "Neutral" 35.5%

During the 2016-2017 school year CHS has partnered with the nationally recognized Safe School Ambassadors Program which is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. CHS in conjunction with CJUSD is also exploring the addition of Positive Behavior Intervention and Supports (PBIS), to include Multi-tiered Support Systems (MTSS) which is a schoolwide process emphasizing the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reforms.

SECTION 4 Place

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

DESCRIPTION OF PHYSICAL ENVIRONMENT

Center High School is located at 3111 Center Court Lane in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the school site and the district are committed to eradicating graffiti as soon as possible and preferably before students come back to campus. The immediate area around the school includes single family dwellings, duplexes and apartments as well as some retail outlets and restaurants.

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

The school site encompasses 10 acres. The school has 75 classrooms, as well as a theater, gymnasium, music building, wood shop, library, multi-purpose room, multiple athletic fields and courts, and in 2009 a renovated stadium including an all-weather track.

The majority of the campus is surrounded by permanent fencing. All gates are locked during the school day. During the school day, staff members including two full-time campus monitors and three administrators provide campus supervision. A Safe School Officer is assigned to Center High School but is available to support other schools in the district as well.

Maintenance of School Buildings/Classrooms

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

Internal Security Procedures

Center High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion

recommendation shall be submitted by the administration of Center High School. Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Center High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

SECTION 5 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students and staff on our Safe School Survey for the 2014-2015 school year.

Objective #1:

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety.

Objective #1:

Supporting Data:

2017-2018 Academic Year 8/3/17-2/7/18:

- 234 Referrals to the office
- 48 At Home Suspensions
- 1 Expulsion

2016-2017 Academic Year 8/3/16-2/28/17:

- 393 Referrals to the office
- 40 At Home Suspensions
- 2 Expulsions

2015-16 Academic Year

- 998 Referrals to the office
- 98 At Home Suspensions
- 7 Expulsions

○ Related Activities

- Build and strengthen relationships with students by following the school wide expectations for the staff.
- Continue to utilize the school's Student Guidance Team to identify "at-risk" students and develop strategies to support their success. This can be done by holding Student Study Team meetings to evaluate the need for psychological, academic, emotional and/or physical evaluation.
- Continue the use of a digital referral system, which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues.

- Utilize team collaboration meetings to identify at risk students and share accommodations that have been tried in the classroom and how successful were they.
- Reward students for making positive choices as outlined above.

Objective #2:

Student Safety Survey 806 student responses SY 2017 - 2018

Supporting Data:

- Student Survey Q1: At Center High School students feel safe.
 - Response- "Strongly Agree" 19.6%
 - Response- "Agree" 49.6%
 - Response- "Neutral" 24.9%

As a result of the following policies and procedures, the safety of all students and staff is of utmost importance and shall receive an approval rating of 75% or higher on student and staff surveys on questions regarding students and staff feeling safe at school.

- Related Activities
 - Practice drills for fire and intruder on campus are held monthly
 - Specific emergency procedures are listed in this handbook and are distributed to all staff members with copies in the office available to parents and law enforcement.
 - The plan is updated yearly and approved by Boosters and The Board of Trustees.
 - The plan is reviewed by the staff at least once a year.
 - Safety information is included in the parent handbook which is posted on Center High School's website.
 - The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus.
 - All visitors must register in the office and wear an identification badge before going to classrooms or any other building or outdoor area on campus.
 - Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism.
 - Graffiti, broken windows and any other damage found in the morning is reported immediately to the school office & then the district's maintenance office.
 - It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object.

- The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check.
- The District shares a partnership with Twin Rivers Police Department. There is an officer assigned to Center High School.
- School staff will have a more visible presence as they are monitoring students passing from their doorways during passing periods and have assigned duty stations for before and after school supervision.
- Coordinate with the district transportation department to monitor and supervise the bus drop off and pick-up location at the south parking lot to facilitate safer traffic patterns for the buses.
- Cooperate with the district transportation department to address behavioral and safety issues with students who ride the district buses.
- A Safe School Officer from the Twin Rivers Police Department will drive in his/her marked car along the roads neighboring the campus during dismissal each day.
- Personnel from the Twin Rivers Police Department will be invited to attend our major parent night events throughout the year (BTSN, Electives Fair, sporting events, dances, etc.).

SECTION 6 SIGNATURE SHEET

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

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

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

Member	Title	Signature
_____	Principal	_____
_____	Boosters Member	_____

Appendix A

FACULTY AND STAFF 2017 - 2018

Jerald Ferguson, Principal
Chuck Chauvin, Assistant Principal
Shirley McNichols, Assistant Principal

Aasen, Vickie (speech)
Abdelmalek, Nadia
Alexander, Erica
Allain, Christine
Anderson, Walt
Angeles, Terecita
Asbury, Jeff
Babikova, Inna
Beentjes, Tonia
Bennett, Janet
Berry, Melinda
Biancalana, Kim
Bisho, Vernon
Brady, Ashley
Brannon, Kevin (Custodian)
Caldwell, Lisa
Carretero, Joe (Custodian)
Chamberlain, Matt
Chaney, Amy
Chaney, Deanna
Chhang, Vanrith
Chifamba, Boniface
Clark, Erica
Clements, Kristen
Clopton, Angela
Collins, Keith
Cowan, Anne
Cummings, Cathy
Davenport, Larry
Diaz-Romero, Daniel
Duong, Linh (cafeteria)
Edgar, Sherry
Eischens, Deborah (cafeteria)
Esparza, Leandra (cafeteria)
Espinoza, Mark (Custodian)
Frazé, Deanna
Gagnon, Ray
Gallagher, John
Galloway, Kristen
Garcia, Rebekah
Geivett, Irene
Gonsolin, Vivian
Green, Keri
Griffin, Marcus

Hannah, Jim
Harmon, Elizabeth
Haro, Esther
Hayes, Shirley
Hendersen, Emily
Hennessy, Maria
Heslin, Larry
Hughey, Doug
Hunter, Curtis
J'Beily, Digol
Johnson, Katie
Jones, Heather
Jope, Brina
Klatt, Ben
Kloczko, Samuel
Knutson, Kari (cafeteria)
Krasko, Rae
Lee, Jin
Leino, Jeff
Leontieff, Yelena
Lobbestael, Kevin
Loftus, Mark
Luppino, Roxanne
Lyons, Anne (speech)
Marquez, Pedro
Maydanovich, Alex (Custodian)
McInnes, Rob
Mendoza, Rose
Miranda, Paul
Moe, Tracy
Morales, Maria
Morgan Deanna
Muldoon, Carrie
Mullen, Julie (cafeteria)
Munn, Joseph (Reed)
Oppici, Renate
Pacheco, Shawna
Palmer, Michael
Perez, Alex
Pérez, Ana
Petrovskaya, Olga
Pitman, Emma

Pollard-Hjelden, Janet
Poor, Bernadette
Radi-Blatnick, Susan
Ramirez, Dulce
Ramirez, Soledad
Ratliff, Mike
Reynolds, Laurie (cafeteria)
Rub, Anatoliy
Robinson, Myles
Scarborough, Nicole
Schiro, Bonnie
Schwartz, Cynthia (cafeteria)
Sedykh, Irina
Seele, Tina
Shaffer, Jennifer
Slater Raeann (cafeteria)
Smirnov, Feodor
Officer Jason Smith
Stout, Danielle
Summers, Kathy
Sumner, Sheryl
Tongol, Joaquin (Custodian)
Torres, Ashleigh
Torres, Manuel (Custodian)
Towner, Jennifer
Tree, Guylene
Violette, Barbara
Weaver, Sandy
Whalen, Joe
Wilson, Jennifer
Winborne, Jennifer
Woods, Heather
Wright, Michael
Zeissler, Adam

Long term subs:

Dougherty, Traver
Tenette, Martin
Moreno-Velez, Daisy

Staff's Classroom Telephone Numbers

Room	Teacher	Phone #
101	Stout	
102	Jones	
103	Allain	
104	Sumner	
105	Woods	
106	Frazee	
107	Wilson	
108	Alexander	
110	Ramirez	
111	Kloczko	
112	Ridge	
113	Munn	
114 / 701	Beentjes	
115 / 701	Radi	
116	Loftus	
117	Heslin	
118	Muldoon	
200	Wright	
201	Tennett	
202	Lobbestael	
203	Science Lab	
204	Marquez	
205	Clark	
205		
206	Krasko	
207	Galloway	
208	Gelvett	
209	Green	
210	Clements	
211	Chaney	
212	Cowan	
300 / Geo Constr	Bennett	
300 / Geo Constr	Klatt	
301	Chamberlain	
302	Caldwell	
304	Jope	
400 / 906	Bennett	

402	Chiang
403	Hennessy
404	Gagnon
405	Henderson
406	Collins
407	Diaz-Romero
500	Cummings
501	Haro/ Towner
502	Shaffer
503	Davenport
504	Anderson
600	Zeissler
601	Babikova
604	Asbury
700	Pacheco/Brady/Johnson (Workability)
701	Leino - P 2/3/5
701	Radi - P 7
701	Sumner - P 4
701	Freeze-P1, Leino-P 2/3/5, Sumner-P 4, Beanties-P 6, Radi-P7, Geivett-P8
800	Vacant
802	P.E. - J/Beily
803	Vacant - PE Storage
804	Seale - P 2/3/6/7/8
805	Hunter
806	Speech Therapist (Thursdays) - Ann Lyons (Wed/Fri)
900	Vacant - Old Student Cum Filed
901	Vacant - Furniture
902	Baseball/Softball - Ratliff
903	Americorp (Tues/Thurs) - Special Ed. (Friday)
903	Speech Therapist (Fridays)
904	Detention
905	Computer Lab
905	
906	Towner
907	Leino
303	McInnes
605/606	Bishop
602/603	Winborne
Cafeteria	Cafeteria
College & Career Ctr	College & Career Center
Dance Room	Edgar
Dance Room	Weaver

Geo/Const Shop	Bennett
Geo/Const Shop	Klatt
Library	Career Center
Library	Torres
Library	Library
Locker Room (Boys)	Gallagher
Locker Room (Boys)	J'Beily
Locker Room (Boys)	Perez
Locker Room (Boys)	Ratliff
Locker Room (Girls)	Edgar
Locker Room (Girls)	
Locker Room (Girls)	Weaver - P 2/3/5/7/8
Music (Classroom)	Tree
Staff Lounge	Staff Lounge
Theater (Classroom)	Hughey
Weight Room	
Weight Room	
Weight Room	
Weight Room	
Wood Shop	Vacant

Appendix B
Utility Shut-off Map

Appendix C

Appendix D

1. 2018

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10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

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113.

Student & Staff Accountability Form

DATE: _____

TEACHER: _____

ROOM #: _____

FORM COMPLETED BY: _____

of students enrolled in this class:

of students marked absent in this class:

Please list students marked absent by name:

of students unaccounted for* in this class:

*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for? _____

If so, please list by name: (Include staff staying behind with injured)

of students with you but not on roster:

Please list these students by name:

of extra adults in room

Please list extra adults by name:

For Command Staff: _____ Missing students/adults recorded

EOC Message Form Data

Tally and insert into the grid below

| <u>Category</u> | <u>Description</u> | <u>Number</u> |
|-----------------|---|-----------------------|
| A | Fatalities | <input type="text"/> |
| B | Minor Injuries (First aid only) | <input type="text"/> |
| C | Injuries - Ambulance (Major + Moderate) | <input type="text"/> |
| | Major (Immediate):
Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. | <input type="text"/> |
| | Moderate (Delayed):
Burns, major multiple fractures, back injuries with or without spinal cord damage. | <input type="text"/> |
| D | Property Damages | <u>Circle One</u> |
| | Major damage:
Building collapse, building leaning, major ground movement causing large cracks in ground. | Major |
| | Moderate damage:
Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines). | Moderate |
| | Minor damage:
Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows | Minor |
| | | _____ Triage recorded |

Appendix E

Appendix F

California Child Abuse and Neglect Reporting Law

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

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

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
 - 20) A firefighter, *except for volunteer firefighters*.
 - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
 - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
 - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
 - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
 - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
 - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
 - 27) A coroner.
 - 28) A medical examiner, or any other person who performs autopsies.
 - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
 - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
 - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
 - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
 - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
 - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
 - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
 - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
 - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6)
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. (P.C. 11165.2)

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” (P.C. 11166 (a))

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. (P.C. 11166 (a)) Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120
(916) 324-7863
www.safestate.org

Appendix G Child Abuse Reporting Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

CASE NUMBER: _____

PLEASE PRINT OR TYPE

| | | | | | | |
|--|--|---|---------------------------------|--|---|--|
| A.
REPORTING PARTY | NAME OF INDICATED REPORTER | | TITLE | | INDICATED REPORTER CATEGORY | |
| | REPORTER'S BUSINESS/EMPLOYER NAME AND ADDRESS
Street _____ City _____ St _____ | | | | IS INDICATED REPORTER WITHIN THE INDUSTRY?
<input type="checkbox"/> YES <input type="checkbox"/> NO | |
| | REPORTER'S TELEPHONE (DAYTIME)
() | | HOMEPHONE | | TODAY'S DATE | |
| B. REPORT INFORMATION | <input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROSECUTOR | | AGENCY | | | |
| | <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services) | | | | | |
| | ADDRESS: Street _____ City _____ St _____ | | | | DEPARTMENT OF PHONE CALL | |
| OFFICIAL CONTACTED: TITLE | | TELEPHONE
() | | | | |
| C. VICTIM
<small>One report per victim</small> | NAME (LAST, FIRST, MIDDLE) | | BIRTHDATE OR APPROX. AGE | | SEX | ETHNICITY |
| | ADDRESS: Street _____ City _____ St _____ | | TELEPHONE
() | | | |
| | PRESENT LOCATION OF VICTIM | | SCHOOL | | CLASS | GRADE |
| | PHYSICALLY DISABLED
<input type="checkbox"/> YES <input type="checkbox"/> NO | DEVELOPMENTALLY DISABLED
<input type="checkbox"/> YES <input type="checkbox"/> NO | OTHER DISABILITY (SPECIFY) | | PREVAILING LANGUAGE
SPOKEN IN HOME | |
| | REPORTER CARED FOR VICTIM?
<input type="checkbox"/> YES <input type="checkbox"/> NO | IF VICTIM LIVES IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:
<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR RESIDENCE <input type="checkbox"/> RELATIVE'S HOME | | | TYPE OF ABUSE (CHECK ONE OR MORE)
<input type="checkbox"/> PHYSICAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> PSYCHOLOGICAL <input type="checkbox"/> OTHER (SPECIFY) | |
| | RELATIONSHIP TO SUSPECT | | PHONES THIS IS? | | DID THIS INCIDENT RESULT IN THIS VICTIM'S DEATH?
<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN | |
| | 1. NAME BIRTHDATE SEX ETHNICITY | | 2. NAME BIRTHDATE SEX ETHNICITY | | 3. NAME BIRTHDATE SEX ETHNICITY | |
| D. INVOLVED PARTIES
<small>VC 11169 PAR 1(a) (1) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)</small> | NAME (LAST, FIRST, MIDDLE) | | BIRTHDATE OR APPROX. AGE | | SEX | ETHNICITY |
| | ADDRESS: Street _____ City _____ St _____ | | HOME PHONE
() | | BUSINESS PHONE
() | |
| | NAME (LAST, FIRST, MIDDLE) | | BIRTHDATE OR APPROX. AGE | | SEX | ETHNICITY |
| | ADDRESS: Street _____ City _____ St _____ | | HOME PHONE
() | | BUSINESS PHONE
() | |
| | SUSPECT'S NAME (LAST, FIRST, MIDDLE) | | BIRTHDATE OR APPROX. AGE | | SEX | ETHNICITY |
| | ADDRESS: Street _____ City _____ St _____ | | TELEPHONE
() | | | |
| | OTHER INVOLVED INFORMATION | | | | | |
| E. INCIDENT INFORMATION | IF NECESSARY, ATTACH RETURN SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX: <input type="checkbox"/> | | | | | IF MULTIPLE VICTIMS, INDICATE ALIASES: _____ |
| | DATE / TIME OF INCIDENT | | PLACE OF INCIDENT | | | |
| | BRIEF DESCRIPTION (What victim(s) was/were the mandated reporter observed/heard person accompanying the victim(s) see/under or paid another making the victim(s) or suspect) | | | | | |

SS 8572 (Rev. 12/01)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

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

Appendix H

Williams Uniform Complaint Procedure

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

- 1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.**
- 2. School facilities must be clean, safe, and maintained in good repair.**
- 3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.**

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

**5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:
<http://www.cde.ca.gov/re/cp/uc>.**

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 I

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

Appendix J

Center Joint Unified School District Previous Suspension/Expulsion Notification

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

Appendix K

Hate Motivated Behavior

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 L

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Appendix M

STUDENT APPEARANCE / DRESS CODE

The following guidelines are intended to define “appropriate student attire” and personal grooming. The purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students, and minimize distraction so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. At all times, all students are expected to abide by the following guidelines:

- a. Clothing, jewelry, personal items (gym bags, backpacks, water bottles, notebooks/binders, etc.) and tattoos with language or images that are vulgar, sexually suggestive, discriminatory, promoting prejudice, obscene, libelous, or that promote illegal or violent content, such as weapons, drugs, alcohol, tobacco, drug paraphernalia, or that contains threats, is prohibited.
- b. Garments shall be sufficient to conceal undergarments at all times.
- c. Shorts, skirts, and dresses must cover the upper-thigh area.
- d. Shirts and tops must cover the entire torso, including chest, back and midriff. Tube tops, halter-tops, backless tops, scoop-neck tops, low V-neck tops, half shirts, spaghetti straps, off the shoulder tops, and muscle shirts are not appropriate. Sheer/mesh tops must have appropriate clothing underneath.
- e. Pants, shorts and skirts must be worn at or above the hipbone.
- f. No pajamas or blankets.
- g. Hats, beanies, hoodies, bandanas, etc. (except those being worn for cultural or religious purposes) must be removed prior to entering a school building.
- h. Footwear must be worn at all times. No bedroom slippers.
- i. No sunglasses may be worn in buildings.
- j. Any clothing or accessories related to gangs are not acceptable.

Students violating any part of this dress code will be sent to the office for replacement shirts or sweat pants.

NOTE: Coaches and teachers in classes, such as shop, may impose more stringent requirements than the above consistent with the needs of the particular sport and/or class.

****This list is not all-inclusive. The administration reserves the right to use their own discretion in deciding what is disruptive to the educational environment.**

Center Joint Unified School District

| | | |
|---|------------------------------------|-------------------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: Facilities & Operations Department | | |
| To: | Board of Trustees | Action Item <u>X</u> |
| Date: | February 21, 2018 | Information Item <u> </u> |
| From: | Craig Deason, Assist. Supt. | # Attached Pages <u>4</u> |
| Assist. Supt. Initials: | <u>CD</u> | |

| | |
|--|---|
| SUBJECT: | Contract with Hancock Park & DeLong, Inc., for State Facility Funding Services |
| <p>The Facilities and Operations Department would like to enter into a contract with Hancock Park & DeLong, Inc., for State Facility Funding Services.</p> <p>The total compensation to the contractor for this agreement shall be billed at \$175.00 per hour not to exceed \$10,000 annually. See Exhibit A for a description of services.</p> | |
| RECOMMENDATION: That the Board of Trustees approves the contract with Hancock Park & DeLong, Inc., for State Facility Funding Services. | |

| |
|--|
| |
|--|

CONSENT AGENDA

FACILITIES CONSULTING AGREEMENT

This Agreement is entered into on December 15, 2017, by and between the Center Unified School District ("Client") and Hancock Park & DeLong, Inc. ("Contractor") for special services pertaining to the School Facility Program (SFP) administered by the State Allocation Board and Office of Public School Construction.

RECITALS

WHEREAS, Client is authorized by Section 53060 of the California Government Code to contract with and employ persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are trained and experienced and competent to perform special services required;

WHEREAS, Client is in need of such special school facilities consulting services and advice, and;

WHEREAS, Contractor is specially trained, experienced, and competent to perform the special services required by the Client, and is willing and able to perform services desired by Client;

NOW, THEREFORE, the parties agree as follows:

AGREEMENT

1. **Term of Agreement.** This Agreement shall commence on December 15, 2017, and will diligently perform as required until Client determines no further assistance is needed. ("Term").
2. **Description of Services.** Contractor agrees to provide services to Client as identified in Exhibit A, "Description of Services," attached to this Agreement and incorporated by reference.
3. **Compensation.**
 - a. The total compensation to Contractor for this Agreement shall be billed at \$175.00 per hour not to exceed \$10,000 annually. Services (1) through (6) on Exhibit A shall be billed on an hourly basis as documented each month. Compensation shall be invoiced and paid on a monthly basis beginning on January 1, 2018, and continuing each month thereafter during the Term of the Agreement. The invoice shall be paid no later than the fifteenth day of each month.
 - b. Client also agrees to compensate Contractor for travel expenses associated with the performance of this Agreement, provided that such travel is requested and approved by Client.
4. **Termination.** At any time during the Term of the Agreement, either party may terminate this agreement, with or without cause, by giving written notice to the other party at least 30 days prior to the date of termination. In case of termination, Client shall be liable for all fees described under Section 3 above, including approved travel expenses and time spent on performance of services, up to the termination date.
5. **Modification.** This Agreement may be modified (including modification to the scope of work and/or compensation) by the parties through mutual written agreement.

6. **Limitation on Liability; Indemnification.**
- a. IN NO EVENT SHALL CONTRACTOR'S LIABILITY TO CLIENT, FOR ANY REASON ARISING OUT OF THIS AGREEMENT, EXCEED THE AMOUNT OF THE COMPENSATION ACTUALLY RECEIVED BY CONTRACTOR UNDER THIS AGREEMENT. NEITHER PARTY SHALL BE LIABLE FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, OR INCIDENTAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT.
 - b. Each party shall defend, indemnify, and hold harmless the other party, and all of its agents, directors, officers, and employees from and against any and all claims, liabilities, losses, damages, judgments, costs, and expenses and threats thereof (collectively, "Claims") arising out of or in connection with this Agreement, except that a party need not defend, indemnify, and hold harmless the other party against Claims finally determined to have arisen solely from the other party's gross negligence or willful misconduct.
 - c. The Client shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for meeting any certification requirements and shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms and reports. The undersigned also understands that the Contractor cannot control the processes of the applicable Local, State, or Federal agencies in reviewing and approving any Client application or appeal request. The Contractor will use its best efforts to assist the Client with all agencies but cannot guarantee favorable results.

7. **Notices to the Parties.** All notices required or permitted under this Agreement shall be in writing and delivered by reliable and common methods as follows:

To Hancock Park & DeLong, Inc.:
Christopher L. DeLong
President
925 L Street, Suite 1200
Sacramento, California 95814
(916) 662-7210
chris@hpdschools.com

To Center Unified School District:
Craig Deason
Assistant Superintendent, Facilities and Operations
8408 Watt Ave
Antelope, CA 95843
(916) 338-6337
cdeason@centerusd.org

8. **Independent Contractor.** The parties agree that Contractor is an independent contractor. This Agreement shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, association, or any other relationship except that of independent contractor.
9. **Waiver.** No failure to exercise and no delay in exercising any right, remedy, or power, under this Agreement or by law, shall operate as a waiver of such right, remedy, or power.

10. **Legal Costs.** If any party to this Agreement shall take any action or proceeding to enforce this Agreement, the losing party shall pay to the prevailing party a reasonable sum for all fees, costs, and expenses (including attorneys' fees) incurred in bringing such suit and/or enforcing any judgment granted.
11. **Governing Law.** The formation, interpretation, and performance of this Agreement shall be governed by the laws of the State of California.
12. **Entire Agreement.** The terms of this Agreement are intended by the parties to be in the final expression of their agreement and may not be contradicted by evidence of any prior or contemporaneous agreement. No change or waiver of any provision of this Agreement shall valid unless made in writing and executed in the same manner as this Agreement.
13. **Severability.** If any term or provision of this Agreement shall be found illegal or unenforceable, such term or provision shall be deemed stricken and the remaining elements of this Agreement shall remain in full force and effect.

This Agreement is duly executed as of the date written above:

Christopher L. DeLong
President
Hancock Park & DeLong, Inc.

Craig Deason
Assistant Superintendent, Facilities & Operations
Center Unified School District

EXHIBIT A
Description of Services

Hancock Park & DeLong, Inc. (Contractor) will provide the following services to Center Unified School District (Client):

- 1) Provide continuing technical assistance to the Client on the state and federal school facilities programs, laws and regulations including ad hoc questions related to the above.
- 2) Assist Client in identifying immediate facility needs, developing strategies for meeting the needs, and determining eligibility for state and federal funding where available.
- 3) Provide review of project budgets in concert with project design professionals to maximize funding opportunities.
- 4) Prepare required state forms for the preliminary and final approval of the site and/or project plans with the California Department of Education.
- 5) Prepare Office of Public School Construction and State Allocation Board application packages for eligibility and funding, as appropriate.
- 6) Provide liaison activities with the Office of Public School Construction, the California Department of Education, the Division of the State Architect and other agencies involved in the school facilities process as needed.
- 7) Provide documentation to the Client of services provided.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 21, 2018

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 2

Assist. Supt. Initials: CD

SUBJECT: Contract Amendment #1 to the Contract By and Between School Facility Solutions LLC, and Center Joint Unified School District

This Contract Amendment #1 to the contract by and between Facility Solutions, LLC and Center Joint Unified School District increases the contract amount \$4,000 from \$48,000 to \$52,000 for the addition of two projects.

- 34-10/H9 58175 - Center Elementary, North Country, and McClellan
- 34-10/H9 58186 - Center High School, Center JHS, and Spinelli Elementary

RECOMMENDATION: That the Board of Trustees approves Contract Amendment #1 to contract by and between School Facility Solutions, LLC and Center Joint Unified School District for two additional projects identified after the original scope.

CONSENT AGENDA

Request to Amend Contract

SFS requests an amendment to the contract. The proposal was for 22 projects. As noted in the appendix I, if additional projects are added to the scope, the contact will be increased by \$2,000 per project, if mutually agreed upon.

SFS has found two additional projects. Pre 1997 projects are filed by two categories – 34-10 (elementary projects) and 34-H9 (high school projects) . During the course of working on the 22 projects identified in our scope of work, we found two additional projects that were filed in a separate DSA file 10/H9, because they were a combination of elementary and high school projects.

34-10/H9 58175 Center Elementary, North Country, and McClellan

34-10/H9 58186 Center High School, Center JHS, and Spinelli Elementary

We have added these to our working documents and have begun researching the projects.

We would request the contract be amended as follows (an extract of the relevant portion of the contract shown below. Final format of the amendment to be determined by Center Joint Union School District. SFS would like verbal authority to proceed with scheduling required work on these two projects, with the intent that CJUSD would proceed with an amended contract amount.

CONTRACT FOR

Contract made this date, November 1, 2017 between Center Joint Union School District, 8408 Watt Ave, Antelope, CA 95843, hereafter referred to as Owner and School Facility Solutions, LLC located at PO Box 331, Shingle Springs, CA 95682, hereafter referred to as Consultant.

RECITALS

Owner owns and operates a public elementary school district, and Owner desires to have the following services performed:

Close out 22 DSA projects with DSA that have previously been closed with exception. Amended to increase to 24 projects based on increased scope determined after review of DSA documentation.

Consultant agrees to perform these services for Owner under the terms and conditions set forth in this contract. In consideration of the mutual promises set forth herein, it is agreed by and between Owner and Consultant:

1. DESCRIPTION OF WORK

The work to be performed by Consultant is identified in the Scope of this agreement. Appendix 1.

2. PAYMENT

| | |
|-----------------|--|
| \$44,000 | 22 projects \$2,000 per project |
| \$ 4,000 | Expense reimbursement (primarily mileage and printing based on documented costs) |
| \$48,000 | Total Project Cost |
| 4,000 | Two additional projects identified after original scope (58175 and 58186) |
| \$52,000 | |

The contract does not include additional close out costs such as DSA fees, inspector fees, lab fees, architect fees, engineering fees, testing fees, and other costs incurred by CJUSD to correct outstanding issues.

Appendix I Scope of Contract

School Facility Solutions, hereinafter referred to as SFS, will do the following:

Create a database of all non-compliant DSA projects. Database will include all known outstanding documents available through DSA for each project. Database will include the companies and individuals (if known) assigned to produce the specific documentation needed.

SFS will work with DSA, design professionals, and DSA Inspectors associated with these projects to produce necessary documentation or alternative documentation that will meet DSA requirements for certification.

This proposal is for 22 projects (outlined in this document) that are currently not certified as DSA approved.

DSA maintains a current on-line database for projects after 1996. Projects prior to 1997 are in a separate DSA database with limited data available online. CJUSD has 21 pre-1997 projects with missing documentation. Six of these 21 projects have no DSA updated letter on file at this time. These projects often require a visit to DSA archives to search for necessary documentation.

It is not possible to predict the time SFS will require for each project. SFS proposes a flat amount per project (\$2,000) based on a minimum number of 22 projects. If there are additional projects added to the scope, the cost is \$2,000 per project, and the contract would be revised if mutually agreed upon.

Center Joint Unified School District

| | | |
|--------------------------------|------------------------------------|-------------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: | Facilities & Operations Department | |
| To: | Board of Trustees | Action Item <u> X </u> |
| Date: | February 21, 2018 | Information Item <u> </u> |
| From: | Craig Deason, Assist. Supt. | # Attached Pages <u> 7 </u> |
| Assist. Supt. Initials: | <u> CD </u> | |

| | |
|---|--|
| SUBJECT: | Agreement with Wallace Kuhl & Associates, for Construction Testing |
| <p>The Facilities and Operations Department would like to enter into an agreement with Wallace Kuhl & Associates, a contractor for T-Mobile. Wallace Kuhl & Associates will provide testing and inspection services during cell equipment modifications at the T-Mobile cell tower located at Center High School.</p> <p>The district will hold the contract, and all costs will be reimbursed by T-Mobile.</p> | |
| <p>RECOMMENDATION: That the Board of Trustees approves the agreement with Wallace Kuhl & Associates for cell tower modifications.</p> | |

CONSENT AGENDA

| |
|--|
| |
|--|



CORPORATE OFFICE
1050 Industrial Boulevard
West Sacramento, CA 95691
916.372.1434 phone
916.372.2545 fax

STOCKTON OFFICE
3422 West Hammer Lane, Suite D
Stockton, CA 95219
209.234.7722 phone
209.234.7727 fax

November 7, 2017

DSA File No. 34-H9
DSA App. No. 02-115536
LEA No. 116

Craig Deason
Center Joint Unified School District
Via email to: cdeason@centerusd.org

Testing and Inspection Services Proposal
CENTER HIGH SCHOOL CELL EQUIPMENT MODIFICATIONS
3111 Center Court Lane
Antelope, California
T-Mobile Project SCO6985 (Watt & Elverta)

Wallace-Kuhl and Associates is pleased to submit this proposal to provide testing and inspection services during cell equipment modifications at Center High School.

Our budget estimate is based on review of the construction documents and discussions with project personnel. We understand our scope of work would include inspection and testing of structural steel, existing equipment connections and concrete anchors as required by the project documents, as well as preparation of the DSA required documentation. We anticipate that the Project Inspector would inspect installation of the concrete anchors and the contractor would have a lift available to access the connections on the existing light pole.

Based on our experience, we estimate that our fee for the special inspection and testing services required for this project would be less than \$2000. Billing would be only for work performed and determined based on the attached 2017P Schedules of Fees. Please be aware that we bill for our hourly services on a portal-to-portal basis from our nearest office. Also, the construction schedule and the contractor's efficiency affect the number of site visits - and the cost - required for our services. Our representatives would work with the Project Inspector to perform our work in a timely and efficient manner.

In order to provide the most efficient and responsive service, scheduling for inspections must be made at least 24 hours in advance of the work. In addition, it is considered essential that the contractor be notified well in advance of your intention to have special inspection and testing performed, so that they are prepared for the required inspections. Please notify us immediately if the inspection is canceled so that you do not incur a trip charge.

To assure that all parties fully understand the limitations of our role in your project, we emphasize that our representative will not act as supervisor of construction, nor will they direct

Testing and Inspection Services Proposal
CENTER HIGH SCHOOL CELL EQUIPMENT MODIFICATIONS
Antelope, California
November 7, 2017

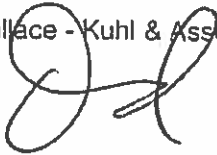
Page 2

construction operations. The various sub-contractors should be informed that neither the presence of our representative nor the testing by our firm shall excuse them from defects discovered in their work. Job and site safety of the contractor's personnel will be the sole responsibility of the contractor.

Our standard agreement for this work is attached to this proposal. If this proposal is acceptable, please sign the agreement and return it to us as our written authorization to proceed. We will return a fully executed copy of the agreement to you for your files. Please inform us if wet signed copies of the agreement are required. If that is the case, please print sign and return two copies of the agreement to our office. We will then return a fully executed copy by US mail for your files.

Please contact me with any questions or if you need additional information.

Wallace - Kuhl & Associates



David A. Redford, PE
Senior Engineer

Attachments: Construction Testing Agreement
2017P Fee Schedules



CENTER JOINT UNIFIED SCHOOL DISTRICT ("CLIENT") and River City Geoprosessionals, Inc. dba WALLACE - KUHL & ASSOCIATES ("WKA") agree:

1. **PROFESSIONAL SERVICES.** WKA will perform professional services and will receive compensation pursuant to the terms and conditions of the attached proposal letter dated November 7, 2017, which is incorporated herein by reference. In performing professional services, WKA shall use that degree of care and skill ordinarily exercised, under similar circumstances, by reputable members of the engineering profession practicing under similar conditions at the same time and in the same or similar locality. CLIENT understands and acknowledges the inherent risks connected with construction and agrees that no warranty, either express or implied, is included in this Agreement or in any drawing, specification, report or opinion produced pursuant to this Agreement.

2. **PAYMENT.** WKA will submit invoices for services rendered on a periodic basis, provided, however, said invoices shall not be submitted more frequently than once every 30 days. Invoices shall be due upon receipt, but shall not be considered delinquent if paid on or before the expiration of 30 days from date of mailing. If payment is not so made, a late payment charge shall be due on the invoice amount at the rate of one and one-half percent (1½%) per month on the unpaid balance from the date of the invoice until paid. In the event of delinquency, CLIENT shall pay the actual cost of collection including, without limitation, reasonable attorneys' fees. If the CLIENT is an LLC or LLP, then the individual signing the contract on behalf of the CLIENT shall be personally responsible for payment of all invoices.

3. **JOB SITE.** WKA will not act as supervisor of construction operations, nor will WKA direct or exert any control over such operations. The construction contractor(s) shall be informed that neither the presence of WKA on the job site, nor the testing by WKA shall excuse the contractor(s) for defects in any contractor's work or any contractor's non-compliance with the project plans, specifications or applicable laws, ordinances, regulations or standards, whether such defect or non-compliance is discovered during or after construction. CLIENT agrees that the construction contractor(s) will be required by CLIENT to assume sole and complete responsibility for job conditions during construction, including safety of persons and property.

4. **REPORTS.** Reports, plans and other work prepared by WKA remain the property of WKA. CLIENT agrees that all reports and other work furnished to the CLIENT and his agents not paid for will be returned upon demand, and will not be used for licensing, permits, design and/or construction.

5. **LIABILITY.** CLIENT agrees to indemnify and hold WKA harmless from any and all liability in connection with the performance of work during construction of this project, except liability arising directly from the gross negligence or willful misconduct of WKA. WKA carries workers' compensation insurance and public liability insurance for bodily injury and property damage that may be suffered by third parties and members of the public who are not covered by the limitation of liability set forth below in Paragraph 6. Certificates of coverage will be furnished to CLIENT upon written request. WKA assumes the risk of damage caused by its personnel to its supplies and equipment. In the event CLIENT desires greater insurance coverage and directs WKA to take out additional insurance, WKA shall procure and maintain additional insurance, if procurable, at CLIENT's expense; provided, however, WKA shall not be responsible for property damage and bodily injury resulting from any cause, including fire and explosion, beyond the amount and coverage of WKA's insurance.

6. **LIMITATION OF LIABILITY.** WKA's liability for damages due to alleged negligent professional acts, errors and omissions will be limited to a sum not to exceed \$10,000 or WKA's total fee, whichever is greater. Notwithstanding any other provision herein to the contrary, WKA shall not be responsible or held liable for any special, indirect or consequential damages resulting in any way from WKA's performance under this Agreement.

7. **GOVERNING LAW; DISPUTES.** This Agreement shall be governed by the laws of the State of California. Should either party hereto bring suit in court to enforce any term of this Agreement, it is agreed that each party shall pay their own legal costs, expenses and attorneys' fees.

CENTER JOINT UNIFIED SCHOOL DISTRICT**WALLACE • KUHL & ASSOCIATES**

Signature _____

Signature _____

Name printed or typed _____

Title _____

David A. Redford, Senior Engineer _____

Name/Title CA Registered CE No. 51122, expires 9/30/19

Date _____

November 7, 2017 _____

Date

Company Address _____

PROFESSIONAL SERVICES

PROFESSIONAL SERVICES

| | | |
|--------------------------------------|----------|----------|
| Principal Engineer / Geologist | \$170.00 | per hour |
| Senior Engineer / Geologist | \$170.00 | per hour |
| Senior Environmental Scientist | \$170.00 | per hour |
| Project Engineer / Geologist | \$140.00 | per hour |
| Project Environmental Scientist | \$140.00 | per hour |
| Senior Staff Engineer / Geologist | \$130.00 | per hour |
| Senior Staff Environmental Scientist | \$130.00 | per hour |
| Staff Engineer / Geologist | \$125.00 | per hour |
| Staff Environmental Scientist | \$125.00 | per hour |
| Senior Environmental Technician | \$100.00 | per hour |
| Senior / Supervising Technician | \$100.00 | per hour |
| Draftsperson / GIS Technician | \$95.00 | per hour |
| Administrative Assistant | \$75.00 | per hour |

FIELD INVESTIGATION TESTING

| | | |
|-----------------------------------|----------|----------|
| Seismic Refraction Survey | \$170.00 | per hour |
| Thermal Resistivity Testing | \$170.00 | per hour |
| Electrical Resistivity Survey | \$170.00 | per hour |
| Hand Augering/Sampling - Engineer | \$150.00 | per hour |
| Photoionization Detector | \$170.00 | per hour |
| Rebar Location / GPR | \$285.00 | per hour |

LITIGATION

| | | |
|--------------------------------------|----------|----------|
| Data Review/Consultation | \$240.00 | per hour |
| Depositions/Expert Witness Testimony | \$350.00 | per hour |

EXPENSES

| | | |
|--|---------|----------|
| Vehicle Charges (<i>Subject to periodic adjustment due to fuel cost</i>) | \$0.75 | per mile |
| Subsistence | \$55.00 | per day |
| Lodging | Cost | |
| Services by Associate Firms and other outside services | Cost | plus 20% |
| Equipment rental, freight, special materials | Cost | plus 20% |
| Extra Report Copies | | |
| Black and white versions | \$25.00 | each |
| Color photography versions | \$35.00 | each |

PREMIUM CHARGES

| | | | |
|------------------------|------------------|----|---------|
| Overtime and Saturdays | hourly rate plus | 40 | percent |
| Sunday and Holidays | hourly rate plus | 75 | percent |

SHIFT DIFFERENTIAL

A 25 percent shift differential surcharge will be added to the hourly rate of personnel involved in scheduled testing work between the hours of 6 P.M. and 5 A.M., as well as a four hour minimum.



FIELD SERVICES

CONCRETE & REINFORCING STEEL

| | |
|---|---------------|
| Ball Penetration (Kelly Ball) | \$125.00 /hr. |
| Batch Plant Inspection | \$95.00 /hr. |
| CaCl Moisture Emission Test Kit | \$32.00 /kit |
| CaCl Moisture Emission Testing | \$90.00 /hr. |
| CLSM/CDF/Slurry Testing | \$90.00 /hr. |
| Concrete Mix Design Review | \$170.00 /hr. |
| Concrete Placement Obs/Cast Cylinder | \$95.00 /hr. |
| Concrete Rebound Number Testing | \$125.00 /hr. |
| Concrete Trial Batch | \$95.00 /hr. |
| Floor Flatness Testing | \$125.00 /hr. |
| High Strength Grout Sampling / Testing | \$95.00 /hr. |
| Rebar / Post Tension Special Inspection | \$100.00 /hr. |
| Rebar Location / GPR | \$285.00 /hr. |
| Rebar Location / Pachometer | \$125.00 /hr. |
| Rebar Placement Inspection | \$100.00 /hr. |
| Reinforcing Steel Sampling/Tagging | \$95.00 /hr. |
| Relative Humidity Testing | \$125.00 /hr. |
| Shotcrete Special Inspection | \$95.00 /hr. |
| Transport Cylinders / Samples to Lab | \$95.00 /hr. |

CORING

| | |
|---------------------------------|---------------|
| Coring (Technician + equipment) | \$125.00 /hr. |
| Coring (Technician assistant) | \$95.00 /hr. |

POST-INSTALLED ANCHORS

| | |
|---|---------------|
| Concrete Anchor Installation Inspection | \$95.00 /hr. |
| Concrete Anchor Proof Load Testing | \$125.00 /hr. |
| Concrete Anchor Torque Testing | \$100.00 /hr. |
| Suspended Ceiling Inspection / Testing | \$125.00 /hr. |

STRUCTURAL STEEL

| | |
|---|---------------|
| Fireproofing Special Inspection / Testing | \$95.00 /hr. |
| High Strength Bolt Special Inspection | \$100.00 /hr. |
| Non-Destructive Testing - UT/MT/PT | \$110.00 /hr. |
| Tower Certified Special Inspector | \$125.00 /hr. |
| Welding Special Inspection - Field | \$100.00 /hr. |
| Welding Special Inspection - Shop | \$100.00 /hr. |

MASONRY

| | |
|--------------------------------------|---------------|
| In-Place Masonry Flatjack Testing | \$150.00 /hr. |
| In-Place Masonry Shear Testing | \$125.00 /hr. |
| Masonry Materials Sampling / Testing | \$95.00 /hr. |
| Masonry Special Inspection | \$95.00 /hr. |
| Masonry Special Inspection DSA Cert. | \$105.00 /hr. |

SOILS & ASPHALT CONCRETE

| | |
|---|---------------|
| Asphalt Concrete Inspection / Testing | \$100.00 /hr. |
| Asphalt Concrete Materials Sampling | \$100.00 /hr. |
| Building Pad Special Inspection / Testing | \$100.00 /hr. |
| Deep Foundation Inspection | \$100.00 /hr. |
| Flatwork AB Inspection / Testing | \$100.00 /hr. |
| Flatwork Subgrade Inspection / Testing | \$100.00 /hr. |
| Grading Inspection / Testing | \$100.00 /hr. |
| Hand Augering and Sampling | \$130.00 /hr. |
| Pavement AB Inspection / Testing | \$100.00 /hr. |
| Pavement Subgrade Inspection / Testing | \$100.00 /hr. |
| Proof Rolling Observation | \$100.00 /hr. |
| Shallow Foundation Inspection | \$100.00 /hr. |
| Slab Subgrade Soil Moisture Tests | \$100.00 /hr. |
| Soil / Aggregate Sampling | \$100.00 /hr. |
| Soil Treatment Testing / Observation | \$100.00 /hr. |
| Structure Backfill Inspection / Testing | \$100.00 /hr. |
| Subgrade Stabilization Observation | \$100.00 /hr. |
| Utility Trench Backfill Testing | \$100.00 /hr. |
| WKA Drill Rig (including operator) | \$270.00 /hr. |
| WKA Drill Rig (helper) | \$100.00 /hr. |

SPECIALIZED SERVICES

| | |
|--|---------------|
| Coefficient of Friction Testing | \$130.00 /hr. |
| Crack Monitoring | ** |
| Existing Building Evaluation / Demo | \$95.00 /hr. |
| Existing Building Evaluation / Document | \$95.00 /hr. |
| Existing Building Evaluation / Repair | \$95.00 /hr. |
| Field Investigate Support | \$95.00 /hr. |
| FRP Installation Inspection | \$95.00 /hr. |
| GFRC Inspection / Testing | \$95.00 /hr. |
| Soil Elect. Resistivity Testing - Technician | \$130.00 /hr. |
| Prestress Framing Installation | \$95.00 /hr. |
| Proto Wall Inspection / Testing | \$95.00 /hr. |
| Roofing Inspection | \$95.00 /hr. |
| Shear Nailing Inspection | \$95.00 /hr. |
| Thickness Testing - Coating / Steel | \$125.00 /hr. |
| Timber Framing / Hardware Inspection | \$95.00 /hr. |
| Vapor Barrier Inspection | \$95.00 /hr. |
| Vibration Monitoring | ** |

GENERAL

| | |
|--------------------------------|---|
| Inspection / Testing Cancelled | * |
| Reinspection / Retesting | * |
| Stand-by Time | * |

* Based on hourly rate of Inspection or Testing scheduled

** Based on Staff Classification

MINIMUM CHARGES

A two hour minimum charge will apply to field technician services with the following exceptions:

- a) Single trip pickup and delivery services, where a one hour minimum will apply.
- b) Saturday, Sunday and holidays, where a four hour minimum charge will apply.



LABORATORY SERVICES

SOIL

| | | | |
|---|---------------------|----------|------|
| Atterberg Limits (LL/PI) | ASTM D4318 | \$150.00 | each |
| CLSM/CDF/Soil Cement Compression Test | ASTM D4832 | \$50.00 | each |
| Compaction Characteristics | ASTM D698 | \$240.00 | each |
| Compaction Characteristics | ASTM D1557 | \$240.00 | each |
| Compaction Characteristics | CTM 216 | \$240.00 | each |
| Expansion Index | ASTM D4829 | \$175.00 | each |
| Hydraulic Conductivity, Flexible Wall Permeability | ASTM D5084 | \$400.00 | each |
| Lime-Treated Unconfined Compression | CTM 373 | \$785.00 | each |
| Moisture Content | ASTM D2216 | \$20.00 | each |
| Organic Content | ASTM D2974 | \$90.00 | each |
| Resistance "R" Value - Untreated | ASTM D2844, CTM 301 | \$245.00 | each |
| Resistance "R" Value - Laboratory Lime-Treated | ASTM D2844, CTM 301 | \$300.00 | each |
| Sieve Analysis - Sieve only (Coarse or Fine) | ASTM C136/D1140 | \$100.00 | each |
| Sieve Analysis - Passing No. 200 only | ASTM D1140 | \$90.00 | each |
| Sieve Analysis - Sieve & Hydrometer | ASTM D422 | \$160.00 | each |
| Specific Gravity of Soils | ASTM D854 | \$125.00 | each |
| Triaxial Compression Test, 1 point - Undisturbed | ASTM D4767 | \$250.00 | each |
| Triaxial Compression Test, 3 Pt. Staged - Undisturbed | ASTM D4767 | \$295.00 | each |
| Triaxial Compression Test, 1 point - Remolded | ASTM D4767 | \$325.00 | each |
| Triaxial Compression Test, 3 Pt. Staged - Remolded | ASTM D4767 | \$375.00 | each |
| Unconfined Compression Test | ASTM D2166 | \$100.00 | each |
| Unit Weight/Moisture Content - Tube Sample | ASTM D2937/D2216 | \$30.00 | each |
| Consolidation (8 loads + 1 rebound) | ASTM D2435 | \$450.00 | each |
| Consolidation (additional loads) | ASTM D2435 | \$50.00 | each |
| Thermal Resistivity | ASTM D5334 | \$50.00 | each |

AGGREGATE

| | | | |
|--|---------------------|----------|----------|
| Aggregate Unit Weight | ASTM C29 | \$50.00 | each |
| Clay Lumps and Friable Particles | ASTM C142 | \$155.00 | per size |
| Cleanness Value | CTM 227 | \$160.00 | each |
| Durability Index (Coarse or Fine) | CTM 229 | \$155.00 | each |
| Flat and Elongated Particles in Coarse Aggregate | ASTM D4791 | \$115.00 | per size |
| Fractured/Crushed Particles | ASTM D5821, CTM 205 | \$115.00 | per size |
| Organic Impurities in Fine Aggregates | ASTM C40 | \$55.00 | each |
| Resistance "R" Value | CTM 301 | \$290.00 | each |
| Sand Equivalent, 1 point | CTM 217 | \$85.00 | each |
| Sand Equivalent, 3 points | CTM 217 | \$125.00 | each |
| Sieve Analysis - Coarse or Fine | ASTM C136, CTM 202 | \$100.00 | each |
| Sieve Analysis - Passing No. 200 only | ASTM C117 | \$90.00 | each |
| Sodium Sulfate Soundness | ASTM C88, CTM 214 | \$120.00 | per size |
| Specific Gravity and Absorption (Coarse or Fine) | ASTM C127, C128 | \$120.00 | each |

ASPHALT CONCRETE

| | | | |
|--|----------------------------|----------|------|
| Asphalt Content (Ignition Oven) | ASTM D6307, CTM 382 | \$240.00 | each |
| Hveem Compacted Unit Weight, 1 point | ASTM D1560/D2726 | | |
| | CTM 304/308 | \$95.00 | each |
| Laboratory Test Maximum Density (LTMD), 5 points | CTM 375 | \$350.00 | each |
| Marshall Compacted Unit Weight, 1 point | ASTM D6926/D2726 | \$90.00 | each |
| Sieve Analysis of AC Aggregate (Coarse and Fine) | ASTM D5444, CTM 202 | \$165.00 | each |
| Stabilometer Value, 1 point | CTM 366 | \$125.00 | each |
| Theoretical Maximum Density | ASTM D2041, CTM 309 | \$150.00 | each |
| Thickness of AC Cores | ASTM D3549 | \$10.00 | each |
| Unit Weight of AC Cores | ASTM D2726, D1188, CTM 308 | \$50.00 | each |



LABORATORY SERVICES

| CONCRETE | | | |
|---|----------------------|---------------|----------|
| Compression Test, Concrete Cylinder | ASTM C39 | \$25.00 | each |
| Compression Test, Concrete Cylinder - Hold | ASTM C39 | \$20.00 | each |
| Compression Test, Concrete Core | ASTM C42, C39 | \$70.00 | each |
| Compression Test, Shotcrete Core | ASTM C42, C39 | \$70.00 | each |
| Compression Test, High Strength Grout | ASTM C1107/C109 | \$35.00 | each |
| Concrete Cylinder Mold | | \$4.00 | each |
| Density / Unit Weight of Concrete | ASTM C567, C642 | \$50.00 | each |
| Flexural Strength Test, Concrete Beam | ASTM C78 | \$95.00 | each |
| Laboratory Drying Shrinkage Test, per beam | ASTM C157 | \$175.00 | each |
| Splitting Tensile Test, Concrete Cylinder | ASTM C496 | \$75.00 | each |
| MASONRY | | | |
| Brick | | | |
| Compression Test | ASTM C67 | \$60.00 | each |
| Modulus of Rupture | ASTM C67 | \$70.00 | each |
| Absorption | ASTM C67 | \$85.00 | each |
| Concrete Masonry Unit | | | |
| Compression Test | ASTM C140 | \$70.00 | each |
| Absorption & Moisture Content | ASTM C140 | \$70.00 | each |
| Linear Drying Shrinkage | ASTM C426 | \$175.00 | each |
| Compression Test, Composite Masonry Prism | ASTM C1314 | \$95.00 | each |
| Compression Test, Masonry Grout | ASTM C1019 | \$35.00 | each |
| Compression Test, Mortar | ASTM C780 | \$30.00 | each |
| Core Shear Test | CBC Section 2105A | \$80.00 | each |
| Masonry Core Compression Test | CBC Section 2105A | \$70.00 | each |
| STEEL | | | |
| Anchor Bolt Tensile Test | ASTM F606 | \$95.00 | each |
| Fireproofing Density Test | ASTM E605 | \$65.00 | each |
| High Strength Bolt Assembly Laboratory Testing | | | |
| Bolt - Wedge Tension Test | ASTM F606 | \$70.00 | each |
| Bolt - Proof Load Test | ASTM F606 | \$70.00 | each |
| Bolt - Hardness Test | ASTM E18 | \$25.00 | each |
| Nut - Proof Load Test | ASTM F606 | \$70.00 | each |
| Nut - Hardness Test | ASTM E18 | \$25.00 | each |
| Washer - Hardness Test | ASTM E18 | \$25.00 | each |
| Prestressing Steel Strand Tensile Test | ASTM A416/A1061 | \$125.00 | each |
| Reinforcing Steel (Rebar) Tensile Test | | | |
| Up to No. 7 | ASTM A615, A706/A370 | \$70.00 | each |
| From No. 8 through No. 14 | ASTM A615, A706/A370 | \$95.00 | each |
| Reinforcing Steel (Rebar) Bend Test | ASTM A615, A706/A370 | \$35.00 | each |
| Structural Steel Tensile Test | | | |
| Up to 3/4" | ASTM A370 | \$70.00 | each |
| Sizes Larger Than 3/4" | ASTM A370 | \$95.00 | each |
| Machining of Test Specimens | | cost plus %20 | |
| Structural Steel Hardness Test | ASTM E18 | \$75.00 | each |
| Torque Wrench Calibration (minimum of 4 wrenches) | | \$75.00 | each |
| Weld Assembly, Guided Bend/Macroetch/T-Bend Test | AWS D1.1, ASTM E190 | \$75.00 | per test |
| Welder Qualification Test Inspection | | \$80.00 | per hour |
| Welder Qualification Test Record | | \$95.00 | each |
| TESTING SERVICES | | | |
| Laboratory Technician | | \$85.00 | per hour |



Center Joint Unified School District

| | | |
|--------------------|---|--------------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: | Facilities & Operations Dept. | Action Item <u> X </u> |
| To: | Board of Trustees | Information Item <u> </u> |
| Date: | February 21, 2018 | # Attached Pages <u> 4 </u> |
| From: | Craig Deason, Assist. Supt.
Asst. Superintendent Initials: <u> CD </u> | |

| | |
|--------------------------------------|--|
| SUBJECT: | Approval for PSA for Pamela Zanze |
| CONSULTANT'S NAME: | Pamela Zanze |
| COMPANY NAME (if applicable): | |
| SERVICES TO BE RENDERED: | Provide school bus training to supervisor and drivers as needed. |
| DATES OF SERVICE: | Beginning 3/18/2018 – 6/30/2018 |
| PAYMENT PER HOUR: | \$50.00 |
| TOTAL AMOUNT OF CONTRACT: | As needed |
| FUNDING SOURCE: | 01-0000-0-5800-112-0000-3600-007-000 |
| RECOMMENDATION: | CJUSD Board of Trustees Approves Professional Services Agreement as presented. |

CONSENT AGENDA



Center Unified School District
8408 Watt Avenue
Antelope, California 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 6 day of FEBRUARY 2018 by and between the Center Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

Contractor Name: PAMELA ZANZE
Address: 9020 MOJAVE DRIVE
Phone: 916 216-8227 Taxpayer ID # [REDACTED]

Full description of services to be provided:
PROVIDE SCHOOL BUS TRAINING TO SUPERVISOR & DRIVERS AS NEEDED.

Payment \$ 50.00 per hour. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

Beginning Date of Service: MARCH 2018 Frequency of Service: AS NEEDED

Ending Date of Service: JUNE 30, 2018

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

Total amount of this contract \$ _____ Budget # _____

Reason service cannot be provided by a District employee:
TRANSPORTATION DEPARTMENT DOES NOT HAVE A STATE CERTIFIED SCHOOL BUS INSTRUCTOR

Signature of CONTRACTOR: Pamela Zanze Date: 2-6-2018
Signature of District employee requesting service: Craig Pearson Date: 2/7/18
Signature of Accounting Supervisor: _____ Date: _____
Date Board of Trustees Approved (if over \$500.00): _____
Signature of Authorized Contracting Official: _____ Date: _____

*** CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE ***

Request for Taxpayer Identification Number and Certification

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

| | | |
|---|--|---|
| Print or type
See Specific Instructions on page 2. | 1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
JAMELA ZANZE | |
| | 2 Business name/disregarded entity name, if different from above | |
| | 3 Check appropriate box for federal tax classification; check only one of the following seven boxes:
<input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate
<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____
Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
<input type="checkbox"/> Other (see instructions) ▶ _____ | |
| | 4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any) _____
Exemption from FATCA reporting code (if any) _____
<small>(Applies to accounts maintained outside the U.S.)</small> | |
| | 5 Address (number, street, and apt. or suite no.)
9020 MOJAVE DRIVE | Requester's name and address (optional) |
| | 6 City, state, and ZIP code
SACRAMENTO CA 95826 | |
| | 7 List account number(s) here (optional) | |

Part I Taxpayer Identification Number (TIN)

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

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

| | |
|--------------------------------|--|
| Social security number | |
| or | |
| Employer identification number | |

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 on page 3.

| | | |
|-----------|--|------------------------|
| Sign Here | Signature of U.S. person ▶ <i>Jamela Zanze</i> | Date ▶ <i>2-6-2018</i> |
|-----------|--|------------------------|

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

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

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

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

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

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

By signing the filled-out form, you:

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

**INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES**

PART I

YES NO

| | | |
|--|--|---|
| 1. Has this category of worker already been classified an "employee" by the IRS? Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County. | | ✓ |
| 2. Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship. | | ✓ |
| 3. Is the individual already an employee of the district in another capacity? | | ✓ |
| 4. Has the individual performed substantially the same services for the district as an employee in the past?
<i>Is the individual retired, returning to substitute, or train, etc.?</i> | | ✓ |
| 5. Are there currently employees of the district doing substantially the same services as will be required of this individual? | | ✓ |
| 6. Does the district have the legal right to control the method of performance by this individual?
<i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is not necessary that the district exercise this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i> | | ✓ |
| 7. Are the services, as being provided, an integral part of school operations? Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control. | | ✓ |

If the answer to any of the above questions is "YES",

STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

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

PART II

YES NO

| | | |
|---|---|--|
| 8. Must the required service be performed by this individual?
<i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i> | ✓ | |
| 9. Does the district have a continuing relationship with this individual?
<i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i> | ✓ | |
| 10. Can this relationship be terminated without the consent of both parties? | ✓ | |

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

PART II - continued

YES NO

| | | |
|---|---|--|
| <p>11. Does the individual operate an <u>independent</u> trade or business that is available to the general public?
 <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i></p> | ✓ | |
| <p>12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.?
 <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i></p> | ✓ | |

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

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

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

Center Joint Unified School District

| | | |
|---|------------------------------------|-------------------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: Facilities & Operations Department | | |
| To: | Board of Trustees | Action Item <u>XX</u> |
| Date: | February 21, 2018 | Information Item <u> </u> |
| From: | Craig Deason, Assist. Supt. | # Attached Pages <u>2</u> |
| Assist. Supt. Initials: | <u>CD</u> | |

| | |
|--|--|
| SUBJECT: | Agreement Between Center Joint Unified School District and Entek Consulting Group, Inc. |
| <p>The District is requesting approval from the Board to enter into an agreement between Center Joint Unified School District and Entek Consulting Group, Inc. for Hazardous Materials Consulting Services for the following summer projects:</p> <ul style="list-style-type: none"> - Plaza Upgrade - Voice Over IP Phone System (VoIP) - Digital Intercom Clock Bell Speaker (DICBS) - Backbone Fiber Upgrade - Asbestos and Lead in Paint Training for Contractors <p>The estimated cost for all five projects is \$17,025.00.</p> | |
| <p>RECOMMENDATION: That the Board of Trustees approves the agreement with Entek Consulting Group, Inc.</p> | |

CONSENT AGENDA

| |
|--|
| |
|--|



ENTEK CONSULTING GROUP, INC.

4200 Rocklin Road, Suite 7, Rocklin, CA 95677 Telephone (916) 632-6800 Fax (916) 632-6812 www.entekgroup.com

January 31, 2018

Mr. Craig Deason
Assistant Superintendent
Center Unified School District
Maintenance, Operations, Facilities, Technology, & Transportation
8408 Watt Avenue
Antelope, CA 95843

Re: Center High School Projects; Proposal for Hazardous Materials Consulting Services

Dear Mr. Deason;

This proposal by Entek Consulting Group, Inc. is for professional services related to asbestos and lead in paint during the various projects at Center High School. I met with Mark Rosson and Mr. Doug McCalla, both of Capital Program Management (CPM) at the school site to review the planned projects. Mr. Rosson requested proposals for the four different projects that may have asbestos and lead in paint impacted. The following cost estimates are provided:

Plaza Upgrade Project

Our services include the asbestos pre-demolition inspection of the portable M-4 (1991 construction) and the sampling the concrete paths in the immediate area. Sample of all suspect materials for asbestos will be in accordance with the Sacramento Metropolitan Air Quality Management District (SMAQMD) Rule 902. Our inspection includes up to 19 bulk samples of building materials and of the concrete surfaces. A final written report of findings will be provided with SMAQMD inspection forms for the contractor to use for the demolition permit. The estimated cost for our services for this project is \$2,375.00.

Voice Over IP Phone System (VoIP) Project

Our services include a limited asbestos inspection that will have minor sampling of ceiling panels and drywall in the Science and Humanity Buildings. We will prepare asbestos and lead in paint specifications that will focus on work practices for the drilling activity that is expected for this project. In lieu of conducting a major survey for asbestos and lead in paint requiring collection of many bulk samples, our approach is to assume building materials will contain asbestos and lead in the paint and the specifications will be specific for work practices using a HEPA filtered vacuum in conjunction with a shroud to control all dust including asbestos and lead in the paint. We have also included up to two days of full 8 hour shift air sampling while the contractor performs the work drilling through wall and ceiling systems. Air sampling would be provided when drilling activity is conducted on buildings constructed prior to 1978 when asbestos and lead in paint are more likely to be present. Up to three personal air samples will be collected on each day with analysis for asbestos and up to three personal air samples will be collected on each day with analysis for lead. This is for Cal/OSHA compliance by the contractor, but I am including it in lieu of area air samples, since it would evaluate "worse case scenario" while the contractor is drilling holes. The estimated cost for our services for this project is \$5,400.00.

Digital Intercom Clock Bell Speaker (DICBS) Project

These services are essentially identical to the Voice Over IP Phone System (VoIP), since they are basically the same process of work impacting the same buildings. See the description of services for the VOIP project. Based on the timing of the work if done at the same time, either by the same contractor or by a separate contractor, there might be cost savings anticipated. The estimated cost for our services for this project is \$5,400.00.



Mr. Craig Deason
 Center Unified School District
 January 31, 2018
 Page Two

Backbone Fiber Upgrade Project

Per Mark Rosson's assessment of possible hazardous materials involved in this project, I have included a few hours as needed for general hazardous materials consultation and assessment, which may or may not be needed at all but are included as a contingency for you. The estimated cost for our services for this project is \$1,500.00.

Asbestos and Lead in Paint Training for Contractors

My understanding is the VoiP and DICBS projects will include drilling holes into essentially all of the buildings. In lieu of conducting a campus wide bulk sampling for asbestos and lead in paint of all surfaces to be impacted, which would be very expensive, the approach I suggest is to assume asbestos might be present in some building materials and lead in paint will be present as well in some of the painted surfaces. The older buildings at this campus, some going back to 1956 might bear this out. Since it is anticipated many holes will be made by the above two projects, the specifications will dictate specific work practices (HEPA vacuum with a specific shroud attached to the vacuum) because I know it will control dust. This performance based specifications will dictate how the drilling and what specific tools will be required.

Cal/OSHA requires training for both asbestos and lead related work. With the above assumptions stipulated, training is needed by the contractors performing the above asbestos and lead related work. This training class is suggested to be provided by the school district to all contractors performing the drilling activities. This would assist any contractor bidding on the project to know that the training component will be provided by the school district. The intent is to train the various electrical contractors how to do the work safely. This work does not require an asbestos contractor, but a contractor trained for very limited disturbance of asbestos and lead in paint. This training component combined with the personal air sampling of the contractor for asbestos and lead by Entek as discussed in VoiP and DICBS projects is intended to be cost effective for the school district and the contractor(s).

The cost for Entek to provide this 8 hour asbestos and lead in paint training class is \$2,350.00.

Please keep in mind, the above cost estimates are based on time and materials depending on the number of hours and actual number of samples analyzed. Thank you for considering Entek for your environmental needs. Please call our office at (916) 632-6800 or e-mail me at rbeall@entekgroup.com if you have any questions regarding this proposal.

Sincerely,

Rick Beall, CIH, CSP
 President

cc: Mark Rosson

Approved & Accepted

Date 2/7/18

Authorized Signature

Craig Deason
 Print Name

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 21, 2018

Information Item

From: Craig Deason, Assist. Supt.
Initials: CD

Attached Pages 0

SUBJECT: Disposal of Surplus Equipment

The Facilities & Operations Department would like to surplus the following vehicle that is no longer in use from the Maintenance Department:

1997 Ford F250 Pickup, VIN #1FTHF25H7VEB83144, Plate #1260437

This vehicle will be offered for sale, donation, or disposal following your approval.

Recommendation: That the Board of Trustees approves the surplus and disposal, donation, or sale of the equipment.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 21, 2018

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 22

Assist. Supt. Initials: CD

SUBJECT: Contractor Change Order #3 to the Contract By and Between BRCO Constructors, Inc. and Center Joint Unified School District. Project #17-04.

This change order to the contract by and between BRCO Constructors, Inc. and Center Joint Unified School District increases the contract \$14,468.90. The new contract amount is \$789,515.42.

RECOMMENDATION: That the Board of Trustees approves Change Order #3 to contract by and between BRCO Constructors, Inc. and Center Joint Unified School District for the Wilson C. Riles and Spinelli Campus Fencing and Painting Upgrades.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

CHANGE ORDER

Project: Campus Fencing and Painting Upgrades Date: 2/21/2018
 Project #: 17-04 Wilson C. Riles MS and Spinelli ES

Contractor: BRCO Constructors, Inc. DSA App: N/A Change Order # 3
 Budget Code: N/A OPSC No: N/A P.O. #: N/A

DESCRIPTION OF CHANGE:

The following proposed change order(s) are incorporated into the Contract by reference:

| <u>PCO #</u> | <u>SUMMARY DESCRIPTION</u> | <u>TIME</u> | <u>AMOUNT</u> |
|--|--|-------------|--------------------|
| Wilson C. Riles Middle School | | | |
| #013 | Apply miscellaneous caulking around exterior light fixtures, horns, speakers, and banner mounts throughout campus. | 21 | \$2,723.26 |
| #014 | Credit for removing anti-graffiti coating of CMU block from scope. | 0 | (\$20,775.20) |
| #015 | Overtime labor and equipment to complete sealing of CMU block via premium time for weekend work. | 42 | \$20,775.20 |
| #016 | Apply additional caulking to areas where plaster meets CMU block throughout campus. | 21 | \$11,745.64 |
| SUB-TOTAL: | | | \$14,468.90 |
| Beginning Allowance Account for Unforeseen Conditions at W.C. Riles (Credit Against Allowances Used) | | | \$0.00 |
| Beginning Allowance Account for Unforeseen Conditions at Spinelli (Credit Against Allowances Used) | | | \$0.00 |



*Note - See attached back-up documentation for all PCOs.

TOTAL: 84 \$14,468.90

| | |
|---|--------------------|
| Original contract amount..... | \$826,000.00 |
| Previous change orders..... | (\$50,953.48) |
| Contract amount prior to this change order..... | \$775,046.52 |
| Amount of this change order..... | <u>\$14,468.90</u> |

NEW CONTRACT AMOUNT Including this change order..... **\$789,515.42**

Contract time will be changed by: Increasing 84 Work days
 Original Date of Construction Completion: 29-Sep-17
 DATE OF CONSTRUCTION COMPLETION AS OF THIS CHANGE ORDER: 2-Feb-18

| | | |
|--|---|------------------------|
| Issued by the
Owners Representative |  | Date: <u>23 JAN 18</u> |
| Reviewed by
Architect/Engineer |  | Date: <u>1/25/2018</u> |
| Agreement by
Contractor | <u>Tod Burres</u> | Date: <u>1/24/18</u> |
| Approved by
Owner | _____ | Date: _____ |

Note: Not valid until signed by the Owner, Architect and the Owners Representative. Signature of the Contractor indicates agreement herewith, including adjustments to Contract Sum and/or Contract Time.

BRANCH ADDRESS
 020 - NORTH HIGHLANDS
 (916) 348-7759
 4550 ROSEVILLE RD
 NORTH HIGHLANDS CA 95660
 SACRAMENTO

| | |
|--------------------|-------------|
| INVOICE NUMBER | 50007114168 |
| INVOICE DATE | 10/25/2017 |
| CUSTOMER PO NUMBER | |

ENROLLMENT-TOKEN: HKX DRS PRL

SOLD TO: 6124000

TERRITORY:
 SHIP TO: 6124090

PLEASE REMIT PAYMENT TO:
 HD SUPPLY CONSTRUCTION AND
 INDUSTRIAL - WHITE CAP
 P.O. BOX 6040
 CYPRESS, CA 90630-0040

BRCO CONSTRUCTORS
 3650 CINCINNATI AVENUE
 ROCKLIN CA 95765

YARD/BRCO CONSTRUCTORS-STOCK
 5900 KING ROAD
 LOOMIS CA 95650

| ORDER DATE | ORDER NO. | ORDERED BY | ACCOUNT MANAGER | TAKEN BY | | | | |
|------------|---------------|---|--------------------|-------------------|-----------|-----------|----------------|----------|
| 10/12/2017 | 26148574 | SHANE ALLEN | DALY, TIMOTHY J | MCANDREW, LYDIA J | | | | |
| BRANCH | ACCT. JOB NO. | TERMS | SHIP VIA / ROUTING | CUSTOMER JOB NO. | | | | |
| 020 | 6124999 | NET 30 DAYS | 0. WILL CALL | STOCK | | | | |
| LINE | PART NUMBER | DESCRIPTION | QTY. ORD. | UNIT PRICE | QTY. BKG. | QTY. SHP. | EXTENDED PRICE | TAX AMT. |
| 0 | HRDESC | DELIVERY TAG#: 8131322
SHIPPING NOTES: CALL SHANE WHEN IN
916.910.8281. | 1 | 0 | 0 | 1 | 0.00 | |
| 2 | 279150BLK | MASTERSEAL NP 150 BLK CARTRIDGE 300 ML
30/CS 13.172 KG FORMERLY KNOWN AS 150
WVLM TECH BLACK 100Z (300 ML) 30/CS
13.172 KG
ORDER FROM BASF WITH OTHER PRODUCT | 30 | 7.79 EA | 0 | 30 | 233.70 | 18.11 |

THESE ITEMS ARE CONTROLLED BY THE U.S. GOVERNMENT AND AUTHORIZED FOR EXPORT ONLY TO THE COUNTRY OF ULTIMATE DESTINATION FOR USE BY THE ULTIMATE CONSIGNEE OR END-USER(S) HEREIN IDENTIFIED. THEY MAY NOT BE RESOLD, TRANSFERRED OR OTHERWISE DISPOSED OF TO ANY OTHER COUNTRY OR ANY PERSON OTHER THAN THE AUTHORIZED ULTIMATE CONSIGNEE OR END-USER(S), EITHER IN THEIR ORIGINAL FORM OR AFTER BEING INCORPORATED INTO OTHER ITEMS, WITHOUT FIRST OBTAINING APPROVAL FROM THE U.S. GOVERNMENT OR AS OTHERWISE AUTHORIZED BY U.S. LAW AND REGULATIONS.

Please take a quick 5 minute survey at <http://www.WhiteCap.com/re-survey> or typing in your browser. Thank you for your feedback and we look forward to hearing from you!

| | | |
|--|-----------------------------|--------|
| For questions regarding this invoice please call 1-800-WHITECAP
(1-800-944-8322). | TOTAL GROSS | 233.70 |
| NO REFUNDS OR EXCHANGES ON NON STOCK MERCHANDISE
Visit http://whitecap.com/misc/terms_and_conditions.pdf to view complete terms and conditions. | TOTAL TAX | 18.11 |
| | TOTAL SHIPPING AND HANDLING | 0.00 |
| RECEIVED BY: 128E173F0355774611 | TOTAL INVOICE | 251.81 |
| SIGNATURE COPY ON FILE | | |

Please verify that the remit to address you are using agrees to the address shown at the top of this invoice.

HD SUPPLY

CONSTRUCTION & INDUSTRIAL
WHITE CAP

HD Supply Construction Supply, Ltd.
501 W. Church Street, Orlando, FL 32805-2247

INVOICE

BRANCH ADDRESS
016 - CONCORD
(925) 685-9130
1640 CHALLENGE DRIVE
CONCORD CA 94520
CONTRA COSTA

| |
|--------------------|
| INVOICE NUMBER |
| 50007051544 |
| INVOICE DATE |
| 10/12/2017 |
| CUSTOMER PO NUMBER |
| |

ENROLLMENT TOKEN: HKX DRS PRL

SOLD TO: 6124000

TERRITORY:
SHIP TO: 6124999

PLEASE REMIT PAYMENT TO:
HD SUPPLY CONSTRUCTION AND
INDUSTRIAL - WHITE CAP
P.O. BOX 8040
CYPRESS, CA 90630-0040

BRCO CONSTRUCTORS
3650 CINCINNATI AVENUE
ROCKLIN CA 95765

YARD/BRCO CONSTRUCTORS-STOCK
5900 KING ROAD
LOOMIS CA 95650

| ORDER DATE | ORDER NO. | ORDERED BY | ACCOUNT MANAGER | TAKEN BY | | | | |
|------------|--------------|--|--------------------|-------------------|---------|---------|----------------|---------|
| 10/12/2017 | 26148574 | SHANE ALLEN | DALY, TIMOTHY J | MCANDREW, LYDIA J | | | | |
| BRANCH | ACCT JOB NO. | TERMS | SHIP VIA / ROUTING | CUSTOMER JOB NO. | | | | |
| 016 | 6124999 | NET 30 DAYS | 0. WILL CALL | STOCK | | | | |
| LINE | PART NUMBER | DESCRIPTION | QTY ORD | UNIT PRICE | QTY BKO | QTY SHP | EXTENDED PRICE | TAX AMT |
| 0 | HORDESC |
DELIVERY TAG#: 8043808
SHIPPING NOTES: CALL SHANE WHEN IN
018.910.8281.
..... | 1 | 0 | 0 | 1 | 0.00 | |
| 1 | 279150WHT |
MASTERSEAL NP 150 WHT CARTRIDGE 300 ML
30/CS 13.172 KG FORMERLY KNOWN AS 150
WVLM TECH WHITE 10OZ (300 ML) 30/CS
13.172 KG
.....
WHITECAP DIRECT ORDER
SHIP TO BRANCH 20 NORTH HIGHLANDS, CA
ATTN:WILL CALL
.....
VANESSA
WHITE CAP DIRECT. SHIP TO BR 20
"ATTN:WILL CALL" | 30 | 7.79 EA | 0 | 30 | 233.70 | 17.52 |

THESE ITEMS ARE CONTROLLED BY THE U.S. GOVERNMENT AND AUTHORIZED FOR EXPORT ONLY TO THE COUNTRY OF ULTIMATE DESTINATION FOR USE BY THE ULTIMATE CONSIGNEE OR END-USER(S) HEREIN IDENTIFIED. THEY MAY NOT BE RESOLD, TRANSFERRED OR OTHERWISE DISPOSED OF TO ANY OTHER COUNTRY OR ANY PERSON OTHER THAN THE AUTHORIZED ULTIMATE CONSIGNEE OR END-USER(S), EITHER IN THEIR ORIGINAL FORM OR AFTER BEING INCORPORATED INTO OTHER ITEMS, WITHOUT FIRST OBTAINING APPROVAL FROM THE U.S. GOVERNMENT OR AS OTHERWISE AUTHORIZED BY U.S. LAW AND REGULATIONS.

Please take a quick 5 minute survey at <http://www.WhiteCap.com/re-survey> or typing in your browser. Thank you for your feedback and we look forward to hearing from you!

For questions regarding this invoice please call 1-800-WHITECAP
(1-800-944-8322).

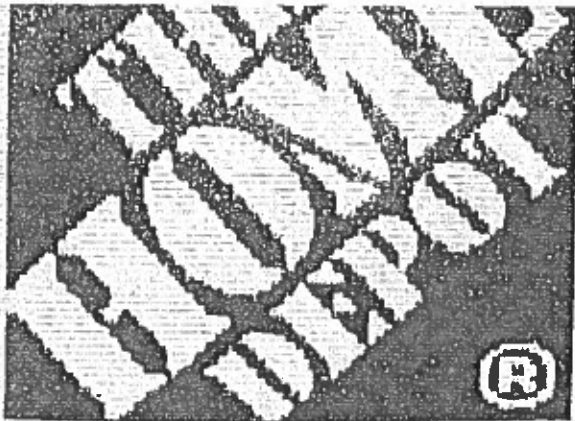
NO REFUNDS OR EXCHANGES ON NON STOCK MERCHANDISE
Visit http://whitecap.com/misc/terms_and_conditions.pdf to view complete terms and conditions.

| | |
|-----------------------------|--------|
| TOTAL GROSS | 233.70 |
| TOTAL TAX | 17.52 |
| TOTAL SHIPPING AND HANDLING | 0.00 |
| TOTAL INVOICE | 251.22 |

RECEIVED BY: 1Z6E173F0355774611

SIGNATURE COPY ON FILE

Please verify that the remit to address you are using agrees to the address shown at the top of this invoice.



More saving.
More doing.SM

5859 ANTELOPE ROAD
SACRAMENTO, CA, 95842 (916)726-0620

6669 00001 38321 10/30/17 04:08 PM
CASHIER JORDAN

| | | |
|---------------|-----------------------------------|------|
| 084305355546 | HOMER BUCKET <A> | 3.25 |
| | 5 GAL BUCKET-HOMER LOGO (ORANGE) | |
| 6930372992181 | CO. CAULK GUN <A> | 9.97 |
| | COMPOSITE CAULK GUN 10 OZ | |
| 030192040058 | THINNER <A> | 8.98 |
| | KS CA ODORLESS MINERAL SPIRITS QT | |

| | |
|-----------|---------|
| SUBTOTAL | 22.20 |
| SALES TAX | 1.72 |
| TOTAL | \$23.92 |

| | | |
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| XXXXXXXXXXXX9636 | HOME DEPOT | 23.92 |
| AUTH CODE 030198/0014049 | | TA |

BROO CONSTRUCTORS INC
VOW IN ROB

Center Joint Unified School District

DAILY EXTRA WORK REPORT

Bid Package: 17-04

Report No.: 1

Project: Campus Painting & Fencing Upgrades

PCO No.: 13

Contractor: BRCO Constructors

Date Work Performed: 10/30-11/2/17

Superintendent: TB

DSA App #: N/A

Description of Work in Progress: (Include Building/Area)

Misc caulking throughout campus @ Riles (lights, horns, speakers, banner holes)

Personnel:

| Rate | Name
Total | Craft/Classification | Hours | Pay |
|----------|---------------|----------------------|-------|-----|
| 10/30/17 | Robert Nowlin | Laborer | 7 | |
| 10/31/17 | Robert Nowlin | Laborer | 7 | |
| 11/1/17 | Robert Nowlin | Laborer | 7 | |
| 11/2/17 | Robert Nowlin | Laborer | 3.5 | |
| | | | | |
| | | | | |

Equipment: By Type, Number and Hours (Invoice is mandatory with reconciliation)

Truck & tools

Materials: By Type, Units (Invoice is mandatory with reconciliation)

Caulking from HD Supply

Signature: Tod Burrell Date: 11/3/17
(Contractor)

Acknowledgment: [Signature] Date: 03 NOV 17
(Project Inspector, OR, T & M Monitor)

Note: IOR, OR or T&M Monitor must sign on the day that the work is being performed or Contractor will forfeit payment.



Change Order Request

1/17/2018

Date

Project: Riles MS & Spinelli ES Fencing & Painting Upgrades

COR #: 14

Project No.: 2017-42

DSA App No.: N/A

DSA File No.: N/A

ARCHITECT:

Nacht & Lewis
600 Q Street, Suite 100
Sacramento, CA 95811

OWNER:

Center JUSD
8408 Watt Ave.
Antelope, CA 95843

CONSTRUCTION MANAGER:

CPM, Inc.
1851 Heritage Lane
Sacramento, CA 95815

Attn: Brian Maytum

Attn: Craig Deason

Attn: Mark Rossen

We submit for your approval the following cost estimate of change(s) in work as follows:

Credit for Deleting Anti-Graffiti Coating

| NO. | DESCRIPTION | BRCO | | | | TOTAL |
|-----|--------------------|-------|----------|-----------|----------------|----------------|
| | | LABOR | MATERIAL | EQUIPMENT | SUBS | |
| | ILH | \$ - | \$ - | \$ - | \$ (19,590.00) | \$ (19,590.00) |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
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| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | ITEM TOTALS | \$ - | \$ - | \$ - | \$ (19,590.00) | \$ (19,590.00) |

BRCO O&P (10%) \$ (979.50)

BOND (1%) \$ (205.70)

TOTAL CHANGE PROPOSAL: \$ (20,775.20)

TIME EXTENTION REQUIRED FOR THIS CHANGE: TBD

We have proceeded with this change. Work orders have been sent to the subcontractors in accordance with:

Written direction provided by the Architect and/or Owner.

We will not proceed with this change until we are in receipt of a signed copy of this proposal. This proposal must be accepted by the following date in order to avoid additional time extension and/or expense: _____

We reserve the right to claim time related delay costs that may occur due to the change condition. The extent and amount will be determined at a later date when the full impact can be accurately determined.

Proposal is based on attached documentation and incorporates exclusions and qualifications noted. If work is performed on a T&M basis and additional costs are identified, the proposal will be adjusted accordingly.

APPROVED: _____
ARCHITECT/
OWNER: _____
DATE: _____

BY: Tod Burres
COMPANY: BRCO Constructors, Inc.
DATE: 1/17/2018

**JAMES L. HARRIS'
PAINTING & DECORATING, INC.**

P.O. Box 3183
Auburn, CA 95604-3183
(530) 888-0580 (877) 245-7703 FAX

CSLB License No. 745726 / DIR No. 1000004508

DATE: 12/1/2017

TO: BRCO ATTN: Tod Burren

PROJECT: Riles ES

FROM: Mike Taylor Cell# 530.269-9669 mlt@ilhpainting.com

We propose to furnish all labor, material, equipment and insurance to complete the following Painting for the above referenced project.
THIS CHANGE ORDER IS LIMITED TO THE SCOPE OF WORK DESCRIBED HEREIN AND IS SUBJECT TO AND CONDITIONED UPON A MUTUALLY ACCEPTABLE
WRITTEN AND EXECUTED CHANGE ORDER TO THE SUBCONTRACT AGREEMENT.

This proposal is valid for 7 days.

Change Order Request

JLH # 3

Per Field Request

QUALIFICATIONS WITH COST IMPACTS

Credit for Graffiti coatings

Per Bid

deduct \$ (19,589.50)

TOTAL Change Order Request - -\$19,590 Deduct



Change Order Request

1/17/2018

Date

Project: Riles MS & Spinelli ES Fencing & Painting Upgrades

COR #: 15

Project No.: 2017-42

DSA App No.: N/A

DSA File No.: N/A

ARCHITECT:

Nacht & Lewis
600 Q Street, Suite 100
Sacramento, CA 95811

Attn: Brian Maytum

OWNER:

Center JUSD
8408 Watt Ave.
Antelope, CA 95843

Attn: Craig Deason

CONSTRUCTION MANAGER:

CPM, Inc.
1851 Heritage Lane
Sacramento, CA 95815

Attn: Mark Rossen

We submit for your approval the following cost estimate of change(s) in work as follows:

Overtime to Complete CMU Sealant

| NO. | DESCRIPTION | BRCO | | | | SUBS | TOTAL |
|--------------------|-------------|-------|----------|-----------|--------------|--------------|-------|
| | | LABOR | MATERIAL | EQUIPMENT | | | |
| | JLH | \$ - | \$ - | \$ - | \$ 19,590.00 | \$ 19,590.00 | |
| | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | | \$ - | \$ - | \$ - | \$ - | \$ - | |
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| | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| ITEM TOTALS | | \$ - | \$ - | \$ - | \$ 19,590.00 | \$ 19,590.00 | |

BRCO O&P (10%) \$ 979.50

BOND (1%) \$ 205.70

TOTAL CHANGE PROPOSAL: \$ 20,775.20

TIME EXTENTION REQUIRED FOR THIS CHANGE: TBD

- We have proceeded with this change. Work orders have been sent to the subcontractors in accordance with: Written direction provided by the Architect and/or Owner.
- We will not proceed with this change until we are in receipt of a signed copy of this proposal. This proposal must be accepted by the following date in order to avoid additional time extension and/or expense: _____

We reserve the right to claim time related delay costs that may occur due to the change condition. The extent and amount will be determined at a later date when the full impact can be accurately determined.

Proposal is based on attached documentation and incorporates exclusions and qualifications noted. If work is performed on a T&M basis and additional costs are identified, the proposal will be adjusted accordingly.

APPROVED: _____
ARCHITECT/
OWNER: _____
DATE: _____

BY: Tod Burres
COMPANY: BRCO Constructors, Inc.
DATE: 1/17/2018

James L. Harris Painting & Decorating, Inc.



P.O.Box 3183
Auburn, CA 95604
Phone 530-888-0580 Fax 877-245-7703

DATE: November 30, 2017
FOR: Wilson Riles
OT/Lift Rental
OF PAGES (7)

Bill To:
BRCO
ATTN: Tod Burres

Please issue a change order for the following work completed on a time and material basis as follows:

| DESCRIPTION | AMOUNT |
|--------------------------------|---------------------|
| JLH WO 7380 9/30/17 | \$ 984.00 |
| JLH WO 7379 10/7/17 | \$ 732.00 |
| JLH WO 7381 10/14/17 | \$ 1,224.00 |
| JLH WO 7376 10/21/17 | \$ 887.50 |
| JLH WO 7377 10/28/17 | \$ 672.00 |
| JLH WO 7385 11/11/17 | \$ 658.00 |
| 1 32 foot scissor lift 6 weeks | 2,912.00 |
| 2 60ft boom lifts 6 weeks | 10,400.00 |
| Vertical Flood Tower | 1,120.00 |
| TOTAL | \$ 19,589.50 |

Make all checks payable to James L. Harris Painting & Decorating, Inc.

If you have any questions concerning this invoice, contact Mike Taylor, (530)269-9669 jmh@jlhpainting.com

THANK YOU FOR YOUR BUSINESS!

JAMES L. HARRIS'
PAINTING & DECORATING, INC.
P.O. Box 3183
Auburn, CA 95604
530-888-0580 FAX 877-245-7703
CONTRACTORS LICENSE# CA 745726

WORK ORDER

DATE OF ORDER: 9-30-17 7380
JOB NAME / NUMBER: RILES
LOCATION: EXTERIOR CMU
CONTRACTOR: BERCO
AUTHORIZED BY: _____

| DESCRIPTION OF WORK | START DATE | END DATE |
|---------------------|------------|----------|
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| <u>MATERIALS & MANUFACTURER</u> | | | | <u>LABOR</u> | | | |
|-------------------------------------|------|-------|-------|------------------|----------|-----------|------------|
| QUANTITY | TYPE | PRICE | TOTAL | EMPLOYEE | HOURS | RATE | TOTAL |
| | | | | <u>DELEHANTY</u> | <u>8</u> | <u>23</u> | <u>184</u> |
| | | | | <u>HARRIS, M</u> | <u>8</u> | <u>23</u> | <u>184</u> |
| | | | | <u>KOTSENKO</u> | <u>8</u> | <u>19</u> | <u>152</u> |
| | | | | <u>PADILLA</u> | <u>8</u> | <u>23</u> | <u>184</u> |
| | | | | <u>MAERIN</u> | <u>8</u> | <u>23</u> | <u>184</u> |
| | | | | <u>Dorn</u> | <u>4</u> | <u>24</u> | <u>96</u> |

| TOTAL MATERIALS | | | | TOTAL LABOR | | | |
|-------------------------|------|-------|-------|--------------------|--|------------|------------|
| | | | | | | | <u>484</u> |
| <u>EQUIPMENT</u> | | | | <u>OTHER</u> | | | |
| QUANTITY | TYPE | PRICE | TOTAL | DESCRIPTION | | | TOTAL |
| | | | | | | | |
| TOTAL EQUIPMENT | | | | TOTAL OTHER | | | |
| | | | | | | | |
| WORK ORDER TOTAL | | | | | | <u>484</u> | |

Name and title _____

Signature _____

I hereby acknowledge the satisfactory completion of the above described work.

Completed by Bob Dorn

JAMES L. HARRIS'

PAINTING & DECORATING, INC.

P.O. Box 3183
 Auburn, CA 95604

530-888-0580 FAX 877-245-7703
 CONTRACTORS LICENSE# CA 745726

WORK ORDER

7379

DATE OF ORDER: 10-7-17
 JOB NAME / NUMBER: RILES
 LOCATION: EXTERIOR CMU
 CONTRACTOR: BERCO
 AUTHORIZED BY: _____

| DESCRIPTION OF WORK | START DATE | END DATE |
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| <u>MATERIALS & MANUFACTURER</u> | | | | <u>LABOR</u> | | | |
|-------------------------------------|------|-------|-------|------------------|-------|------|-------|
| QUANTITY | TYPE | PRICE | TOTAL | EMPLOYEE | HOURS | RATE | TOTAL |
| | | | | CARRAHEO | 8 | 23 | 184- |
| | | | | DOEN | 4 | 24 | 92 |
| | | | | PADILLA | 8 | 23 | 184- |
| | | | | MARTIN | 8 | 23 | 184- |
| | | | | WALKER | 8 | 11 | 88- |
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| TOTAL MATERIALS | | | | TOTAL LABOR | | | |
| <u>EQUIPMENT</u> | | | | <u>OTHER</u> | | | |
| QUANTITY | TYPE | PRICE | TOTAL | DESCRIPTION | TOTAL | | |
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| TOTAL EQUIPMENT | | | | TOTAL OTHER | | | |
| Name and title _____ | | | | WORK ORDER TOTAL | | | |
| Signature _____ | | | | 732- | | | |

Completed by Bob Doen

I hereby acknowledge the satisfactory completion of the above described work.

JAMES L. HARRIS'

PAINTING & DECORATING, INC.

P.O. Box 3183

Auburn, CA 95604

530-888-0580 FAX 877-245-7703

CONTRACTORS LICENSE# CA 745726

WORK ORDER

DATE OF ORDER: 10-14-17

7381

JOB NAME / NUMBER: FILES

LOCATION: EXTERIOR CMU

CONTRACTOR: BERCO

AUTHORIZED BY: _____

| DESCRIPTION OF WORK | START DATE | END DATE |
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| QUANTITY | <u>MATERIALS & MANUFACTURER</u> | | | EMPLOYEE | <u>LABOR</u> | | |
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| | TYPE | PRICE | TOTAL | | HOURS | RATE | TOTAL |
| | | | | CARBATH | 8 | 23 | 184 |
| | | | | COOK | 8 | 14- | 112 |
| | | | | TOHASTON | 8 | 23 | 184 |
| | | | | MENDOZA | 8 | 23 | 184 |
| | | | | PADILLA | 8 | 23 | 184 |
| | | | | STUMPAUSH | 8 | 12 | 96 |
| | | | | WALKER | 8 | 11- | 88- |
| | | | | DORN | 8 | 24 | 192 |
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| TOTAL MATERIALS | | | | TOTAL LABOR | | | 1224- |
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| QUANTITY | <u>EQUIPMENT</u> | | | DESCRIPTION | <u>OTHER</u> | |
|----------|------------------|-------|-------|-------------|--------------|-------|
| | TYPE | PRICE | TOTAL | | | TOTAL |
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| TOTAL EQUIPMENT | | | | TOTAL OTHER | | |
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|----------------------|------------------|------|
| Name and title _____ | WORK ORDER TOTAL | 1224 |
|----------------------|------------------|------|

Signature _____ Completed by _____

I hereby acknowledge the satisfactory completion of the above described work.

JAMES L. HARRIS'

WORK ORDER

PAINTING & DECORATING, INC.

P.O. Box 3183

Auburn, CA 95604

530-888-0580 FAX 877-245-7703

CONTRACTORS LICENSE# CA 745726

DATE OF ORDER: 10-21-17 **7376**

JOB NAME / NUMBER: RILES

LOCATION: EXTERIOR CMU

CONTRACTOR: BERCO

AUTHORIZED BY: _____

| DESCRIPTION OF WORK | START DATE | END DATE |
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| <u>MATERIALS & MANUFACTURER</u> | | | | <u>LABOR</u> | | | |
|-------------------------------------|------|-------|-------|-------------------------|-------|------|---------------|
| QUANTITY | TYPE | PRICE | TOTAL | EMPLOYEE | HOURS | RATE | TOTAL |
| | | | | CARBATAL | 5 | 23 | 115 |
| | | | | DORN | 9 | 24 | 216- |
| | | | | TOMASTON | 6 | 23 | 138- |
| | | | | PAOILLA | 8 | 23 | 184 |
| | | | | MENDOZA | 5 | 11 | 55- |
| | | | | STUMBACH | 9 | 12 | 108 |
| | | | | WALKER | 6.5 | 11 | 71.50 |
| TOTAL MATERIALS | | | | TOTAL LABOR | | | 887.50 |
| <u>EQUIPMENT</u> | | | | <u>OTHER</u> | | | |
| QUANTITY | TYPE | PRICE | TOTAL | DESCRIPTION | TOTAL | | |
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| TOTAL EQUIPMENT | | | | TOTAL OTHER | | | |
| Name and title _____ | | | | WORK ORDER TOTAL | | | 887.50 |

Signature _____ Completed by Bob Dorn
 I hereby acknowledge the satisfactory completion of the above described work.
JLH EMPLOYEE

JAMES L. HARRIS'

WORK ORDER

PAINTING & DECORATING, INC.
 P.O. Box 3183
 Auburn, CA 95604
 530-888-0580 FAX 877-245-7703
 CONTRACTORS LICENSE# CA 745726

DATE OF ORDER: 10-28-17 7377
 JOB NAME / NUMBER: RILES
 LOCATION: EXTERIOR CMU
 CONTRACTOR: BERCO
 AUTHORIZED BY: _____

| DESCRIPTION OF WORK | START DATE | END DATE |
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| MATERIALS & MANUFACTURER | | | | LABOR | | | |
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| QUANTITY | TYPE | PRICE | TOTAL | EMPLOYEE | HOURS | RATE | TOTAL |
| | | | | PADILLA | 8 | 23 | 184 |
| | | | | STUMBAUGH | 8 | 12 | 96 |
| | | | | WALKER | 8 | 11 | 88- |
| | | | | DORN | 8 | 24 | 192- |
| | | | | COOK | 8 | 14 | 112 |
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|------------------------|--|--------------------|------|
| TOTAL MATERIALS | | TOTAL LABOR | 672- |
|------------------------|--|--------------------|------|

| EQUIPMENT | | | | OTHER | |
|-----------|------|-------|-------|-------------|-------|
| QUANTITY | TYPE | PRICE | TOTAL | DESCRIPTION | TOTAL |
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| TOTAL EQUIPMENT | | TOTAL OTHER | |
|------------------------|--|--------------------|--|

| | | |
|----------------------|-------------------------|------|
| Name and title _____ | WORK ORDER TOTAL | 672- |
|----------------------|-------------------------|------|

Signature _____ Completed by Bob Dorn

JAMES L. HARRIS'

PAINTING & DECORATING, INC.

P.O. Box 3183

Auburn, CA 95604

530-888-0580 FAX 877-245-7703

CONTRACTORS LICENSE# CA 745726

WORK ORDER

DATE OF ORDER: 11-11-17 SAT

JOB NAME / NUMBER: FILES MS

LOCATION: EXTERIOR

CONTRACTOR: BERCO

AUTHORIZED BY: _____

7385

DESCRIPTION OF WORK

START DATE

END DATE

Authorized to proceed with overtime.

| <u>MATERIALS & MANUFACTURER</u> | | | | <u>LABOR</u> | | | |
|-------------------------------------|------|-------|-------|-------------------------|-------|------|-------|
| QUANTITY | TYPE | PRICE | TOTAL | EMPLOYEE | HOURS | RATE | TOTAL |
| | | | | CARBATAL, R | 7 | 23 | 161 |
| | | | | PADILLA, F | 7 | 23 | 161 |
| | | | | STUMBAUGH, D | 7 | 12 | 84 |
| | | | | WALKER, D | 7 | 12 | 84 |
| | | | | DORN, R | 7 | 24 | 168 |
| TOTAL MATERIALS | | | | TOTAL LABOR | | | |
| | | | | 1658- | | | |
| <u>EQUIPMENT</u> | | | | <u>OTHER</u> | | | |
| QUANTITY | TYPE | PRICE | TOTAL | DESCRIPTION | TOTAL | | |
| | | | | | | | |
| TOTAL EQUIPMENT | | | | TOTAL OTHER | | | |
| | | | | 1658- | | | |
| | | | | WORK ORDER TOTAL | | | |
| | | | | 1658- | | | |

Name and title _____

Signature _____

I hereby acknowledge the satisfactory completion of the above described work.

Completed by _____



Change Order Request

1/22/2018

Date

Project: Riles MS & Spinelli ES Fencing & Painting Upgrades

COR #: 16

Project No.: 2017-42

DSA App No.: N/A

DSA File No.: N/A

ARCHITECT:
 Nacht & Lewis
 600 Q Street, Suite 100
 Sacramento, CA 95811

OWNER:
 Center JUSD
 8408 Watt Ave.
 Antelope, CA 95843

CONSTRUCTION MANAGER:
 CPM, Inc.
 1851 Heritage Lane
 Sacramento, CA 95815

Attn: Brian Maytum

Attn: Craig Deason

Attn: Mark Rossen

We submit for your approval the following cost estimate of change(s) in work as follows:

Additional Caulking at Plaster to CMU Areas

| NO. | DESCRIPTION | BRCO | | | SUBS | TOTAL |
|--------------------|-------------|-------|----------|-----------|--------------|--------------|
| | | LABOR | MATERIAL | EQUIPMENT | | |
| | ARC | \$ - | \$ - | \$ - | \$ 11,075.57 | \$ 11,075.57 |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - |
| ITEM TOTALS | | \$ - | \$ - | \$ - | \$ 11,075.57 | \$ 11,075.57 |

BRCO O&P \$ 553.78

BOND \$ 116.29

TOTAL CHANGE PROPOSAL: \$ 11,745.64
TIME EXTENTION REQUIRED FOR THIS CHANGE: TBD

- We have proceeded with this change. Work orders have been sent to the subcontractors in accordance with:
Written direction provided by the Architect and/or Owner.
- We will not proceed with this change until we are in receipt of a signed copy of this proposal. This proposal must be accepted by the following date in order to avoid additional time extension and/or expense: _____

We reserve the right to claim time related delay costs that may occur due to the change condition. The extent and amount will be determined at a later date when the full impact can be accurately determined.

Proposal is based on attached documentation and incorporates exclusions and qualifications noted. If work is performed on a T&M basis and additional costs are identified, the proposal will be adjusted accordingly.

 APPROVED: _____
 ARCHITECT/
 OWNER: _____
 DATE: _____

 BY: Tod Burres
 COMPANY: BRCO Constructors, Inc.
 DATE: 1/22/2018



Specializing in Caulking, Waterproofing & Membrane Systems

December 16, 2016

ATTN: Ph:
Fax:
Email:

BID PROPOSAL: WILSON C. RILES

TIME AND MATERIALS

| DATE | TIME | TOTAL HOURS | HOURLY RATE | TOTAL |
|--------------|---|-------------|-------------|------------|
| 11/7/17 | 7:00 to 3:15 | 23.25 | 87.64 | \$ 2037.63 |
| | Truck and Tool | | | \$250.00 |
| Scope: | Remove and replace caulking @ CMU to stucco | | | |
| Material: | PEORA D'II (2) KITS | | | \$ 122 - |
| Mark-up 10%: | | | | \$ 240.90 |
| TOTAL | | | | \$ 2650.53 |

WORK: Furnish and install specified Sealants to the above areas per manufacturer's recommended application procedures.
EXCLUSIONS: Caulking at following areas: drywall, fire-rated, sheet metal, ceramic tile, pipe penetrations, windows and storefront systems. Also excluded saw cutting, sack, patch, water stop and perforated drain pipe, if applicable.
SPECIAL CONDITIONS: All areas to be provided clean, dry and free of latents or patching material that might interfere with adhesion.

THIS BID IS GOOD FOR THIRTY (30) DAYS FROM ABOVE DATE.
 Due to frequent price increases from our suppliers we can NOT guarantee our price beyond 30 days.
SCHEDULING BASED UPON MUTUAL AGREEMENT.

Should you have any questions, please feel free to call our office at (530) 878-4475.

Sincerely yours,
 AMERICAN RIVER CAULKING, INC.

Gary Gutierrez
 Vice President
 gg.gy.kp

APPROVAL:

Please sign and return copy to our office. Thank you.



Specializing in Caulking, Waterproofing & Membrane Systems

December 16, 2016

ATTN:

Ph:
Fax:
Email:

BID PROPOSAL: *WILSON CURLES*

TIME AND MATERIALS

| DATE | TIME | TOTAL HOURS | HOURLY RATE | TOTAL |
|-----------------|---|-------------|--------------|--------------------------------|
| <i>12/20/17</i> | <i>7:00 + 2:20</i> | <i>34</i> | <i>87.64</i> | <i>\$ 2,103.36</i> |
| | Truck and Tool | | | \$250.00 |
| Scope: | <i>EXTRA TO CONTRACT:
REMOVE AND REPLACE PAVING @
CROSS STREETS</i> | | | |
| Material: | <i>DYNATROL II (3) 1.59
LIFT</i> | | | <i>\$ 183 --
\$ 559.58</i> |
| Mark-up 10%: | | | | <i>\$ 309.50</i> |
| TOTAL | | | | <i>\$ 3405.44</i> |

WORK: Furnish and install specified Sealants to the above areas per manufacturer's recommended application procedures.
EXCLUSIONS: Caulking at following areas: drywall, fire-rated, sheet metal, ceramic tile, pipe penetrations, windows and storefront systems. Also excluded saw cutting, sack, patch, water stop and perforated drain pipe, if applicable.
SPECIAL CONDITIONS: All areas to be provided clean, dry and free of latents or patching material that might interfere with adhesion.


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Due to frequent price increases from our suppliers we can NOT guarantee our price beyond 30 days.
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Should you have any questions, please feel free to call our office at (530) 878-4475.

Sincerely yours,
 AMERICAN RIVER CAULKING, INC.

Gary Gutierrez
 Vice President
 gg.gy.kp

APPROVAL:

 Please sign and return copy to our office. Thank you.



Specializing in Caulking, Waterproofing & Membrane Systems

December 16, 2016

ATTN:

Ph:
Fax:
Email:

BID PROPOSAL: WILSON C. RILES

TIME AND MATERIALS

| DATE | TIME | TOTAL HOURS | HOURLY RATE | TOTAL |
|--------------|---|-------------|-------------|-----------|
| 9/28/17 | 12:00 to 5:00 | 5 | 87.64 | \$ 438.20 |
| | Truck and Tool | | | \$250.00 |
| Scope: | R & R CMU EXPANSION JOINTS ON GYM WEST WALL | | | |
| Material: | PELOKA DYNATROL II | | | \$ 61 - |
| Mark-up 10%: | | | | \$ 74.90 |
| TOTAL | | | | \$ 824.10 |

WORK: Furnish and install specified Sealants to the above areas per manufacturer's recommended application procedures.
EXCLUSIONS: Caulking at following areas: drywall, fire-rated, sheet metal, ceramic tile, pipe penetrations, windows and storefront systems. Also excluded saw cutting, sack, patch, water stop and perforated drain pipe, if applicable.
SPECIAL CONDITIONS: All areas to be provided clean, dry and free of latents or patching material that might interfere with adhesion.

THIS BID IS GOOD FOR THIRTY (30) DAYS FROM ABOVE DATE.

Due to frequent price increases from our suppliers we can NOT guarantee our price beyond 30 days.
SCHEDULING BASED UPON MUTUAL AGREEMENT.

Should you have any questions, please feel free to call our office at (530) 878-4475.

Sincerely yours,
AMERICAN RIVER CAULKING, INC.

Gary Gutierrez
 Vice President
 gg.gy.kp

APPROVAL:

Please sign and return copy to our office. Thank you.



Specializing in Caulking, Waterproofing & Membrane Systems

December 16, 2016

ATTN:

Ph:
Fax:
Email:

BID PROPOSAL: *WILSON C. RILES*

TIME AND MATERIALS

| DATE | TIME | TOTAL HOURS | HOURLY RATE | TOTAL |
|--------------|---|-------------|--------------|-----------------------------|
| <i>12/29</i> | <i>7:00 to 3:30</i> | <i>37.5</i> | <i>87.64</i> | <i>\$3286.50</i> |
| | Truck and Tool | | | \$250.00 |
| Scope: | <i>EXTRA TO CONTRACT:
REMOVE & REPLACE CAULKING @
CMU TO STUCCO</i> | | | |
| Material: | <i>PECORA DYNATROL II @ \$1.59</i> | | | <i>\$ 305-</i>
<i>\$</i> |
| Mark-up 10%: | | | | <i>\$ 354-</i> |
| TOTAL | | | | <i>\$ 4195.50-</i> |

WORK: Furnish and install specified Sealants to the above areas per manufacturer's recommended application procedures.
EXCLUSIONS: Caulking at following areas: drywall, fire-rated, sheet metal, ceramic tile, pipe penetrations, windows and storefront systems. Also excluded saw cutting, sack, patch, water stop and perforated drain pipe, if applicable.
SPECIAL CONDITIONS: All areas to be provided clean, dry and free of latents or patching material that might interfere with adhesion.

THIS BID IS GOOD FOR THIRTY (30) DAYS FROM ABOVE DATE.

Due to frequent price increases from our suppliers we can NOT guarantee our price beyond 30 days.

SCHEDULING BASED UPON MUTUAL AGREEMENT.

Should you have any questions, please feel free to call our office at (530) 878-4475.

Sincerely yours,
AMERICAN RIVER CAULKING, INC.

Gary Gutierrez
Vice President
gg gy kp

APPROVAL:

Please sign and return copy to our office. Thank you

Center Joint Unified School District

| | |
|--|-----------------------------|
| AGENDA REQUEST FOR: | |
| Dept./Site: Facilities & Operations Department | |
| To: Board of Trustees | Action Item <u>X</u> |
| Date: February 21, 2018 | Information Item <u> </u> |
| From: Craig Deason, Assist. Supt. | # Attached Pages <u>1</u> |
| Assist. Supt. Initials: <u>CD</u> | |

SUBJECT: Notice of Completion – BRCO Constructors, Inc.
Campus Painting and Fencing Upgrades
Project No. 17-04 – Wilson C. Riles Middle School and Spinelli Elementary School

Campus Painting and Fencing Upgrades, Project No. 17-04 for Wilson C. Riles Middle School and Spinelli Elementary School contract was awarded to BRCO Constructors, Inc. at the District's June 7, 2017 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: Approve the Notice of Completion for BRCO Constructors, Inc., for the Campus Painting and Fencing Upgrades, Project No. 17-04 for Wilson C. Riles Middle School and Spinelli Elementary 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 Campus Painting and Fencing Upgrades, Project No. 17-04 for Wilson C. Riles Middle School and Spinelli Elementary School was completed on:

February 2, 2018

That the name and address of owner of said property is:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

The nature of its title to said property is a fee simple.

No fee, per Government Code 6103.

That the name of the original contractor for the work is BRCO Constructors, Inc., a licensed contractor of California. That the property herein above referred to are located at 8408 Watt Avenue, Antelope, CA 95843.

Center Joint unified School District
A Political Subdivision of the State of California

By: _____

Scott A. Loehr, Superintendent
Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843

(STATE OF CALIFORNIA)
(City of Antelope)
(County of Sacramento)

Scott A. Loehr, being first duly sworn, deposes and says: That I am the Superintendent of the Center Joint Unified School District, which District is the owner of property described in the forgoing Notice of Completion and knows the contents thereof; that the facts therein stated are true of my own knowledge.

I declare under penalty of perjury under the laws of the State of California that the foregoing to true and correct.

Dated this _____ day of _____, 2018.

Scott A. Loehr, Superintendent

Center Unified School District

| | | |
|--------------------|--|-----------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: | Business Department | |
| Date: | February 21, 2018 | Action Item <u>X</u> |
| To: | CJUSD Board of Trustees | Information Item |
| From: | Lisa Coronado
Director of Fiscal Services | # Attached Pages 33 |

| |
|--|
| SUBJECT: |
| <p>Certification of Corrective Actions
For the 2016/17 Audit Finding</p> <p>At the January 17, 2018 meeting, the Board was presented the audit report for fiscal year ending June 30, 2017. As a result of the 2016/17 audit, corrective action will need to be implemented and followed in the ensuing years for audit findings.</p> <p>Finding 2017-001: Associated Student Body</p> <p>Finding 2017-002: Attendance Reporting</p> <p>Finding 2017-003: Proper Expenditure of EPA Funds</p> <p>Finding 2017-004: Unduplicated LCFF Pupil Counts</p> <p>RECOMMENDATION: To certify the correction action as described</p> |

CONSENT AGENDA

**CERTIFICATION OF CORRECTIVE ACTION
AUDIT FINDINGS AND RECOMMENDATIONS
2016/17**

Center Unified School District

Sacramento County Office of Education, California

Certification of Corrective Action:

The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been implemented and assures that the corrective procedures will be used in the ensuing years.

Signature of District Superintendent or Designee's Signature

Date

FOR ADDITIONAL INFORMATION

District

Contact: Lisa Coronado

Phone: (916) 338-6400

Submit an **original copy** of the Certification of Corrective Action, together with each Audit Finding Corrective Action Form and corresponding documentation to:

Sacramento County Office of Education

Atten: Debra Wilkins

P.O. Box 269003

Sacramento, CA 95826-9003

Your response must be submitted by **March 15, 2018.**

**AUDIT FINDING CORRECTIVE ACTION
2016/17**

Center Unified School District

FINDING CATEGORY: State Compliance

FINDING DESCRIPTION: Attendance Reporting

FINDING NUMBER: 2017-002

PAGES: 80

Describe below specific corrective action used in resolving this audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation that supports the specific action taken toward resolving the finding; i.e., copies of amended reports, corrective action plans, flowcharts of corrected procedures, Board Approved revised Board Policies, etc.

Please submit this form and all supporting documentation to the District Fiscal Services Department by March 15, 2018.

Attach all pertinent documentation. Number of attachments for this finding: 0

The District will continue to provide annual training regarding attendance reporting. The importance of clerical accuracy will be emphasized. Global Youth Charter School, the site with the misstatement, voluntarily closed after the 2016-17 school year.

**AUDIT FINDING CORRECTIVE ACTION
2016/17**

Center Unified School District

FINDING CATEGORY: Internal Control

FINDING DESCRIPTION: Associated Student Body

FINDING NUMBER: 2017-001

PAGES: 78

Describe below specific corrective action used in resolving this audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation that supports the specific action taken toward resolving the finding; i.e., copies of amended reports, corrective action plans, flowcharts of corrected procedures, Board Approved revised Board Policies, etc.

Please submit this form and all supporting documentation to the District Fiscal Services Department by March 15, 2018.

Attach all pertinent documentation. Number of attachments for this finding: 1

The District will conduct site visits and provide annual training for ASB bookkeepers, administrators, and advisors, with emphasis in the areas related to the audit finding.

MEMORANDUM

Date: January 11, 2018
To: ASB Bookkeepers
From: Lisa Coronado, CJUSD Director of Fiscal Services
RE: ASB Internal Audit

The Center JUSD Annual Audit for fiscal year ending June 30, 2017 reported a finding related to Associated Student Body (ASB) funds.

2017-001 Deficiency – Internal Control – Associated Student Body

Total receipts are not supported by detailed schedules defining the number of items receipted and the unit price per item included in the receipt. There was no tally sheet or evidence of number of students and funds per student collected.

To help ensure proper ASB accounting procedures, Lisa Coronado, Director of Fiscal Services, and Carol Domalakes, Lead Account Technician, will visit each school site for an internal audit of your student body accounts. Please have your ASB account's bank statements, bank register, supporting documents for purchases and fundraisers, and copies of all forms used for your ASB account.

The tentative school site visits are as follows. Please email Lisa Coronado at coronado@centerusd.org to confirm or change your site's date and time.

| | |
|-------------------------------|----------------------------|
| Dudley Elementary | Monday, 1/29, 1:30 p.m. |
| North Country Elementary | Tuesday, 1/30, 10:00 a.m. |
| Oak Hill Elementary | Tuesday, 1/30, 1:30 p.m. |
| Spinelli Elementary | Wednesday, 1/31, 1:30 p.m. |
| Wilson C. Riles Middle School | Thursday, 2/1, 9:00 a.m. |
| Center High School | Tuesday, 2/6, 9:00 a.m. |

**AUDIT FINDING CORRECTIVE ACTION
2016/17**

Center Unified School District

FINDING CATEGORY: State Compliance

FINDING DESCRIPTION: Unduplicated LCFF Pupil Counts

FINDING NUMBER: 2017-004

PAGES: 82-83

Describe below specific corrective action used in resolving this audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation that supports the specific action taken toward resolving the finding; i.e., copies of amended reports, corrective action plans, flowcharts of corrected procedures, Board Approved revised Board Policies, etc.

Please submit this form and all supporting documentation to the District Fiscal Services Department by March 15, 2018.

Attach all pertinent documentation. Number of attachments for this finding: 8

The Director of Fiscal Services and Technology Coordinator met with the Director of Curriculum and Instruction, EL teachers, and an administrative secretary on January 8, 2018 to review EL status reclassification procedures and timelines.

The CALPADS Technician will complete internal audits in order to monitor data entry.

The District will submit an amended Annual Attendance Report to the State documenting the unduplicated count deduction, with the County Office of Education's guidance.

**EL Team District Meeting
January 8, 2018; 2:45 p.m.**

- 1. Audit Finding** **Lisa Coronado**
 - a. Input data into Aeries immediately after changing a student's designation. Do not back date data.**

- 2. Other CALPADS errors related to EL** **Marvin Lord**



Center Joint
Unified
School District

Lisa Coronado <coronado@centerusd.org>

Invitation: EL Teacher Meeting - D.O. Annex @ Mon Jan 8, 2018 2:45pm - 3:45pm (Lisa Coronado)

1 message

Mike Jordan <mikejordan@centerusd.org> Tue, Dec 19, 2017 at 4:24 PM
Reply-To: Mike Jordan <mikejordan@centerusd.org>
To: coronado@centerusd.org, Laurel Stolfus <lstolfus@centerusd.org>, Lisa Caldwell <lcaldwell@centerusd.org>, Tami Jbeily <tjbeily@centerusd.org>, asmith@centerusd.org, Lauren Goody <lgoody@centerusd.org>, kirkland@centerusd.org, Carin Jensen <cjensen@centerusd.org>, jsteinkamp@centerusd.org

EL Teacher Meeting - D.O. Annex

[more details »](#)

EL Teacher Meetings - Rosina Kirkland - Rotating Sites

When Mon Jan 8, 2018 2:45pm – 3:45pm Pacific Time

Where TBD - Rotating Sites (map)

Video call https://plus.google.com/hangouts/_/centerusd.org/el-teacher

Calendar Lisa Coronado

- Who
- dcribbs@centerusd.org - creator
 - Laurel Stolfus
 - Lisa Caldwell
 - Tami Jbeily
 - asmith@centerusd.org
 - Lauren Goody
 - kirkland@centerusd.org
 - Carin Jensen
 - jsteinkamp@centerusd.org
 - Lisa Coronado

Going? **Yes** - Maybe - No [more options »](#)

Invitation from Google Calendar

You are receiving this email at the account coronado@centerusd.org because you are subscribed for invitations on calendar Lisa Coronado.

To stop receiving these emails, please log in to <https://www.google.com/calendar/> and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. [Learn More.](#)

invite.ics
3K



**Center Joint
Unified
School District**

Lisa Coronado <coronado@centerusd.org>

Important Fields in the Language Assessment Data Form in Aeries Portal

1 message

Marvin Lord <marvl@centerusd.org>

Wed, Jan 10, 2018 at 9:48 AM

To: Laurel Stolfus <lstolfus@centerusd.org>, Lisa Caldwell <lcaldwell@centerusd.org>, Carin Jensen <cjensen@centerusd.org>, Rosina Kirkland <kirkland@centerusd.org>, Julie Steinkamp <jsteinkamp@centerusd.org>, Lauren Goody <lgoody@centerusd.org>, Abe Smith <asmith@centerusd.org>
Cc: Mike Jordan <mikejordan@centerusd.org>, Debra Cribbs <dcribbs@centerusd.org>, April Bishop <abishop@centerusd.org>, Lisa Coronado <coronado@centerusd.org>

This is a follow up on Monday's EL Meeting at C/I.

Attached are notes on the important fields in the 'Language Assessment Data Form' in Aeries Portal, for CALPADS reporting.

Important reporting submission dates for CALPADS are,

CBEDS Day - first Wednesday in October (this year Oct. 4th)

Fall1 - English Language Acquisition Status

(All entries before Dec 1 dated before the first Wednesday in October)

Fall2 - English Learner Education Services (All entries before Dec 1)

EOY2 - Program Eligibility/Participation (All entries before last day of school in May)

If you have questions, please email or call April Bishop or me,

Marvin Lord; 338-6336, marvl@centerusd.org

April Bishop; 338-6346, abishop@centerusd.org

—
Marvin D. Lord

Technology Coordinator /

Computer Systems Manager

Center Joint Unified School District

916-338-6336

marvl@centerusd.org



Important EL Fields for CALPADS.pdf

571K

Important Fields for CALPADS, on the 'Language Assessment' page in AERIES.

Reporting Language: 35 | Urdu Language Fluency: 3 | English Learner (EL)

General CELDT Test Test History Other Waivers

| Tests | Date | Name | Listen | | Speak | | Oral | | Reading | | Writing | | Composite | | Language Designation |
|----------|------|------|--------|-------|-------|-------|-------|-------|---------|-------|---------|-------|-----------|---|----------------------|
| | | | Score | Level | Score | Level | Score | Level | Score | Level | Score | Level | | | |
| English: | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Spanish: | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Other: | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |

Home Language Survey

| First | Primary | at Home | by Adults | US Entry | US School | CA School | District Entry | School Entry |
|-------|---------|---------|-----------|----------|-----------|-----------|----------------|--------------|
| - | - | - | - | - | 8/2/2017 | 8/2/2017 | 07/21/2017 | 08/02/2017 |

Start Date: 8/3/2017

| Start Date | End Date | Yrs in Prgm | YPCalc Date | Program | Curr Lang Des | Lang of Inst | Eng Class Elig | Svci Rcvd |
|------------|----------|-------------|-------------|---------|---------------|--------------|----------------|-----------|
| 8/3/2017 | | 0 | | | | | | |

(RFEF Date)

| Reasonable Fluency Dt | Redesignation Dt | Code | 30 Day | Code | 180 Day | Code | 1 Yr | Code | 2 Yr | Code | 3 Yr | Code |
|-----------------------|------------------|------|--------|------|---------|------|------|------|------|------|------|------|
| | | | | | | | | | | | | |

(IFEP Date)

| Birth City | State | Country | ELAS Code | ELAS Date | LTel | Years EL | IFEP Date | User 1 | User 2 | User 3 | User 4 | User 5 | Eng Lang Prof |
|------------|-------|--------------------------|-----------|-----------|------|----------|-----------|--------|--------|--------|--------|--------|---------------|
| New York | | United States Of America | EL | 8/3/2017 | | 0 | | | | | | | |

Comments

Change Print

- **US School Entry** is the date the student started in a school in the United States. This date is used to populate the English Learner Year Enrolled on STAR Pre-Identification, A calculation of this date is used to populate, if qualified, the English Learner < 12 mo on STAR Pre-Identification
- **Start Date** and **End Date** are starting and ending dates for the student in the language program in your district
- **Redesignation Dt** is when the student was designated R-FEP.
- **EngLangProf** for students who are proficient or advanced who passed ELA SBAC or CST for three years.

Note: If a student is IFEP, use **IFEP Date** for this entry.

For students to be counted in EL they must be designated before CBEDS Day (first Wednesday of October).

EL Team District Meeting

January 8, 2018 2:45 pm

Lawrence Holmes - Dudley
Debbie Cribbs - C&I

Carin Jones - NoCo

Michelle Smith - D.O.

Lisa - Business Office

~~Marvin Lord~~ - MARVIN LORD - COMP. SERVICES

Lisa Caldwell CHS

ABE SMITH WCR

Late - Lauren Gandy

Julke Steinkamp

CENTER JOINT UNIFIED SCHOOL DISTRICT
 SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
 Year Ended June 30, 2017

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

2017-004 DEFICIENCY – STATE COMPLIANCE - UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000)

Criteria

A student is classified as an English learner for LCFF purposes if he or she is identified in CALPADS as enrolled on Census Day with an English Language Acquisition Status (ELAS) of "English learner" (EL).

Condition

Out of the 3 students selected for EL testing at Wilson C. Riles Middle School, 1 student listed on the 1.17 Report as ELAS-eligible, District documentation indicates the student was not ELAS-eligible.

Out of the 3 students selected for EL testing at Center High School, 1 student listed on the 1.17 Report as ELAS-eligible, District documentation indicates the student was not ELAS-eligible.

Effect

The effect of this finding is an extrapolated 16 students overreported for CalPads.

| | <u>Enrollment</u> | <u>Free & Reduced
Meal Program
(FRPM)</u> | <u>English
Learners
(ELAS)</u> | <u>Both
FRPM &
ELAS</u> |
|--------------------------------------|-------------------|---|--|-------------------------------------|
| <u>Wilson C. Riles Middle School</u> | | | | |
| As certified on CalPADS | 639 | 407 | 81 | 431 |
| Audit Adjustments | - | - | (7) | - |
| Adjusted counts | <u>639</u> | <u>407</u> | <u>74</u> | <u>431</u> |
| <u>Center High School</u> | | | | |
| As certified on CalPADS | 1,330 | 735 | 100 | 765 |
| Audit Adjustments | - | - | (9) | - |
| Adjusted counts | <u>1,330</u> | <u>735</u> | <u>91</u> | <u>765</u> |
| <u>District Wide</u> | | | | |
| As certified on CalPADS | 4,428 | 2,701 | 760 | 2,923 |
| Audit Adjustments | - | - | (16) | - |
| Adjusted counts | <u>4,428</u> | <u>2,701</u> | <u>744</u> | <u>2,923</u> |

Cause

The errors were the result of incomplete documentation for the designation of students as ELAS.

Fiscal Impact

The effect of the error is a reduction on the District's unduplicated Pupil Percentage from 64.51% to 64.39%, representing a reduction in Local Control Funding Formula funding of approximately \$16,000.

(Continued)



Center Joint
Unified
School District

Lisa Coronado <coronado@centerusd.org>

Fwd: Fw: CALPADS Audit Adjustment to Center Joint Unified

1 message

Carol Domalakes <carold@centerusd.org>
To: Lisa Coronado <coronado@centerusd.org>

Thu, Jan 25, 2018 at 1:51 PM

hi
I received this email on the correction I did for the audit request. I thought you could use this to show that it is taken care of.

----- Forwarded message -----
From: **Linda Lundquist** <llundquist@scoe.net>
Date: Thu, Jan 25, 2018 at 1:25 PM
Subject: Fw: CALPADS Audit Adjustment to Center Joint Unified
To: "carold@centerusd.org" <carold@centerusd.org>

1-25-18 Thursday

Hi Carol:

Here is your confirmation from the CDE.

Linda Lundquist
Financial analyst
Sacramento county Office of Education
email: llundquist@scoe.net
Telephone: 916-228-2285
FAX: 916-228-2290

From: Don Pope
Sent: Thursday, January 25, 2018 12:54 PM
To: Linda Lundquist
Subject: FW: CALPADS Audit Adjustment to Center Joint Unified

Linda,

DOn

From: Cody Lavor [mailto:CLavor@cde.ca.gov]
Sent: Thursday, January 25, 2018 12:28 PM
To: Don Pope <dpope@scoe.net>
Subject: CALPADS Audit Adjustment to Center Joint Unified

Good Afternoon Don Pope,

We received a CALPADS Adjustment for Center Joint Unified for the 2016-17 Annual. Because the file was received after the October 2, 2018 deadline, the file will be imported into our Apportionment software and reflect starting with the 2016-17 Annual R-1 certification which will occur on June 25, 2018.

If you could respond to this email acknowledging this information, we would highly appreciate it.

Sincerely,

Cody Lavor, Analyst

Principal Apportionment Funding Office

California Department of Education

1430 N Street, Suite 3800

Sacramento, CA 95814-5901

Phone: 916-324-4537

clavor@cde.ca.gov

<https://www.cde.ca.gov/fg/aa/pa/>

--
Carol Domalakes
Center Joint Unified School District
Lead Account Tech
916-338-6301

**AUDIT FINDING CORRECTIVE ACTION
2016/17**

Center Unified School District

FINDING CATEGORY: State Compliance

FINDING DESCRIPTION: Proper Expenditure of EPA Funds

FINDING NUMBER: 2017-003 PAGES: 81

Describe below specific corrective action used in resolving this audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation that supports the specific action taken toward resolving the finding; i.e., copies of amended reports, corrective action plans, flowcharts of corrected procedures, Board Approved revised Board Policies, etc.

Please submit this form and all supporting documentation to the District Fiscal Services Department by March 15, 2018.

Attach all pertinent documentation. Number of attachments for this finding: 19

The District corrected this by transferring funds from another source to cover these salaries. The District also passed Board Resolution #1/2017-18 to allow for the inclusion of all teacher salaries in EPA expenditures.

Date last used from: 00/00/0000 To 99/99/9999
 Transaction Number from: 170479 To 170479
 Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

| Number | Date | Entered | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP | Debit | Credit |
|--------|------------|-----------------------|-----------------|--------------------------------------|---------------|--|
| LN. Di | Detail | descr | | | | |
| 170479 | 06/30/2017 | 08/15/2017 | EPA Adjustments | | | |
| | | | | | | Entered by: LCOR Approved: 08/22/2017 LCOR |
| 1. | 081 | Charge to 0000 | | 01-1400-0-1104-371-1110-1000-000-000 | | 9,731.31 |
| 2. | 081 | Move charge from 1400 | | 01-0000-0-1104-371-1110-1000-000-000 | 9,731.31 | |
| 3. | 081 | Move charge from 1400 | | 01-0000-0-1100-240-1110-1000-000-000 | 256,310.73 | |
| 4. | 081 | Move charge from 1400 | | 01-0000-0-1104-240-1110-1000-000-000 | 5,820.00 | |
| 5. | 081 | Move charge from 1400 | | 01-0000-0-3101-240-1110-1000-000-000 | 32,243.79 | |
| 6. | 081 | Move charge from 1400 | | 01-0000-0-3311-240-1110-1000-000-000 | 3,404.51 | |
| 7. | 081 | Move charge from 1400 | | 01-0000-0-3401-240-1110-1000-000-000 | 44,561.98 | |
| 8. | 081 | Move charge from 1400 | | 01-0000-0-3501-240-1110-1000-000-000 | 128.19 | |
| 9. | 081 | Move charge from 1400 | | 01-0000-0-3601-240-1110-1000-000-000 | 4,405.89 | |
| 10. | 081 | Charge to 0000 | | 01-1400-0-1100-240-1110-1000-000-000 | | 256,310.73 |
| 11. | 081 | Charge to 0000 | | 01-1400-0-1104-240-1110-1000-000-000 | | 5,820.00 |
| 12. | 081 | Charge to 0000 | | 01-1400-0-3101-240-1110-1000-000-000 | | 32,243.79 |
| 13. | 081 | Charge to 0000 | | 01-1400-0-3311-240-1110-1000-000-000 | | 3,404.51 |
| 14. | 081 | Charge to 0000 | | 01-1400-0-3401-240-1110-1000-000-000 | | 44,561.98 |
| 15. | 081 | Charge to 0000 | | 01-1400-0-3501-240-1110-1000-000-000 | | 128.19 |
| 16. | 081 | Charge to 0000 | | 01-1400-0-3601-240-1110-1000-000-000 | | 4,405.89 |
| | | | | TOTAL AMOUNT | 356,606.40* | 356,606.40* |
| | | | | DISTRICT TOTAL | 356,606.40** | 356,606.40** |
| | | | | GRAND TOTAL | 356,606.40*** | 356,606.40*** |

Center Unified School District

| | | |
|--------------------|--|------------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: | Business Department | |
| Date: | August 16, 2017 | Action Item <u> X </u> |
| To: | CJUSD Board of Trustees | Information Item <u> </u> |
| From: | Lisa Coronado
Director of Fiscal Services | # Attached Pages <u> </u> |

| |
|--|
| SUBJECT: |
| Resolution #1/2017-18: Education Protection Account |
| <p>As approved by voters by Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016, the creation of the Education Protection Account (EPA) was established with funds from personal income tax increases for taxpayers in high tax brackets. K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:</p> <ul style="list-style-type: none"> ~ The spending plan must be approved by the governing board during a public meeting. ~ EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. ~ Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended. <p>Further, the annual financial audit includes verification that the EPA funds were used a specified in Proposition 30.</p> <p>This resolution provides detailed information regarding the EPA account and includes a spending plan.</p> <p>RECOMMENDED ACTION: It is recommended that the Board of Trustees adopt Resolution #1/2017-18 approving the attached list of instructional salaries and benefit expenditures for the monies received from the Education Protection Account for the 2017-18 fiscal year.</p> |

CENTER JOINT UNIFIED SCHOOL DISTRICT

Resolution# 1/2017-18

EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Center Joint Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Center Joint Unified School District has determined to spend the monies received from the Education Protection Act as attached.


PASSED and ADOPTED this 16th day of August 2017 by the Center Joint Unified School District Board of Trustees, of the County of Sacramento, by the following vote:

AYES: Anderson, Hunt, Kelley, Wilson

NOES: None

ABSENT: Pope

ABSTAIN: None



Clerk of the Board of Trustees
Center Joint Unified School District
County of Sacramento
State of California

**2017-18 Education Protection Account
Expenditures by Object**

Budgeted Expenditures through: June 30, 2018
For Fund 01, Resource 1400 Education Protection Account

| Description | Object Codes | Amount |
|--|--------------|---------------------|
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | | |
| EPA Revenue | 8010-8099 | 5,348,562.00 |
| EXPENDITURES AND OTHER FINANCING USES
(Objects 1000-7999) | | |
| Certificate Personnel Salaries | 1000-1999 | 4,025,271.00 |
| Classified Personnel Salaries | 2000-2999 | - |
| Employee Benefits | 3000-3999 | 1,248,720.00 |
| Books and Supplies | 4000-4999 | - |
| Services and Other Operating Expenditures | 5000-5999 | - |
| Capital Outlay | 6000-6999 | - |
| Other Outgo | 7000-7999 | - |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 5,273,991.00 |
| BALANCE (Total Available minus Total Expenditures and Other Financing Uses) | | 74,571.00 |

*The remaining balance is reserved for changes in benefit elections and/or negotiated salary and health and welfare increases.

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment through Multi-Tiered Systems of Support (MTSS)
2. CJUSD students will be College and Career ready through Multi-Tiered Systems of Support (MTSS) Actions/Services
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi-Tiered Systems of Support (MTSS)

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, August 16, 2017 - 6:00 p.m.

- | | <u>STATUS</u> |
|---|---------------|
| I. CALL TO ORDER & ROLL CALL - 5:30 p.m. | |
| II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION | |
| 1. Public Employee Discipline/Dismissal/Release (G.C. §54957) - Resolution #2/2017-18 | |
| III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION | |
| IV. CLOSED SESSION - 5:30 p.m. | |
| V. OPEN SESSION - CALL TO ORDER - 6:00 p.m. | |
| VI. FLAG SALUTE | |
| VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION | Info/Action |
| VIII. ADOPTION OF AGENDA | Action |
| IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each) | Info |
| 1. Center High School - | |
| 2. McClellan High School - Tristan Wallenmeyer | |
| X. ORGANIZATION REPORTS (3 minutes each) | Info |
| 1. CUTA - Venessa Mason, President | |
| 2. CSEA - Marie Huggins, President | |

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.

XI. COMMITTEE UPDATES (8 minutes each)
 Facilities & Op. 1. **Facilities Update - Scott Loehr** Info

XII. REPORTS/PRESENTATIONS (8 minutes each)
 Student Services 1. **Williams Uniform Complaint Quarterly Reporting - David Grimes** Info
 Curr & Instr 2. **Center High School A/B Block Schedule Report - Mike Jordan**
 ↓ 3. **Center High School Counseling Program Report - Mike Jordan**
 ↓ 4. **2016-17 CAASPP Results - Mike Jordan**

XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA Public Comments Invited
Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not 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.

XIV. BOARD / SUPERINTENDENT REPORTS (10 minutes) Info

XV. 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.

- 1. Approve Adoption of Minutes from June 14, 2017 Regular Meeting
- 2. Approve 2017-2018 Agreement for Legal Services - Lozano Smith, Attorneys at Law
- 3. Ratify CJUSD Organizational Chart
- 4. Approve Classified Personnel Transactions
- 5. Approve Certificated Personnel Transactions
- 6. Ratify Job Description: Director - Curriculum and Instruction and Special Education
- 7. Ratify Revised Certificated Management Salary Schedule
- 8. Approve Resolution #3/2017-18: Authorization to Teach English Electives
- 9. Approve Resolution #4/2017-18: Authorization to Teach Industrial and Technology Education
- 10. Approve Declaration of Hard-to-Fill Positions:
 Bus Driver
- 11. Approve Memorandum of Understanding - SCOE Teacher Induction Program
- 12. Ratify 2016/2017 Master Contract:
 Sierra School
- 13. Ratify 2016/2017 Individual Service Agreements:
 2016/17-238 Placer Learning Center
 2016/17-239 Sierra School/Eastern
- 14. Ratify 2017/2018 Master Contracts:
 Aldar Academy
 American River Speech
 Bright Start Therapy
 C.C.H.A.T. Center
 C.T.E.C.
 Capitol Academy
 Capitol Elementary
 Easter Seal Society of CA
 Hearsay
 Jabbergym
 Maxim Healthcare Services
 Occupational Therapy for Children
 Placer Learning Center

- Sierra School
Sierra Foothills Academy
- ↓ 15. Ratify 2017/2018 Individual Service Agreements:
 2017/18-1 Aldar Academy
 2017/18-2, 134 Bright Start Therapy
 2017/18-3-5 C.C.H.A.T. Center
 2017/18-6-7 C.T.E.C.
 2017/18-8 Capitol Academy
 2017/18-9-15 Capitol Elementary
 2017/18-16 Easter Seal Society of CA
 2017/18-17 Hearsay
 2017/18-18-103 Jabbergym
 2017/18-104-109 M. McCarthy
 2017/18-110-121 D. McGlaughlin
 2017/18-122 Maxim Healthcare Services
 2017/18-123 Occupational Therapy for Children
 2017/18-128-131 Placer Learning Center
 2017/18-132 Sierra School
 2017/18-133 Sierra Foothills Academy
- ↓ 16. Ratify Professional Service Agreement: Meladee McCarty
 ↓ 17. Ratify Professional Service Agreement: Carina Grandison, Ph.D.
 ↓ 18. Ratify Professional Service Agreement: Donna McGlaughlin
 ↓ 19. Ratify Memorandum of Agreement - Continuation of the Sacramento County Office of Education Maintaining and Operating Classes for Severely Handicapped and Seriously Emotionally Disturbed Students of the Participating Districts
- Student Services 20. Approve Center JUSD Employees Certified for Expulsion Hearings for 2017/2018 SY
- ↓ 21. Approve 2017/2018 Contract with Dr. Robert A. Hoffman O.D. MCT Vision Screening
 ↓ 22. Approve 2017/2018 Contract with CHH/Center for Hearing Health, Hearing Conservation Services
 ↓ 23. Approve Professional Service Agreement: A Touch of Understanding
 ↓ 24. Approve Contract with Communities Matters
 ↓ 25. Approve Memorandum of Understanding with Sacramento Children's Home
- Curr & Instr 26. Ratify Memorandum of Understanding with United Way California Capital Region for Experience Corps Tutoring Program
 ↓ 27. Ratify California SUMS Initiative: Scaling Up Multi-Tiered System of Support (SUMS) Statewide Grant, Local Education Agency Agreement - Agreement #44710
 ↓ 28. Ratify Memorandum of Understanding, Agreement EMS #1102, with SCOE for Instructional Support Services - MHS
 ↓ 29. Approve Memorandum of Understanding (MOU) #17-C-CJ between Sacramento County Office of Education (SCOE) and Center Joint Unified School District
 ↓ 30. Approve CJUSD Voting Designees for the Capital Adult Education Regional Consortium
 ↓ 31. Approve Placer County Office of Education (PCOE) Agreement for Consulting Services - Positive Behavioral Interventions and Supports
 ↓ 32. Approve Professional Services Agreement: Document Tracking Services
 ↓ 33. Approve Professional Services Agreement: Carmazzi Global Solutions
 ↓ 34. Approve Professional Services Agreement: Eaton Interpreting Services, Inc.
 ↓ 35. Approve Updated 2017-18 Local Control Accountability Plan (LCAP)
 ↓ 36. Ratify Memorandum of Understanding (MOU) - Agreement #1051 between Sacramento County Office of Education and Center JUSD for 2017 CJUSD & SCOE K-6 Summer Institute Professional Development McGraw Hill's Wonders ELA/ELD Curriculum
 ↓ 37. Ratify Memorandum of Understanding (MOU) - Agreement #1052 between

Sacramento County Office of Education and Center JUSD for 2017-2018 CJUSD & SCOE K-6 Professional Development ELA/ELD Curriculum, CCSS Standards and CAASPP Assessments

- ↓ 38. Ratify 2017/18 Renewal of Licensing Agreement for Document Tracking Services (DTS)
- ↓
- Facilities & Op. 39. Approve 2017-18 Consolidated Application
- 40. Approve Contractor Change Order #01 to the Contract by and between NFB Engineering, and Center Joint Unified School District
- ↓ 41. Ratify Professional Services Agreement: Catherine Stevens
- ↓ 42. Approve Amendment 2 to Agreement with CPM for Prop 39 Planning Services
- ↓ 43. Approve Disposal of Surplus Equipment:
1992 GMC Utility Truck, VIN #1GDKC34N6NJ522295, Plate #1078152
- ↓ 44. Ratify Agreement between Center Joint Unified School District and SCI Consulting Group for Professional Services
- ↓ 45. Ratify Agreement between Center Joint Unified School District and Nacht & Lewis Architects for Professional Services
- ↓ 46. Ratify Notice of Completion for the Wilson C. Riles Site Access Upgrade
- ↓ 47. Approve Contractor Change Order #1 to the Contract by and between Star Energy Management, Inc., Contractor, and Center Joint Unified School District
- ↓ 48. Approve Contractor Change Order #2 to the Contract by and between Star Energy Management, Inc., Contractor, and Center Joint Unified School District
- ↓ 49. Ratify Agreement between Center Joint Unified School District and School Facility Consultants
- ↓ 50. Ratify Agreement between Center Joint Unified School District and MRB Enterprises
- ↓ 51. Approve Professional Services Agreement: Renee M. Plummer
- ↓ 52. Approve Professional Services Agreement: Phuong Ho
- Business 53. Ratify Chalk Schools Contract
- ↓ 54. Approve Payroll Orders: July 2016 - June 2017
- ↓ 55. Approve Payroll Orders: July 2017
- ↓ 56. Approve Supplemental Agenda (Vendor Warrants): June 2017
- ↓ 57. Approve Supplemental Agenda (Vendor Warrants): July 2017

XVI. BUSINESS ITEMS

- Business A. Resolution #1/2017-18: Education Protection Account Action
This resolution would approve the list of instructional salaries and benefit expenditures for the monies received from the Education Protection Account for the 2017-18 fiscal year
- ↓ B. Budget Update For Fiscal Year 2017/18 Information
This is an update to the Board's adoption of the 2017/18 Budget as a result of the State's final budget adoption.
- Governance C. Nominations for CSBA Directors-at-Large African American, American Indian, and County Action
Nominations for CSBA Director-at-Large, African American and American Indian, are currently being accepted until Friday, September 29, 2017. Nominations must be made by a CSBA member board and the nominee must be a board member from a CSBA member district.

↓
D. First Reading: Board Policies/Regulations/Exhibits

Action

BP 0410 - Nondiscrimination in District Programs and Activities
(BP revised)

Policy updated to reflect NEW LAW (AB 30, 2015) which, effective January 1, 2017, prohibits the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname. Policy also adds language regarding the use of uniform complaint procedures to investigate and resolve any allegation of unlawful discrimination, expands the means by which notice of the district's nondiscrimination policy will be distributed, reflects NEW LAW (SB 1375, 2016) which requires districts to post specified information regarding Title IX on their web site by July 1, 2017, and adds the district's responsibility to make its web site accessible to individuals with disabilities.

BP 0420.41 - Charter School Oversight
(BP revised)

Policy updated to reflect a recommendation in the 2016 edition of CSBA's Charter Schools: A Guide for Governance Teams that the district not appoint a representative to serve on the board of directors of a nonprofit public benefit corporation that operates a charter school, but rather implement other means of fulfilling its oversight responsibilities. Section on "Monitoring Charter School Performance" updated to delete references to the Academic Performance Index and federal measure of Adequate Yearly Progress, and to reflect NEW LAW (SB 828, 2016) which requires charter schools to submit an annual update of their local control and accountability plan. Policy also revised to reflect the Every Student Succeeds Act (P.L. 114-95) which provides for a new system of school support and improvement for Title I schools, including charter schools, beginning in the 2017-18 school year.

BP 0460 - Local Control and Accountability Plan
(BP revised)

Policy updated to reflect NEW LAW (Proposition 58, 2016) which requires the local control and accountability plan (LCAP) development process to include solicitation of parent/guardian and community input on effective and appropriate instructional methods, including language acquisition programs. Policy also reflects the State Board of Education's (SBE) adoption of evaluation rubrics (the "California School Dashboard") that will assist districts in evaluating progress toward their LCAP goals.

AR 1340 - Access to District Records
(AR revised)

Regulation updated to reflect NEW LAW (AB 2843, 2016) which prohibits disclosure of employees' personal cell phone numbers and birth dates, and NEW LAW (AB 2853, 2016) which authorizes the district, in response to a public records request, to post public records on its web site and refer the requesting member of the public to the location of the records on the web site. Regulation also revised to clarify access to documents containing names, salaries, and pension benefits of district employees and to records pertaining to claims and litigation against the district.

BP/AR 3260 - Fees and Charges
(BP/AR revised)

Policy reorganized and updated to reflect a California Department of Education (CDE) management advisory regarding the prohibition against requiring parent/guardian volunteer hours or payment as a condition of the student's enrollment or participation in educational activities. Regulation updated to reflect NEW LAW (AB 2615, 2016) which permits districts to charge a fee for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Center (21st CCLC) programs, and 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. Regulation also clarifies the permissibility of charging a fee for in-state field trips in accordance with CDE's interpretation of law, provided that no student is prevented from participating based on a lack of funds.

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

BP/AR 3311 - Bids

(BP/AR revised)

Policy and regulation updated to move some material into new BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures, AR 3311.2 - Lease-Leaseback Contracts, AR 3311.3 - Design-Build Contracts, and AR 3311.4 - Procurement of Technological Equipment. Regulation also revises section on "Award of Contract" to expand the exceptions to awarding contracts based on lowest responsible bidder to include lease-leaseback contracts, which are based on "best value" as defined.

BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures (BP/AR added)

New policy and regulation include material formerly in BP/AR 3311 - Bids pertaining to requirements of the Uniform Public Construction Cost Accounting Act (UPCCAA). Policy also adds prohibition against splitting a project or purchase into smaller work orders in order to evade requirements for competitive bidding, and legal authority to suspend the UPCCAA bidding process for the replacement or repair of a school facility in cases of emergency. Regulation also clarifies the requirement to disseminate the bid notice to the district's list of contractors.

AR 3311.2 - Lease-Leaseback Contracts

(AR added)

New regulation includes material formerly in BP/AR 3311 - Bids pertaining to requirements for awarding lease-leaseback contracts. Material significantly revised to reflect NEW LAW (AB 2316, 2016) which no longer permits the selection of a lease-leaseback contractor without advertising, and instead requires districts to use a comprehensive "best value" selection process.

AR 3311.3 - Design-Build Contracts

(AR added)

New regulation includes material formerly in BP/AR 3311 - Bids pertaining to requirements for awarding design-build contracts. Minor editorial changes made to clarify the process and more directly reflect law.

AR 3311.4 - Procurement of Technological Equipment

(AR added)

New regulation includes material formerly in BP/AR 3311 - Bids pertaining to requirements for the "competitive negotiation" process authorized for procurement of computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus.

BP 3470 - Debt Issuance and Management

(BP added)

New policy reflects NEW LAW (SB 1029, 2016) which mandates that boards adopt a debt management policy prior to issuing any debt, including, but not limited to, general obligation bonds, tax and revenue anticipation notes, and certificates of participation. Policy addresses the components mandated by law, including (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

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

AR 3543 - Transportation Safety and Emergencies (AR revised)

Regulation updated to reflect NEW LAW (SB 1072, 2016) which (1) expands the required components of the transportation safety plan to include procedures to ensure that a student is not left unattended on the bus and procedures for designating an adult chaperone to accompany students on a student activity bus, and (2) requires installation of a child safety alert system on school buses by the beginning of the 2018-19 school year. Regulation also reflects NEW LAW (AB 1785, 2016) which prohibits a bus driver from using any electronic wireless communications device while driving, except when the device is voice-operated and used in hands-free mode or with a function that requires only a single swipe or tap of the driver's finger.

BP/AR 4030 - Nondiscrimination in Employment (BP/AR revised)

Policy and regulation updated to reflect NEW STATE REGULATIONS (Register 2015, No. 50), as renumbered, which specify certain requirements to be included in district policy or regulation and extend protections against discrimination to unpaid interns and volunteers. Policy also adds requirement to post the California Department of Fair Employment and Housing publication on workplace discrimination and harassment, and reflects NEW LAW (SB 1063, 2016) which prohibits the payment of different wage rates based on race or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation. Regulation reflects provisions of new state regulations regarding training of supervisors and dissemination of the district's nondiscrimination policy to all employees.

AR 4112.22 - Staff Teaching English Learners (AR revised)

Regulation updated to revise definition of "English learner" pursuant to Proposition 58 (2016). Regulation also deletes material regarding the Certificate of Staff Development issued by the Commission on Teacher Credentialing and provides a general paragraph applicable to multiple types of authorizations to teach English learners. Title of regulation updated to reflect current terminology.

E 4112.9/4212.9/4312.9 - Employee Notifications (E revised)

Exhibit updated to add notice seeking volunteers to administer opioid antagonist pursuant to NEW LAW (AB 1748, 2016), delete notice seeking volunteers to administer anti-seizure medication as the requirement self-repealed on January 1, 2017, add notice informing new employees of their right to purchase Public Employment Retirement Service credit for certain active military service, and update legal citations.

BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment (BP/AR revised)

Policy and regulation updated to reflect NEW STATE REGULATIONS (Register 2015, No. 50), as renumbered, which extend protections against sexual harassment to unpaid interns and volunteers, require districts to instruct supervisors to report complaints, and revise requirements pertaining to the training of supervisory employees.

BP 4151/4251/4351 - Employee Compensation (BP revised)

Policy updated to add new section on "Overtime Compensation" and to reflect NEW FEDERAL REGULATIONS (81 Fed. Reg. 32391) which adjust the salary level at which employees become eligible to receive overtime pay. Policy also revised to reflect the requirement to classify nonadministrative, nonsupervisory certificated employees on the salary schedule based on years of training and experience, the prohibition against paying certificated employees different salaries solely on the basis of the grade levels they teach, the board's authority to determine the frequency and schedule of salary payments for employees who work less than 12 months per year, and the requirement to post a notice of federal minimum wage provisions.

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

BP/AR 4157.1/4257.1/4357.1 - Work-Related Injuries (BP deleted; AR added)

Policy moved to administrative regulation and updated to clarify notification requirements, including requirements related to (1) the method and timeline for notifications; (2) availability of notifications in both English and Spanish; (3) notice to an employee who is a victim of crime at the workplace that he/she may be potentially eligible for workers' compensation benefits; (4) the filing of a report of work-related injury or illness with the district's insurer or, if the district is self-insured, with the Department of Industrial Relations (DIR); (5) notice to the DIR's Division of Occupational Safety and Health of any work-related death or serious injury/illness; and (6) the posting of workers' compensation information in a conspicuous location frequented by employees.

AR 4161.1/4361.1 - Personal Illness/Injury Leave (AR revised)

Regulation updated to add new section on "Additional Leave for Disabled Military Veterans" reflecting NEW LAW (SB 1180, 2016) which entitles eligible certificated employees to receive an additional 10 days of sick leave with pay during the first year of employment for the purpose of undergoing medical treatment for a military service-connected disability. Regulation reflects NEW LAW (AB 2393, 2016) which clarifies differential pay for parental leave ("baby bonding" leave), including clarifying that such leave will run concurrently with parental leave taken under the California Family Rights Act, but, unlike the CFRA, does not require an employee to have at least 1,250 hours of service with the district in the previous 12-month period. Regulation also clarifies applicability of law requiring a reemployment list for employees who are not medically able to resume duties after a specified period of time.

AR 4261.1 - Personal Illness/Injury Leave (AR revised)

Regulation updated to add new section on "Additional Leave for Disabled Military Veterans" reflecting NEW LAW (SB 1180, 2016) which entitles eligible classified employees to receive an additional 12 days of sick leave with pay during the first year of employment for the purpose of undergoing medical treatment for a military service-connected disability. Regulation also updated to reflect NEW LAW (AB 2393, 2016) which extends to classified employees the same provisions related to differential pay for parental leave that were previously granted only to certificated employees.

BP 5030 - Student Wellness (BP revised)

Policy updated to reflect NEW FEDERAL REGULATIONS (81 Fed. Reg. 50151) which address the content of the wellness policy, assurance of stakeholder participation in the development and updates of the policy, and periodic assessment and disclosure of compliance. Policy also reflects NEW STATE LAW (SB 1169, 2016) which no longer requires posting of district policy on nutrition and physical activity within cafeterias/eating areas, but does require annually informing the public of the content and implementation of the policy.

BP 5111 - Admission (BP revised)

Policy updated and released on GAMUT in February, in conjunction with new CSBA Legal Guidance, to clarify that, under state compulsory education laws and the U.S. Supreme Court decision in Plyler v. Doe, students cannot be denied a free public education on the basis of their citizenship or immigration status, including their status as undocumented children. Policy includes direction not to inquire into a student's citizenship or immigration status nor deny enrollment on the basis of citizenship or immigration status. Policy also reflects NEW LAW (AB 2308, 2016) which extends the requirement that the district's enrollment forms include an informational item about affordable health care options and available enrollment assistance through the 2020-21 school year.

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

BP 5111.1 - District Residency

(BP revised)

Policy updated and released on GAMUT in February, in conjunction with new CSBA Legal Guidance, to clarify that, under state compulsory education laws and the U.S. Supreme Court decision in Plyler v. Doe, districts cannot deny enrollment on the basis of citizenship or immigration status and therefore should not request visas, passports, or other documentation that would discourage undocumented children from enrolling in school.

AR 5111.1 - District Residency

(AR revised)

Policy updated to reflect NEW LAW (SB 1455, 2016) which establishes residency within the district for enrollment purposes to students whose parent/guardian is transferred or pending transfer into a military installation within district boundaries. Policy also reflects NEW LAW (AB 2537, 2016) which indefinitely extends district authority to grant Allen Bill transfers for students whose parent/guardian is employed within district boundaries for a minimum of 10 hours during the school week.

BP/AR 5113 - Absences and Excuses

(BP/AR revised)

Policy updated to reflect the requirement for a board resolution approving reasonable methods by which students can verify absences due to illness or quarantine. Policy also deletes section on "Effect of Absence on Grades/Credits," as that material is covered in BP/AR 5121 - Grades/Evaluation of Student Achievement and BP 6154 - Homework/Makeup Work. Regulation updated to reflect NEW LAW (AB 1593, 2016) which provides that a student's attendance at his/her own naturalization ceremony constitutes an excused absence. Regulation also includes parent notification requirement formerly in BP, and adds notifications that a student may be excused for religious exercises or instruction and that a student's grade will not be lowered following an excused absence provided that missed schoolwork is completed within a reasonable period of time.

BP 5116.2 - Involuntary Student Transfers

(BP added)

New policy reflects NEW LAW (SB 1343, 2016) which authorizes districts to involuntarily transfer a student who has been convicted of a specified violent felony or a misdemeanor associated with possession of a firearm, whenever the student is enrolled at the same school as the victim of the crime for which he/she was convicted. In order to exercise this authority, the district is mandated to adopt policy with specified components and provide notice of the policy to parents/guardians as part of the annual parental notification.

AR 5125.3 - Challenging Student Records

(AR revised)

Regulation reorganized and updated to reflect the requirement to notify a parent/guardian when the superintendent corrects or removes a student record following an appeal in which the board grants the parent/guardian's request. Regulation also adds material on the composition and conduct of the hearing panel that may be established to assist in making determinations regarding challenges to student records.

BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions

(BP/AR revised)

Policy and regulation updated to delete requirements related to the administration of medication in cases of epileptic seizures, as Education Code 49414.7 repeals by its own terms on January 1, 2017, and to clarify that districts may continue to administer such medication under the general authority in state law. Policy and regulation also reflect NEW LAW (AB 1748, 2016) which authorizes districts to stock and administer medication in cases of opioid overdose. Regulation also revises definition of epinephrine auto-injector pursuant to NEW LAW (AB 1386, 2016).

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

BP/AR 5141.52 - Suicide Prevention (BP/AR revised)

Policy and regulation substantially revised to reflect NEW LAW (AB 2246, 2016) which mandates districts serving grades 7-12 to adopt policy on suicide prevention, intervention, and postvention by the beginning of the 2017-18 school year. Policy and regulation reflect the mandate to address any related staff development to be provided to teachers in grades 7-12 and to address the needs of specified high-risk student populations. In addition, policy and regulation add best practices in prevention, intervention, and postvention, including, but not limited to, student instruction, crisis intervention procedures, follow-up care for a student who threatens or attempts suicide, and the provision of counseling and other postvention strategies to reduce suicide contagion.

E 5145.6 - Parental Notifications (E revised)

Exhibit updated to reflect NEW LAWS adding parental notifications related to language acquisition programs (Proposition 58, 2016), involuntary transfer of a student convicted of violent felony or firearms-related misdemeanor (SB 1343, 2016), enrollment priorities for homeless and foster youth in before/after school programs (AB 2615, 2016), and exemption from local graduation requirements for former juvenile court school students (AB 2306, 2016). Exhibit also deletes notification related to structured English immersion programs pursuant to Proposition 58, and updates legal citations and referenced CSBA sample policies/regulations.

AR 5148 - Child Care and Development (AR revised)

Regulation updated to reflect NEW LAW (SB 792, 2015) which requires employees and volunteers at a child care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Regulation revised to reflect NEW LAW (SB 277, 2015) which eliminates the personal beliefs exemption for immunization of enrolled children unless a letter or affidavit was submitted by January 1, 2016, in which case the exemption will only be effective until the child reaches the next grade span. Regulation also reflects NEW LAW (AB 982, 2015) which authorizes the district liaison for homeless students, a Head Start program, or a transitional shelter to identify a child in need of subsidized child care services.

BP/AR 5148.2 - Before/After School Programs (BP/AR revised)

Policy and regulation updated to reflect NEW LAW (AB 2615, 2016) which permits districts to charge a family fee for participation in an ASES, 21st CCLC, or ASSET's program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. Policy also links program content with goals in the district's LCAP, and includes material formerly in AR related to priorities for establishing district programs consistent with state and federal priorities for funding programs. Regulation also reflects provisions of AB 2615 which require first priority for enrollment, beginning July 1, 2017, to be given to students identified as homeless or foster youth and require ASSET's programs to provide for access to computers and technology.

AR 5148.3 - Preschool/Early Childhood Education (AR revised)

Regulation updated to reflect NEW LAW (SB 792, 2015) which requires employees and volunteers at a preschool to be immunized against influenza, pertussis, and measles, with specified exemptions. Regulation also reflects NEW LAW (AB 982, 2015) which expands the list of entities that can identify a child in need of subsidized preschool to include the district liaison for homeless children and youth, a Head Start program, or a transitional shelter.

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

BP 6111 - School Calendar (BP revised)

Policy updated to clarify that a district must offer a minimum of 175 instructional days per school year until it meets or exceeds its funding target under the local control funding formula, at which time the minimum required number of instructional days is 180. Policy also adds reference to the requirement for a minimum of 163 instructional days per year for multitrack year-round schools.

BP 6117 - Year-Round Schedules (BP revised)

Policy updated to clarify that a year-round school is generally required to offer a minimum of 175 instructional days per school year until the district meets or exceeds its funding target under the local control funding formula, at which time the minimum required number of instructional days is 180. Policy adds conditions under which a multitrack year-round school may instead offer a minimum of 163 instructional days.

BP/AR 6142.2 - World/Foreign Language Instruction (BP/AR revised)

Policy and regulation updated to reflect NEW LAW (Proposition 58, 2016) which authorizes the establishment of dual-language immersion programs that provide integrated language learning and academic instruction for English learners and native speakers of English. Policy also reflects NEW LAW (AB 2290, 2016) which requires the SBE to consider revisions to the state content standards for world languages by March 31, 2019. Regulation reflects provisions of Proposition 58 which (1) delete the requirement that a parent/guardian request a waiver of structured English immersion instruction so that an English learner may participate in a dual-language immersion program, (2) require dual-language immersion programs in grades K-3 to meet class size requirements, and (3) require a parental notice with information on the district's dual-language and other language acquisition programs.

BP 6142.4 - Service Learning/Community Service Classes (BP revised)

Policy updated to emphasize the academic benefits of service learning or community service classes, reflect the inclusion of service learning in the History-Social Science Framework for California Public Schools adopted by the State Board of Education in July 2016, reflect the elimination of state and federal sources of funding for service learning, and delete material on the development of a plan for service learning.

BP 6142.94 - History-Social Science Instruction (BP revised)

Policy updated to reflect key concepts in the History-Social Science Framework for California Public Schools adopted by the State Board of Education in July 2016, including, but not limited to, a new emphasis on developing student's literacy skills within the context of history-social science instruction. Policy also reflects law that encourages the use of personal testimony through oral history, videos, or other multimedia formats and establishes requirements for personal testimony provided through oral histories.

AR 6143 - Courses of Study (AR revised)

Regulation updated to add comprehensive sexual health education as a required course of study for grades 7-12 and to add optional topics of instruction authorized by law, including instruction on violence awareness and prevention, the Bracero program, and genocide. Regulation also reflects NEW LAW (AB 2016, 2016) which encourages a course in ethnic studies based on a model curriculum to be adopted by the State Board of Education by March 31, 2020 and NEW LAW (AB 1719, 2016) which requires instruction in cardiopulmonary resuscitation beginning in 2018-19 school year for any district that has established health education as a high school graduation requirement.

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

BP 6144 - Controversial Issues

(BP revised)

Policy updated to provide that parents/guardians may be given an opportunity to opt out of instruction on controversial issues only when required by law, not at the discretion of a teacher or administrator. Policy also clarifies the district's right to limit teacher expressions of personal opinion when teachers are in the classroom and therefore acting on behalf of the district.

BP 6146.1 - High School Graduation Requirements

(BP revised)

Policy updated to reflect NEW LAW (AB 2306, 2016) which generally exempts from district-established graduation requirements any student who transfers into a district school from a juvenile court school after the second year of high school, unless it is determined that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school.

BP/AR 6164.6 - Identification and Education Under Section 504

(BP/AR revised)

Policy updated to add requirement to address the needs of students with disabilities in the district's local control and accountability plan. Regulation updated to reflect NEW FEDERAL REGULATIONS (81 Fed. Reg. 53203) which primarily revise definitions used in the Americans with Disabilities Act.

BP/AR/E 6173 - Education for Homeless Children

(BP/AR/E revised)

Policy, regulation, and exhibits updated to reflect the federal McKinney-Vento Homeless Assistance Act as amended by the Every Student Succeeds Act (P.L. 114-95), as well as updated U.S. Department of Education non-regulatory guidance. Policy includes new material on the designation of a district liaison for homeless children and youth, identification of homeless students, confidentiality of student records containing information about a homeless student's living situation, and coordination of services with other entities. Policy also reflects new mandate to adopt policy to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, and NEW LAW (SB 1068, 2016) which requires the California Department of Education (CDE) to provide specified informational and training materials to district liaisons. Regulation revises the definitions of "homeless student" and "school of origin," revises the duties of the district liaison, reflects requirement to provide the district liaison's contact information to the CDE and other specified persons, provides that a homeless student will be immediately enrolled even if he/she misses application or enrollment deadlines, and revises the content of the written explanation of the district's decision related to eligibility, school selection, or enrollment. Exhibits updated to revise the content of the district's explanation of its decision(s) related to eligibility, school selection, or enrollment and to revise the dispute form for use by parents/guardians who choose to appeal the district's decision.

AR 6173.3 - Education for Juvenile Court School Students

(AR added)

New regulation reflects educational rights of former juvenile court school students who transition into a district school, pursuant to NEW LAW (AB 2306, 2016). These include rights related to the immediate enrollment of such students, the immediate transfer of educational records, the transfer of coursework and credits, and exemption from district-established graduation requirements under certain conditions.

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

BP/AR/E 6174 - Education for English Learners (BP/AR revised; E deleted)

Policy and regulation substantially revised to reflect NEW LAW (Proposition 58) which authorizes parents/guardians to select a language acquisition program that best suits their child and eliminates the requirement for parents/guardians to request a waiver from the district if they want to enroll their child in a program other than a structured English immersion program. Policy reflects provisions of Proposition 58 that require districts to (1) offer, at a minimum, a structured English immersion program; (2) seek parent/guardian and community input on language acquisition programs during development of the district's LCAP; and (3) to the extent possible, offer a language acquisition program requested by parents/guardians of 30 or more students at a school or 20 or more students in any grade level at the school. Policy and regulation also reflect revisions in Title III English learner programs, including renumbering of accountability requirements and changes in the required parental notification, pursuant to the Every Student Succeeds Act. Title of policy and regulation updated to reflect current terminology. Exhibit deleted as districts no longer need a sample form for the parental exception waiver.

BP 6176 - Weekend/Saturday Classes (BP revised)

Policy updated to reflect NEW LAW (AB 2659, 2016) which authorizes makeup classes for any type of absence, including excused absences, to be offered during the weekend. Policy also adds material regarding the circumstances under which teachers cannot be assigned to work on a weekend.

BP/AR 6185 - Community Day School (BP/AR revised)

Policy updated to expand material related to program goals, collaboration with county offices of education and other districts in the development of a plan related to services for expelled students, and program evaluation. Material on location of the community day school moved from AR to BP and clarified. Regulation updated to streamline the process for involuntarily transferring a student into a community day school and to delete unnecessary details regarding facilities which reflected requirements applicable to all school facilities.

BB 9240 - Board Training (BB revised)

Bylaw retitled and updated to address the purposes and importance of board training, recommended topics of training for new and first-term board members, and the district's process for selecting board training activities. The bylaw also reinforces the prohibition against a majority of the board members discussing district business of a specific nature while attending a conference or similar public gathering.

BB 9323 - Meeting Conduct (BB revised)

Bylaw updated to reflect NEW LAW (AB 1787, 2016) which requires the board to provide a member of the public who uses a translator at least twice the allotted time to address the board during board meetings, unless simultaneous translation equipment is used. Bylaw also clarifies that the board may refer a member of the public to an appropriate complaint procedure, but cannot prohibit criticism of district employees, programs, or policies during a board meeting.

E 9323.2 - Actions by the Board (E revised)

Minor revision made in E(1) to add requirement for two-thirds vote of the board when a K-8 district chooses to establish a community day school.

- XVII. **ADVANCE PLANNING** Info
 - a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, September 21, 2017 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
 - b. *Suggested Agenda Items:*
- XVIII. **CONTINUATION OF CLOSED SESSION (Item IV)** Action
- XIX. **ADJOURNMENT** Action

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 02/06/2018

Action Item

To: Board of Trustees

Information Item

From: Lisa Coronado

Attached Page 1

SUBJECT:

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll Orders for July 2017 through January 2018.

RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2017 through January 2018.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2018

| | REGULAR | VARIABLE | SPECIAL | TOTAL
PAYROLL | #OF
TRANSACTIONS |
|---------|-----------------|---------------|---------|------------------|---------------------|
| JULY | \$ 938,044.16 | \$ 77,180.53 | | \$ 1,015,224.69 | 549 |
| AUG | \$ 2,518,721.16 | \$ 167,176.65 | | \$ 2,685,897.81 | 942 |
| SEPT | \$ 2,512,850.08 | \$ 135,559.90 | | \$ 2,648,409.98 | 791 |
| OCT | \$ 2,530,305.08 | \$ 121,366.22 | | \$ 2,651,671.30 | 831 |
| NOV | \$ 3,012,043.61 | \$ 153,331.98 | | \$ 3,165,375.59 | 854 |
| DEC | \$ 641,198.32 | \$ 159,895.74 | | \$ 801,094.06 | 492 |
| 2-Jan | \$ 1,991,001.43 | | | \$ 1,991,001.43 | 273 |
| JAN | \$ 2,849,091.88 | \$ 96,522.71 | | \$ 2,945,614.59 | 933 |
| FEB | | | | \$ - | |
| MARCH | | | | \$ - | |
| APRIL | | | | \$ - | |
| MAY | | | | \$ - | |
| JUNE | | | | \$ - | |
| SPECIAL | | | | \$ - | |

| | | | | |
|-------------------------|----------------------|-------------|-------------------------|-------------|
| \$ 16,993,255.72 | \$ 911,033.73 | \$ - | \$ 17,904,289.45 | 5665 |
|-------------------------|----------------------|-------------|-------------------------|-------------|

Center Joint Unified School District

| | |
|--|----------------------------|
| AGENDA REQUEST FOR: | |
| Dept./Site: Business Department | |
| Date: January, 2018 | Action Item |
| To: Board of Trustees | Information Item |
| From: Lisa Coronado | # Attached Pages <u>66</u> |

| |
|--|
| SUBJECT: Supplemental Agenda – Commercial Warrant Registers |
| January 11, 2018, \$429,944.10, January 18, 2018, \$211,204.23
January 24, 2018, \$546,814.47, January 31, 2018, \$550,169.71 |
|
The commercial warrant payments to vendors total |
|
\$ 1,738,132.51 |
|
RECOMMENDATION: That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented |

CONSENT AGENDA

Batch status: A All

From batch: 0033

To batch: 0033

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

| Vendor/Addr
Req Reference | Remit name
Date | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount | | | | |
|------------------------------|-----------------------------|----------------------|------------|----------------------|--------------------------------------|-------------|-----------|-------------|-----|-------|--|-----------|
| | | | FD RESO | P OBJE | SIT | GOAL | FUNC | RES | DEP | T9MPS | | |
| 020307/00 | ACCO BRANDS USA LLC DBA GBC | | | | | | | | | | | |
| 1301 PO-181266 | 01/11/2018 | 2689403 | | | | | | | | | | |
| | | | | 1 | 01-0000-0-4300-238-0000-2700-010-000 | NN F | 214.44 | 231.06 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 231.06 * | | | | 231.06 |
| 010669/00 | ALHAMBRA & SIERRA SPRINGS | | | | | | | | | | | |
| 183 PO-180154 | 01/11/2018 | 27045224780818 | | | | | | | | | | |
| 183 PO-180154 | 01/11/2018 | 27045224780818 | | 1 | 01-0000-0-4300-105-0000-7200-005-000 | NN P | 18.92 | 18.92 | | | | |
| | | | | 2 | 01-0000-0-5600-105-0000-7200-005-000 | NN P | 5.99 | 5.99 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 24.91 * | | | | 24.91 |
| 021763/00 | ALL STAR RENTS | | | | | | | | | | | |
| 137 PO-180112 | 01/11/2018 | 734192-10 | | | | | | | | | | |
| 137 PO-180112 | 01/11/2018 | 733534-10 | | 1 | 01-8150-0-5600-106-0000-8110-007-000 | NN P | 138.49 | 138.49 | | | | |
| | | | | 1 | 01-8150-0-5600-106-0000-8110-007-000 | NN P | 119.79 | 119.79 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 258.28 * | | | | 258.28 |
| 010400/00 | AT&T | | | | | | | | | | | |
| 345 PO-180313 | 01/11/2018 | 81008413 | | | | | | | | | | |
| | | | | 1 | 01-0000-0-5930-106-0000-8110-007-000 | NN P | 9.31 | 9.31 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 9.31 * | | | | 9.31 |
| 018533/00 | ATKINSON ANDELSON LOYA RUDD | | | | | | | | | | | |
| 592 PO-180557 | 01/11/2018 | 534507 | | | | | | | | | | |
| | | | | 1 | 01-0000-0-5880-105-0000-7200-005-000 | NE P | 13,147.32 | 13,147.32 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 13,147.32 * | | | | 13,147.32 |
| 021669/00 | BAIONI, RON | | | | | | | | | | | |
| 1470 PO-181435 | 01/11/2018 | REIMB BATTERY | | | | | | | | | | |
| 1473 PO-181471 | 01/11/2018 | REIMB BATTERY-SCREEN | | 1 | 01-6300-0-4300-475-3200-1000-015-000 | NN F | 35.25 | 35.25 | | | | |
| | | | | 1 | 01-0000-0-4300-238-1110-1000-010-000 | NN F | 195.54 | 195.54 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 230.79 * | | | | 230.79 |
| 022282/00 | BRIGHT START THERAPIES | | | | | | | | | | | |
| 1448 PO-181419 | 01/11/2018 | CUAH1130.17 | | | | | | | | | | |
| 1448 PO-181419 | 01/11/2018 | CUAH1130 | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 360.00 | 360.00 | | | | |
| | | | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 240.00 | 240.00 | | | | |
| | | | | TOTAL PAYMENT AMOUNT | | | | 600.00 * | | | | 600.00 |

| Vendor/Addr
Req Reference | Remit name
Date | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|------------------------------|-----------------------------|-----------------|------------|--------------|--------------------------------------|-------------|------------|------------|
| | | | FD RESO | P OBJE | SIT | GOAL FUNC | RES DEP | T9MPS |
| 013988/00 | BUTES/CENTER STATE PIPE & | | | | | | | |
| 159 PO-180126 | 01/11/2018 | S009928246.001 | | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 288.23 | 288.23 |
| 159 PO-180126 | 01/09/2018 | S009915069.001 | | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 133.81 | 133.81 |
| TOTAL PAYMENT AMOUNT | | | | | | | 422.04 * | 422.04 |
| 019750/00 | CAPITAL PROGRAM MGMT INC | | | | | | | |
| 545 PO-180511 | 01/11/2018 | #35 | | 1 | 01-6230-0-5800-106-9543-7200-007-000 | NN P | 9,446.75 | 9,446.75 |
| TOTAL PAYMENT AMOUNT | | | | | | | 9,446.75 * | 9,446.75 |
| 021678/00 | CAPITOL ACADEMY | | | | | | | |
| 720 PO-180690 | 01/11/2018 | CA0412 | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 180.00 | 180.00 |
| 720 PO-180690 | 01/11/2018 | CA0397 | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 1,159.08 | 1,159.08 |
| 720 PO-180690 | 01/11/2018 | CA0384 | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 450.00 | 450.00 |
| 720 PO-180690 | 01/11/2018 | CA0369 | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 3,083.04 | 3,083.04 |
| TOTAL PAYMENT AMOUNT | | | | | | | 4,872.12 * | 4,872.12 |
| 010575/00 | CAPITOL CLUTCH & BRAKE INC. | | | | | | | |
| 1469 PO-181425 | 01/11/2018 | 1490340 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 332.64 | 332.64 |
| 1469 PO-181425 | 01/11/2018 | 1490023 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 163.05 | 163.05 |
| 1469 PO-181425 | 01/11/2018 | 1490546 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 341.84 | 341.84 |
| 1469 PO-181425 | 01/11/2018 | 1490023 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 163.05 | 163.05 |
| 1469 PO-181425 | 01/11/2018 | 1490569 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN M | -332.64 | -332.64 |
| 1469 PO-181425 | 01/11/2018 | 1489179 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN M | -884.84 | -884.84 |
| 1469 PO-181425 | 01/11/2018 | 1487693 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 31.03 | 31.03 |
| 1469 PO-181425 | 01/11/2018 | 1490548 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 115.83 | 115.83 |
| 1469 PO-181425 | 01/11/2018 | 1487674 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 1,980.29 | 1,980.29 |
| TOTAL PAYMENT AMOUNT | | | | | | | 1,910.25 * | 1,910.25 |
| 016081/00 | CARS+ -THE ORGANIZATION FOR | | | | | | | |
| 1526 PO-181505 | 01/11/2018 | 2017-50 | | 1 | 01-6500-0-5200-102-5001-2700-002-000 | NN F | 4,185.00 | 4,185.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 4,185.00 * | 4,185.00 |
| 014449/00 | CENTER HIGH SCHOOL STUDENT | | | | | | | |
| 1483 PO-181443 | 01/11/2018 | STAFF BREAKFAST | | 1 | 01-0000-0-5800-472-0000-2700-014-000 | NN F | 600.00 | 600.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 600.00 * | 600.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|-------------------------------|----------------|---|------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 010407/00 | CENTER UNIFIED REVOLVING FUND | | | | | | |
| 1520 PO-181462 | 01/11/2018 | 4225 | 1 01-0000-0-9552-000-0000-0000-000-000 NN F | | | 270.00 | 270.00 |
| | | | TOTAL PAYMENT AMOUNT | 270.00 * | | | 270.00 |
| 020462/00 | CHHANG, VANRITH | | | | | | |
| 1475 PO-181438 | 01/11/2018 | TRAVEL EXPENSE | 1 01-0000-0-5200-472-0000-2700-014-000 NN F | | | 798.86 | 798.86 |
| | | | TOTAL PAYMENT AMOUNT | 798.86 * | | | 798.86 |
| 013928/00 | CINTAS LOCATION 622 | | | | | | |
| 108 PO-180057 | 01/11/2018 | 622848710 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.68 | 8.68 |
| 108 PO-180057 | 01/11/2018 | 622848705 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.88 | 8.88 |
| 108 PO-180057 | 01/11/2018 | 622848706 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 5.83 | 5.83 |
| 108 PO-180057 | 01/11/2018 | 622848707 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 55.40 | 55.40 |
| 108 PO-180057 | 01/11/2018 | 622848708 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 16.81 | 16.81 |
| 108 PO-180057 | 01/11/2018 | 622848709 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.68 | 8.68 |
| 108 PO-180057 | 01/11/2018 | 622848711 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 18.59 | 18.59 |
| 108 PO-180057 | 01/11/2018 | 622848712 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 48.25 | 48.25 |
| | | | TOTAL PAYMENT AMOUNT | 171.12 * | | | 171.12 |
| 015979/00 | CLARCO, LAURIE | | | | | | |
| 1509 PO-181466 | 01/11/2018 | 103117 | 1 01-4035-0-5800-103-1110-1000-019-000 NY F | | | 1,000.00 | 1,000.00 |
| | | | TOTAL PAYMENT AMOUNT | 1,000.00 * | | | 1,000.00 |
| 015699/00 | CLARK SECURITY PRODUCTS | | | | | | |
| 20 PO-180020 | 01/11/2018 | 32.56 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 32.56 | 32.56 |
| | | | TOTAL PAYMENT AMOUNT | 32.56 * | | | 32.56 |
| 021813/00 | CONSOLIDATED COMMUNICATIONS | | | | | | |
| 32 PO-180031 | 01/11/2018 | 916-773-4131/0 | 2 01-0000-0-5930-106-0000-8110-007-000 NN P | | | 893.70 | 893.70 |
| | | | TOTAL PAYMENT AMOUNT | 893.70 * | | | 893.70 |

081 CENTER UNIFIED SCHOOL DISTRICT J5996
1-11-2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 01-11-17
FUND : 01 GENERAL FUND

APY500 L.00.12 01/11/18 09:59 PAGE 4
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| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|----------------|----------------------|--------------------------------------|-------------------------|----------|------------|
| Req Reference | Date | Description | FD RESO P | OBJE SIT | GOAL FUNC RES DEF T9MPS | | |
| 017023/00 | CROWE HORWATH LLP | [REDACTED] | | | | | |
| 1548 PO-181502 | 01/11/2018 | 745-2134872 | 1 | 01-0000-0-5800-105-0000-7190-005-000 | NN F | 4,500.00 | 4,500.00 |
| | | | TOTAL PAYMENT AMOUNT | | 4,500.00 * | | 4,500.00 |
| 014858/00 | DEASON, CRAIG | | | | | | |
| 1491 PO-181448 | 01/11/2018 | REIMB LUNCH | 1 | 01-0000-0-4300-106-0000-7200-007-000 | NN F | 320.14 | 320.14 |
| | | | TOTAL PAYMENT AMOUNT | | 320.14 * | | 320.14 |
| 019943/00 | DOCUMENT TRACKING SERVICES | | | | | | |
| 1510 PO-181474 | 01/11/2018 | T-958430013 | 1 | 01-0000-0-5800-103-4760-1000-019-740 | NN F | 108.21 | 108.21 |
| | | | TOTAL PAYMENT AMOUNT | | 108.21 * | | 108.21 |
| 018277/00 | EASTER SEAL SOCIETY OF CA. INC | | | | | | |
| 935 PO-180901 | 01/11/2018 | NOV17 | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN P | 3,675.00 | 3,675.00 |
| | | | TOTAL PAYMENT AMOUNT | | 3,675.00 * | | 3,675.00 |
| 016002/00 | EDGAR, SHERRY | | | | | | |
| 1485 PO-181455 | 01/11/2018 | REIMB SUPPLIES | 1 | 01-0000-0-4300-472-1550-1000-014-000 | NN F | 138.09 | 138.09 |
| | | | TOTAL PAYMENT AMOUNT | | 138.09 * | | 138.09 |
| 020587/00 | ELECTRIC GOLF CAR COMPANY INC | | | | | | |
| 456 PO-180418 | 01/11/2018 | 9206 | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 43.10 | 43.10 |
| 456 PO-180418 | 01/11/2018 | 9207 | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 177.79 | 177.79 |
| | | | TOTAL PAYMENT AMOUNT | | 220.89 * | | 220.89 |
| 011601/00 | GRIMES, PAMELA | [REDACTED] | | | | | |
| 1495 PO-181450 | 01/11/2018 | MILEAGE | 1 | 01-0000-0-5210-109-0000-3140-004-000 | NN F | 10.54 | 10.54 |
| | | | TOTAL PAYMENT AMOUNT | | 10.54 * | | 10.54 |

081 CENTER UNIFIED SCHOOL DISTRICT J5996
1-11-2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 01-11-17
FUND : 01 GENERAL FUND

APY500 L.00.12 01/11/18 09:59 PAGE 3
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| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|----------------------------|----------------------|--------------------|--------------------------------------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT | GOAL FUNC RES DEP T9MPS | | | |
| 021715/00 | HAMILTON, GRANT | | | | | | |
| 1428 PO-181429 | 01/11/2018 | REIMB SUPPLIES | 1 | 01-6300-0-4300-371-1110-1000-012-000 | NN F | 70.55 | 70.55 |
| 1428 PO-181429 | 01/11/2018 | REIMB LICENSE | 2 | 01-6300-0-5800-371-1110-1000-012-000 | NN F | 156.50 | 156.50 |
| | | TOTAL PAYMENT AMOUNT | | 227.05 * | | | 227.05 |
| 015360/00 | HENDERSEN, EMILY | | | | | | |
| 1503 PO-181483 | 01/11/2018 | travel expense | 1 | 01-0000-0-5200-472-0000-2700-014-000 | NN F | 614.12 | 614.12 |
| | | TOTAL PAYMENT AMOUNT | | 614.12 * | | | 614.12 |
| 017706/00 | HENNESSY, MARIA | | | | | | |
| 1502 PO-181482 | 01/08/2018 | travel expense | 1 | 01-0000-0-5200-472-0000-2700-014-000 | NN F | 389.42 | 389.42 |
| | | TOTAL PAYMENT AMOUNT | | 389.42 * | | | 389.42 |
| 010602/00 | HI-LINE ELECTRICAL & MECH | | | | | | |
| 42 PO-180039 | 01/11/2018 | 10589689 | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 496.02 | 496.02 |
| | | TOTAL PAYMENT AMOUNT | | 496.02 * | | | 496.02 |
| 017002/00 | HOME DEPOT CREDIT SERVICES | | | | | | |
| 347 PO-180331 | 01/09/2018 | 6035 3226 4903 3119 | 1 | 01-6387-0-4300-472-1110-1000-019-000 | NN P | 14.69 | 14.69 |
| | | TOTAL PAYMENT AMOUNT | | 14.69 * | | | 14.69 |
| 014507/00 | HORIZON DISTRIBUTORS | | | | | | |
| 386 PO-180361 | 01/11/2018 | 2A143877 | 1 | 01-0000-0-4300-106-0000-8110-007-000 | NN P | 515.72 | 515.72 |
| | | TOTAL PAYMENT AMOUNT | | 515.72 * | | | 515.72 |
| 022390/00 | HUGHEY, DODG | | | | | | |
| 1494 PO-181449 | 01/11/2018 | REIMB CLASS | 1 | 01-4035-0-5200-103-4760-1000-019-000 | NN F | 100.00 | 100.00 |
| | | TOTAL PAYMENT AMOUNT | | 100.00 * | | | 100.00 |

081 CENTER UNIFIED SCHOOL DISTRICT J5996
1-11-2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 01-11-17
FUND : 01 GENERAL FUND

APY500 L.00.12 01/11/18 09:59 PAGE 6
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| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-------------------------------|------------------|------------|---|---------|-------------|----------|------------|
| Req Reference | Date | | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 017603/00 | HUNT, CAROL | | | | | | | |
| 1565 PO-181511 | 01/11/2018 | REIMB COFFEE | | 1 01-0000-0-4300-101-0000-7150-002-000 NN F | | | 54.61 | 54.61 |
| TOTAL PAYMENT AMOUNT | | | | | | | 54.61 * | 54.61 |
| 017628/00 | HUNT, JOSHUA | | | | | | | |
| 1487 PO-181445 | 01/11/2018 | REIMB STAMP | | 1 01-0000-0-4300-101-0000-7150-002-000 NN F | | | 8.57 | 8.57 |
| TOTAL PAYMENT AMOUNT | | | | | | | 8.57 * | 8.57 |
| 018727/00 | JACKSON, JASON | | | | | | | |
| 1442 PO-181400 | 01/11/2018 | NOV MILEAGE | | 1 01-6500-0-5800-102-5770-3600-019-000 NN P | | | 15.43 | 15.43 |
| TOTAL PAYMENT AMOUNT | | | | | | | 15.43 * | 15.43 |
| 014645/00 | JOHNSON, KATIE | | | | | | | |
| 1463 PO-181433 | 01/11/2018 | MILEAGE | | 1 01-6520-0-5200-472-5770-1110-019-000 NN F | | | 11.88 | 11.88 |
| TOTAL PAYMENT AMOUNT | | | | | | | 11.88 * | 11.88 |
| 022208/00 | JONES, LINDA | | | | | | | |
| 1481 PO-181441 | 01/11/2018 | REIMB AWARDS | | 1 01-3010-0-4300-475-3200-1000-015-000 NN F | | | 19.18 | 19.18 |
| 1514 PO-181468 | 01/11/2018 | REIMB GIFT CARDS | | 1 01-3010-0-4300-475-3200-1000-015-000 NN F | | | 150.00 | 150.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 169.18 * | 169.18 |
| 020090/00 | JORDAN, MICHAEL | | | | | | | |
| 1516 PO-181476 | 01/11/2018 | REIMB TV | | 1 01-6500-0-4300-102-5750-1110-019-000 NN F | | | 111.60 | 111.60 |
| TOTAL PAYMENT AMOUNT | | | | | | | 111.60 * | 111.60 |
| 010609/00 | KELLY MOORE PAINT COMPANY INC | | | | | | | |
| 40 PO-180037 | 01/11/2018 | 203-00000279840 | | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 375.65 | 375.65 |
| 40 PO-180037 | 01/11/2018 | 203-00000279297 | | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 88.64 | 88.64 |
| TOTAL PAYMENT AMOUNT | | | | | | | 464.29 * | 464.29 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|--------------------------|----------------|---|--------------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 014909/00 | LANE, DOROTHY | | | | | | |
| 153 PO-180131 | 01/11/2018 | TRIP 1551 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 18.09 | 18.09 |
| 153 PO-180131 | 01/11/2018 | TRIP1516 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 8.13 | 8.13 |
| 153 PO-180131 | 01/11/2018 | 1517 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 14.48 | 14.48 |
| 153 PO-180131 | 01/11/2018 | 1526 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 21.31 | 21.31 |
| 153 PO-180131 | 01/11/2018 | 1595 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 9.67 | 8.34 |
| TOTAL PAYMENT AMOUNT | | | | 70.35 * | | | 70.35 |
| 014938/00 | LAST, RONDA | | | | | | |
| 1505 PO-181484 | 01/11/2018 | IEP ASSESSMENT | 1 01-6500-0-5800-102-5750-1180-019-000 NY F | | | 1,500.00 | 1,500.00 |
| TOTAL PAYMENT AMOUNT | | | | 1,500.00 * | | | 1,500.00 |
| 019175/00 | LAWSON PRODUCTS | | | | | | |
| 634 PO-180594 | 01/11/2018 | 9305208631 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 45.80 | 45.80 |
| TOTAL PAYMENT AMOUNT | | | | 45.80 * | | | 45.80 |
| 017899/00 | LAWSON, BECKY | | | | | | |
| 1471 PO-181436 | 01/11/2018 | MILEAGE | 1 01-0000-0-5210-103-0000-2110-019-000 N F | | | 23.54 | 23.54 |
| TOTAL PAYMENT AMOUNT | | | | 23.54 * | | | 23.54 |
| 016076/00 | LES SCHWAB TIRE CENTER | | | | | | |
| 140 PO-180109 | 01/11/2018 | 64300283831 | 2 01-0000-0-5800-112-0000-3600-007-000 NN F | | | 182.76 | 176.00 |
| TOTAL PAYMENT AMOUNT | | | | 176.00 * | | | 176.00 |
| 022335/00 | LOFTUS, MARK | | | | | | |
| 1486 PO-181456 | 01/11/2018 | REIMB RADIO | 1 01-0000-0-4300-472-1385-1000-014-000 NN F | | | 32.05 | 32.05 |
| TOTAL PAYMENT AMOUNT | | | | 32.05 * | | | 32.05 |
| 017726/00 | LOS ANGELES FREIGHTLINER | | | | | | |
| 598 PO-180561 | 01/11/2018 | BW07180 | 1 01-0000-0-6400-112-0000-3600-007-995 NN F | | | 140,589.39 | 140,589.39 |
| TOTAL PAYMENT AMOUNT | | | | 140,589.39 * | | | 140,589.39 |

| Vendor/Addr
Req Reference | Remit name
Date | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|------------------------------|--------------------------------|-----------------|------------|--------------|--------------------------------------|-------------------------|-------------|------------|
| | | | FD | RESO P | OBJE SIT | GOAL FUNC RES DEP T9MPS | | |
| ----- | | | | | | | | |
| 017726/02 | LOS ANGELES | FREIGHTLINER | | | | | | |
| 36 PO-180033 | 01/11/2018 | XA-410000604:01 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 48.93 | 48.93 |
| 36 PO-180033 | 01/11/2018 | XA-410000607 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 79.69 | 79.69 |
| 36 PO-180033 | 01/11/2018 | XA-410000135:01 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 170.49 | 170.49 |
| 36 PO-180033 | 01/11/2018 | XA-41000483:01 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 70.89 | 70.89 |
| 36 PO-180033 | 01/11/2018 | XA-410001232:01 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 371.90 | 371.90 |
| 36 PO-180033 | 01/11/2018 | BN92179 | | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 57.25 | 57.25 |
| TOTAL PAYMENT AMOUNT | | | | | | | 799.15 * | 799.15 |
| | | | | | | | | |
| 022230/00 | MANAGED HEALTH NETWORK | | | | | | | |
| 325 PO-180288 | 01/11/2018 | PRM-017679 | | 1 | 01-0000-0-3401-100-1110-1000-000-000 | NN P | 983.06 | 983.06 |
| TOTAL PAYMENT AMOUNT | | | | | | | 983.06 * | 983.06 |
| | | | | | | | | |
| 019087/00 | MCCARTY, MELADEE | | | | | | | |
| 1258 PO-181221 | 01/11/2018 | 12/17 | | 1 | 01-6500-0-5800-102-5750-1180-002-000 | NY F | 1,500.00 | 1,500.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 1,500.00 * | 1,500.00 |
| | | | | | | | | |
| 016078/00 | MCGLAUGHLIN, DONNA | | | | | | | |
| 818 PO-180783 | 01/11/2018 | DEC-17 | | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NY P | 1,395.00 | 1,395.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 1,395.00 * | 1,395.00 |
| | | | | | | | | |
| 020602/00 | MCGRAW HILL SCHOOL EDUCATION | | | | | | | |
| 1316 PO-181367 | 01/11/2018 | 100725694001 | | 1 | 01-0037-0-4100-103-1110-1000-019-000 | NN F | 53,072.32 | 53,319.21 |
| TOTAL PAYMENT AMOUNT | | | | | | | 53,319.21 * | 53,319.21 |
| | | | | | | | | |
| 010563/00 | MHL ENTERPRISES | | | | | | | |
| 1511 PO-181475 | 01/11/2018 | 12/1-12/31 | | 1 | 01-0000-0-6290-106-0000-8500-007-995 | NY P | 807.50 | 807.50 |
| TOTAL PAYMENT AMOUNT | | | | | | | 807.50 * | 807.50 |
| | | | | | | | | |
| 016087/00 | MICHAEL'S TRANSPORTATION SERV. | | | | | | | |
| 555 PO-180518 | 01/11/2018 | 99755 | | 1 | 01-0000-0-5800-112-0000-3600-007-000 | NN P | 5,882.50 | 5,882.50 |
| 555 PO-180518 | 01/11/2018 | 100819 | | 1 | 01-0000-0-5800-112-0000-3600-007-000 | NN P | 6,075.00 | 6,075.00 |
| 555 PO-180518 | 01/11/2018 | 100708 | | 1 | 01-0000-0-5800-112-0000-3600-007-000 | NN P | 7,290.00 | 7,290.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 19,247.50 * | 19,247.50 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|--------------------------------|-------------|--------------|----------|---|------------|------------|
| Req Reference | Date | Description | FD RESO P | OBJE SIT | GOAL FUNC RES DEP T9MPS | | |
| 021058/00 | MULDOON, CARRIE | | | | | | |
| 1454 | PO-181432 | 01/11/2018 | MILEAGE | 1 | 01-0000-0-5200-472-1110-1000-014-000 NN F | 18.08 | 18.08 |
| | | | | | TOTAL PAYMENT AMOUNT | 18.08 * | 18.08 |
| 017315/00 | NAPA AUTO PARTS - GENUINE AUTO | | | | | | |
| 17 | PO-180017 | 01/11/2018 | 1850 | 1 | 01-0000-0-4300-112-0000-3600-007-000 NN P | 171.22 | 171.22 |
| | | | | | TOTAL PAYMENT AMOUNT | 171.22 * | 171.22 |
| 015787/00 | O'REILLY AUTO PARTS | | | | | | |
| 16 | PO-180016 | 01/11/2018 | 1333147 | 1 | 01-0000-0-4300-112-0000-3600-007-000 NN P | 1,225.03 | 1,225.03 |
| | | | | | TOTAL PAYMENT AMOUNT | 1,225.03 * | 1,225.03 |
| 017576/00 | OFFICE DEPOT | | | | | | |
| 1343 | PO-181312 | 01/11/2018 | 985910500001 | 1 | 01-6500-0-4300-102-5001-2700-019-000 NN P | 66.96 | 66.96 |
| 1343 | PO-181312 | 01/11/2018 | 985910500002 | 1 | 01-6500-0-4300-102-5001-2700-019-000 NN F | 10.65 | 10.66 |
| 1372 | PO-181350 | 01/11/2018 | 987936195001 | 1 | 01-6300-0-4300-371-1110-1000-012-000 NN F | 120.81 | 120.55 |
| 1418 | PO-181379 | 01/11/2018 | 988798381001 | 1 | 01-5640-0-4300-601-1369-1000-017-079 NN P | 15.40 | 15.40 |
| 1418 | PO-181379 | 01/11/2018 | 988798380001 | 1 | 01-5640-0-4300-601-1369-1000-017-079 NN P | 6.02 | 6.02 |
| 1418 | PO-181379 | 01/11/2018 | 988798381001 | 1 | 01-5640-0-4300-601-1369-1000-017-079 NN P | 5.33 | 5.33 |
| 1418 | PO-181379 | 01/11/2018 | 988798378001 | 1 | 01-5640-0-4300-601-1369-1000-017-079 NN F | 303.43 | 303.42 |
| 1427 | PO-181387 | 01/11/2018 | 988781593001 | 1 | 01-0000-0-4300-371-0000-2700-012-000 NN F | 133.47 | 132.86 |
| | | | | | TOTAL PAYMENT AMOUNT | 661.20 * | 661.20 |
| 021752/00 | PACIFIC POWER & SYSTEMS INC | | | | | | |
| 1498 | PO-181464 | 01/11/2018 | 005759 | 1 | 01-8150-0-4300-106-0000-8110-007-000 NN F | 1,930.00 | 1,930.00 |
| 1498 | PO-181464 | 01/11/2018 | 005759 | 2 | 01-8150-0-5600-106-0000-8110-007-000 NN F | 1,000.00 | 1,000.00 |
| | | | | | TOTAL PAYMENT AMOUNT | 2,930.00 * | 2,930.00 |
| 020192/00 | PITNEY BOWES INC | | | | | | |
| 1460 | PO-181415 | 01/11/2018 | 1006098159 | 1 | 01-0000-0-4300-105-0000-7200-005-000 NN F | 461.92 | 461.92 |
| | | | | | TOTAL PAYMENT AMOUNT | 461.92 * | 461.92 |

| Vendor/Addr
Req Reference | Remit name
Date | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount | | | | |
|------------------------------|----------------------------|---------------------|------------|--------------|--------------------------------------|-------------|----------|------------|------|-----|-----|-------|
| | | | FD | RESO | P | OBJE | SIT | GOAL | FUNC | RES | DEP | T9MPS |
| 020169/00 | PITZNER, JOSEPH | | | | | | | | | | | |
| 1492 PO-181472 | 01/11/2018 | MILEAGE | | 1 | 01-0000-0-5210-106-0000-8300-007-000 | NN F | 8.03 | 8.03 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 8.03 * | 8.03 | | | | |
| 019460/00 | PLACER COUNTY OFFICE OF ED | | | | | | | | | | | |
| 690 PO-180659 | 01/11/2018 | AR18-00910 | | 1 | 01-4035-0-5200-103-0000-2100-019-000 | NN P | 400.00 | 400.00 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 400.00 * | 400.00 | | | | |
| 014069/00 | PLATT ELECTRIC SUPPLY INC | | | | | | | | | | | |
| 12 PO-180012 | 01/11/2018 | Z23016 | | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 775.71 | 775.71 | | | | |
| 12 PO-180012 | 01/11/2018 | P286439 | | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 53.86 | 53.86 | | | | |
| 12 PO-180012 | 01/11/2018 | P289072 | | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 53.86 | 53.86 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 883.43 * | 883.43 | | | | |
| 014974/00 | PLUMMER, RENEE | | | | | | | | | | | |
| 1559 PO-181509 | 01/11/2018 | 712 | | 1 | 01-0000-0-5800-112-0000-3600-007-000 | NN P | 275.00 | 275.00 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 275.00 * | 275.00 | | | | |
| 021401/00 | PRACTI-CAL INC | | | | | | | | | | | |
| 1482 PO-181442 | 01/11/2018 | 339425 | | 1 | 01-5640-0-5800-109-0000-3140-017-000 | NN F | 366.98 | 366.98 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 366.98 * | 366.98 | | | | |
| 015869/00 | PRASKOVIYA, GERGI | | | | | | | | | | | |
| 1478 PO-181463 | 01/11/2018 | OCT,NOV,DEC MILEAGE | | 1 | 01-6500-0-5800-102-5770-3600-019-000 | NN P | 967.50 | 967.50 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 967.50 * | 967.50 | | | | |
| 017736/00 | PRICE, KAREN | | | | | | | | | | | |
| 1466 PO-181434 | 01/09/2018 | NOV-DEC MILEAGE | | 1 | 01-0000-0-5210-103-1110-1004-019-000 | NN P | 27.40 | 27.40 | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 27.40 * | 27.40 | | | | |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|-----------------|---|------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 019976/00 | RAMIREZ, TRACY LAFAY | | | | | | |
| 760 PO-180731 | 01/11/2018 | NOV-DEC MILEAGE | 1 01-6500-0-5210-102-5060-2110-019-000 NN P | | | 79.45 | 79.45 |
| | | | TOTAL PAYMENT AMOUNT | 79.45 * | | | 79.45 |
| | | | | | | | |
| 011238/00 | RELIABLE TIRE | | | | | | |
| 45 PO-180042 | 01/11/2018 | 157725 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 307.56 | 307.56 |
| 45 PO-180042 | 01/11/2018 | 158156 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 1,265.76 | 1,265.76 |
| 1489 PO-181447 | 01/11/2018 | 157837 | 1 01-0000-0-4300-112-0000-3600-007-000 NN F | | | 12.96 | 12.96 |
| 1489 PO-181447 | 01/11/2018 | 157837 | 2 01-0000-0-5600-112-0000-3600-007-000 NN F | | | 84.00 | 84.00 |
| | | | TOTAL PAYMENT AMOUNT | 1,670.28 * | | | 1,670.28 |
| | | | | | | | |
| 010552/00 | SAC VAL JANITORIAL | | | | | | |
| 788 PO-180748 | 01/11/2018 | 10273480 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 911.57 | 911.57 |
| | | | TOTAL PAYMENT AMOUNT | 911.57 * | | | 911.57 |
| | | | | | | | |
| 014870/00 | SACRAMENTO COUNTY OFFICE OF | | | | | | |
| 1406 PO-181418 | 01/11/2018 | 181212 | 1 01-3010-0-5200-103-0000-2700-019-822 NN F | | | 4,000.00 | 4,000.00 |
| | | | TOTAL PAYMENT AMOUNT | 4,000.00 * | | | 4,000.00 |
| | | | | | | | |
| 022122/00 | SACRAMENTO COUNTY OFFICE OF ED | | | | | | |
| 1517 PO-181485 | 01/11/2018 | C. MULDOON | 1 01-0000-0-5200-472-1110-1000-014-000 NN F | | | 500.00 | 500.00 |
| | | | TOTAL PAYMENT AMOUNT | 500.00 * | | | 500.00 |
| | | | | | | | |
| 022398/00 | SACRAMENTO COUNTY OFFICE OF ED | | | | | | |
| 736 PO-180702 | 01/11/2018 | 181145 | 1 01-0000-0-5800-103-1110-1000-019-916 NN F | | | 600.00 | 600.00 |
| | | | TOTAL PAYMENT AMOUNT | 600.00 * | | | 600.00 |
| | | | | | | | |
| 010266/00 | SACRAMENTO COUNTY UTILITIES | | | | | | |
| 21 PO-180021 | 01/11/2018 | 50000878546 | 1 01-0000-0-5520-106-0000-8110-007-000 N P | | | 724.93 | 724.93 |
| 21 PO-180021 | 01/11/2018 | 50006974207 | 1 01-0000-0-5520-106-0000-8110-007-000 N P | | | 1,764.86 | 1,764.86 |
| 21 PO-180021 | 01/11/2018 | 50000878608 | 1 01-0000-0-5520-106-0000-8110-007-000 N P | | | 309.41 | 309.41 |
| | | | TOTAL PAYMENT AMOUNT | 2,799.20 * | | | 2,799.20 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-------------------------------|-----------------|--------------|--------------------------------------|-------------------------|-------------|------------|
| Req Reference | Date | Description | FD RESO P | OBJE SIT | GOAL FUNC RES DEP T9MPS | | |
| 016337/00 | SAECHAO, MUANG | | | | | | |
| 1474 PO-181437 | 01/11/2018 | OCT-NOV MILEAGE | 1 | 01-6500-0-5800-102-5770-3600-019-000 | NN P | 435.49 | 435.49 |
| TOTAL PAYMENT AMOUNT | | | | | | 435.49 * | 435.49 |
| 017150/00 | SCHOOL PSYCHOLOGY ASSOCIATION | | | | | | |
| 1401 PO-181417 | 01/11/2018 | INV 8 | 1 | 01-6500-0-5200-102-5001-3120-019-000 | NN F | 435.00 | 435.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 435.00 * | 435.00 |
| 010373/00 | SCHOOLS INSURANCE AUTHORITY | | | | | | |
| 255 PO-180209 | 01/11/2018 | 2018 UST-KAM.14 | 1 | 01-0000-0-5800-112-0000-3600-007-000 | NN P | 150.00 | 150.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 150.00 * | 150.00 |
| 011500/00 | SCHOOLS INSURANCE AUTHORITY | | | | | | |
| FV-180039 | 01/11/2018 | JANUARY 2018 | | 01-0000-0-9552-000-0000-0000-000-000 | NN | | 50,820.57 |
| TOTAL PAYMENT AMOUNT | | | | | | 50,820.57 * | 50,820.57 |
| 017106/00 | SCHOOLS INSURANCE AUTHORITY | | | | | | |
| FV-180038 | 01/09/2018 | JANUARY 2018 | | 01-0000-0-9552-000-0000-0000-000-000 | NN | | 10,077.26 |
| TOTAL PAYMENT AMOUNT | | | | | | 10,077.26 * | 10,077.26 |
| 020811/00 | SHRED-IT USA LLC | | | | | | |
| 73 PO-180049 | 01/11/2018 | 8123759015 | 1 | 01-0000-0-5800-472-0000-2700-014-000 | NN P | 38.57 | 38.57 |
| TOTAL PAYMENT AMOUNT | | | | | | 38.57 * | 38.57 |
| 014988/00 | SPORE, PATRICIA | | | | | | |
| 1472 PO-181470 | 01/11/2018 | REIMB PIZZA | 1 | 01-0000-0-4300-238-1110-1000-010-000 | NN F | 64.40 | 64.40 |
| TOTAL PAYMENT AMOUNT | | | | | | 64.40 * | 64.40 |
| 020252/00 | STAPLES BUSINESS ADVANTAGE | | | | | | |
| 1295 PO-181261 | 01/11/2018 | 3360801400 | 1 | 01-0000-0-4300-472-1260-1000-014-000 | NN P | 393.77 | 393.77 |
| 1295 PO-181261 | 01/11/2018 | 3361764277 | 1 | 01-0000-0-4300-472-1260-1000-014-000 | NN F | 17.01 | 17.01 |
| TOTAL PAYMENT AMOUNT | | | | | | 410.78 * | 410.78 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|--------------------------------|---------------------|---|---------|---------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 018194/00 | SUNRISE PARK & RECREATION DIST | | | | | | |
| 1453 PO-181431 | 01/11/2018 | 2287 | 1 01-0076-0-5800-472-1110-4200-014-000 N F | | | 110.00 | 110.00 |
| TOTAL PAYMENT AMOUNT | | | | | 110.00 * | | 110.00 |
| | | | | | | | |
| 010139/00 | TROXELL COMMUNICATIONS INC | | | | | | |
| 1226 PO-181183 | 01/11/2018 | 989936 | 1 01-4203-0-4400-103-4760-1000-019-000 NN P | | | 780.00 | 780.00 |
| 1226 PO-181183 | 01/11/2018 | 991390 | 1 01-4203-0-4400-103-4760-1000-019-000 NN P | | | 838.30 | 838.30 |
| 1226 PO-181183 | 01/11/2018 | 989450 | 1 01-4203-0-4400-103-4760-1000-019-000 NN F | | | 6,453.37 | 6,453.38 |
| TOTAL PAYMENT AMOUNT | | | | | 8,071.68 * | | 8,071.68 |
| | | | | | | | |
| 010843/00 | WILCO SUPPLY | | | | | | |
| 160 PO-180125 | 01/11/2018 | 9065836-00 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 47.25 | 47.25 |
| TOTAL PAYMENT AMOUNT | | | | | 47.25 * | | 47.25 |
| | | | | | | | |
| 022348/00 | WILSON, SHERRY | | | | | | |
| 881 PO-180838 | 01/09/2018 | TRIP 1532,1476,1560 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 45.74 | 45.74 |
| TOTAL PAYMENT AMOUNT | | | | | 45.74 * | | 45.74 |
| TOTAL FUND PAYMENT | | | | | 361,421.10 ** | | 361,421.10 |

081 CENTER UNIFIED SCHOOL DISTRICT J5996
1-11-2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 01-11-17
FUND : 11 ADULT EDUCATION FUND

APY500 L.00.12 01/11/18 09:59 PAGE 14
<< Open >>

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|----------------------------|----------------------|---|-------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 016494/00 | ANDERSON, ORRIN | | | | | | |
| 1484 PO-181444 | 01/11/2018 | REIMB SUPPLIES | 1 11-3926-0-4300-600-4130-1000-015-000 NN P | | | 247.67 | 247.67 |
| | | TOTAL PAYMENT AMOUNT | | 247.67 * | | | 247.67 |
| 015627/00 | HOME DEPOT CREDIT SERVICES | | | | | | |
| 1013 PO-180986 | 01/11/2018 | 6035-3220-2438-2776 | 1 11-3926-0-4300-600-4130-1000-015-000 NN P | | | 272.95 | 272.95 |
| | | TOTAL PAYMENT AMOUNT | | 272.95 * | | | 272.95 |
| 018783/00 | ROCKLER | | | | | | |
| 1179 PO-181135 | 01/11/2018 | 4885926 | 1 11-3926-0-4300-600-4130-1000-015-000 NN P | | | 323.04 | 352.32 |
| 1179 PO-181135 | 01/11/2018 | 4890704 | 2 11-3926-0-4400-600-4130-1000-015-000 NN P | | | 1,399.68 | 1,399.68 |
| | | TOTAL PAYMENT AMOUNT | | 1,752.00 * | | 1,399.68 | 1,752.00 |
| | | TOTAL FUND PAYMENT | | 2,272.62 ** | | | 2,272.62 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|------------------------|-----------------|---|------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RRS DEP T9MPS | | | | |
| ----- | | | | | | | |
| 011205/00 | CULTURE SHOCK YOGURT | | | | | | |
| 181 PO-180172 | 01/11/2018 | 5866 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 144.45 | 144.45 |
| | | | TOTAL PAYMENT AMOUNT | 144.45 * | | | 144.45 |
| | | | | | | | |
| 011602/00 | DANIELSEN CO., THE | | | | | | |
| 78 PO-180050 | 01/11/2018 | 152327 | 1 13-5310-0-4700-108-0000-3700-007-000 N P | | | 1,422.10 | 1,422.10 |
| 78 PO-180050 | 01/11/2018 | 152402 | 1 13-5310-0-4700-108-0000-3700-007-000 N M | | | -14.58 | -14.58 |
| 78 PO-180050 | 01/11/2018 | 152327 | 2 13-5310-0-4300-108-0000-3700-007-000 N P | | | 8.00 | 8.00 |
| | | | TOTAL PAYMENT AMOUNT | 1,415.52 * | | | 1,415.52 |
| | | | | | | | |
| 017051/00 | DAVIS, LAURA | | | | | | |
| 194 PO-180181 | 01/11/2018 | NOV-DEC MILEAGE | 1 13-5310-0-5210-108-0000-3700-007-000 NN P | | | 103.15 | 103.15 |
| | | | TOTAL PAYMENT AMOUNT | 103.15 * | | | 103.15 |
| | | | | | | | |
| 016965/00 | ECOLAB FOOD SAFETY | | | | | | |
| 1500 PO-181454 | 01/11/2018 | 7879142 | 1 13-5310-0-4300-108-0000-3700-007-000 NN F | | | 2,825.83 | 2,825.83 |
| | | | TOTAL PAYMENT AMOUNT | 2,825.83 * | | | 2,825.83 |
| | | | | | | | |
| 019558/00 | GIOVANI LOPEZ-PALACIOS | | | | | | |
| 1499 PO-181453 | 01/11/2018 | REFUND | 1 13-5310-0-8634-000-0000-0000-000 NN F | | | 94.50 | 94.50 |
| | | | TOTAL PAYMENT AMOUNT | 94.50 * | | | 94.50 |
| | | | | | | | |
| 021080/00 | GOLD STAR FOODS INC | | | | | | |
| 81 PO-180053 | 01/11/2018 | 2250456 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 7,553.89 | 7,553.89 |
| 81 PO-180053 | 01/11/2018 | 2252202 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 67.30 | 67.30 |
| | | | TOTAL PAYMENT AMOUNT | 7,621.19 * | | | 7,621.19 |
| | | | | | | | |
| 014098/00 | JEW, JEANNENE | | | | | | |
| 195 PO-180182 | 01/11/2018 | NOV-DEC MILEAGE | 1 13-5310-0-5210-108-0000-3700-007-000 NN P | | | 32.69 | 32.69 |
| | | | TOTAL PAYMENT AMOUNT | 32.69 * | | | 32.69 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|-------------------------------|--------------|---|------------|--------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 015276/00 | PREMIER FOOD SAFETY | | | | | | |
| 1524 PO-181481 | 01/11/2018 | CONF 3471997 | 1 13-5310-0-5200-108-0000-3700-007-000 NN F | | | 139.00 | 139.00 |
| | | | TOTAL PAYMENT AMOUNT | 139.00 * | | | 139.00 |
| | | | | | | | |
| 019993/00 | PROPACIFIC FRESH | | | | | | |
| 82 PO-180054 | 01/11/2018 | 65956 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 27.95 | 27.95 |
| 82 PO-180054 | 01/11/2018 | 61169 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 1,149.23 | 1,149.23 |
| 82 PO-180054 | 01/11/2018 | 62230 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 1,039.91 | 1,039.91 |
| 82 PO-180054 | 01/11/2018 | 61883 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 553.95 | 553.95 |
| 82 PO-180054 | 01/11/2018 | 61188 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 1,114.21 | 1,114.21 |
| 82 PO-180054 | 01/11/2018 | 60507 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 1,262.48 | 1,262.48 |
| 82 PO-180054 | 01/11/2018 | 60270 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 1,826.44 | 1,826.44 |
| | | | TOTAL PAYMENT AMOUNT | 6,974.17 * | | | 6,974.17 |
| | | | | | | | |
| 021194/00 | PRUDENTIAL OVERALL SUPPLY INC | | | | | | |
| 113 PO-180097 | 01/11/2018 | 180295212 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| 113 PO-180097 | 01/11/2018 | 180296346 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| 113 PO-180097 | 01/11/2018 | 180296922 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| | | | TOTAL PAYMENT AMOUNT | 233.25 * | | | 233.25 |
| | | | | | | | |
| 016043/00 | SHELTONS UNLIMITED MECHANICAL | | | | | | |
| 187 PO-180174 | 01/11/2018 | 18-JAN PM | 1 13-5310-0-5600-108-0000-3700-007-000 NN P | | | 2,040.00 | 2,040.00 |
| | | | TOTAL PAYMENT AMOUNT | 2,040.00 * | | | 2,040.00 |
| | | | | | | | |
| | | | TOTAL FUND | PAYMENT | 21,623.75 ** | | 21,623.75 |

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|-----------------------------|--------------------|------------|---|---------|-------------|-----------|------------|
| Req Reference | Date | | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 019750/00 | CAPITAL PROGRAM MGMT INC | | | | | | | |
| | PO-170807 | 01/11/2018 #17 | | 1 21-0000-0-5800-106-9175-8100-007-000 NN F | | | 5,234.44 | 5,234.44 |
| 1334 | PO-181296 | 01/11/2018 #17 | | 1 21-0000-0-5800-106-0000-8500-007-000 NN P | | | 39,058.44 | 39,058.44 |
| | | | | TOTAL PAYMENT AMOUNT | | | | 44,292.88 |
| | | | | | | | | 44,292.88 |
| 014533/00 | SCHOOL FACILITY CONSULTANTS | | | | | | | |
| | 890 PO-180843 | 01/11/2018 0011298 | | 1 21-0000-0-6200-106-0000-8500-007-000 NN P | | | 333.75 | 333.75 |
| | | | | TOTAL PAYMENT AMOUNT | | | | 333.75 |
| | | | | | | | | 333.75 |
| | | | | TOTAL FUND PAYMENT | | | | 44,626.63 |
| | | | | | | | | 44,626.63 |
| | | | | TOTAL BATCH PAYMENT | | | 0.00 | 429,944.10 |
| | | | | | | | | 429,944.10 |
| | | | | TOTAL DISTRICT PAYMENT | | | 0.00 | 429,944.10 |
| | | | | | | | | 429,944.10 |
| | | | | TOTAL FOR ALL DISTRICTS: | | | 0.00 | 429,944.10 |
| | | | | | | | | 429,944.10 |

Number of checks to be printed: 102, not counting voids due to stub overflows.

Batch status: A All

From batch: 0035

To batch: 0035

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount | |
|----------------------|-------------------------------|-------------|-----------------|---------------|--------------------------------------|---------|------------|----------|
| Req Reference | Date | Description | FD RESO P OBJE | SIT GOAL FUNC | RES DEP T9MPS | | | |
| ----- | | | | | | | | |
| 010669/00 | ALHAMBRA & SIERRA SPRINGS | | | | | | | |
| 24 | PO-180024 | 01/16/2018 | 270474781257 | 1 | 01-0000-0-4300-112-0000-3600-007-000 | NN P | 27.90 | 27.90 |
| 24 | PO-180024 | 01/18/2018 | 270474781257 | 2 | 01-0000-0-5600-112-0000-3600-007-000 | NN P | 7.50 | 7.50 |
| 25 | PO-180025 | 01/18/2018 | 27053384782453 | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 33.89 | 33.89 |
| 25 | PO-180025 | 01/18/2018 | 27053384782453 | 2 | 01-8150-0-5600-106-0000-8110-007-000 | NN P | 30.00 | 30.00 |
| 425 | PO-180393 | 01/18/2018 | 27050334781839 | 2 | 01-0000-0-5600-475-3200-2700-015-740 | NN P | 7.50 | 7.50 |
| 425 | PO-180393 | 01/18/2018 | 27050334781839 | 1 | 01-0000-0-4300-475-3200-2700-015-740 | NN P | 15.92 | 15.92 |
| 502 | PO-180459 | 01/18/2018 | 27045104780794 | 2 | 01-0000-0-5600-110-0000-7200-004-000 | NN P | 7.50 | 7.50 |
| 502 | PO-180459 | 01/16/2018 | 27045104780794 | 1 | 01-0000-0-4300-110-0000-7200-004-000 | NN P | 28.38 | 28.38 |
| TOTAL PAYMENT AMOUNT | | | | | | | 158.59 * | 158.59 |
| | | | | | | | | |
| 019533/00 | ALL PRO BACKFLOW INC | | | | | | | |
| 1579 | PO-181525 | 01/18/2018 | 17-1285,17-1299 | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN F | 1,891.25 | 1,891.25 |
| 1579 | PO-181525 | 01/18/2018 | 17-1209,171224 | 2 | 01-8150-0-5600-106-0000-8110-007-000 | NN F | 360.00 | 360.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 2,251.25 * | 2,251.25 |
| | | | | | | | | |
| 018900/00 | AMERICAN TIME & SIGNAL CO. | | | | | | | |
| 1457 | PO-181413 | 01/18/2018 | 792616 | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN P | 404.77 | 404.77 |
| TOTAL PAYMENT AMOUNT | | | | | | | 404.77 * | 404.77 |
| | | | | | | | | |
| 016075/00 | ANWAR, SHAHNAZ | | | | | | | |
| 1594 | PO-181541 | 01/17/2018 | travel expense | 1 | 01-0000-0-5200-371-1110-1000-012-605 | NN F | 39.91 | 39.91 |
| TOTAL PAYMENT AMOUNT | | | | | | | 39.91 * | 39.91 |
| | | | | | | | | |
| 010564/00 | APPLE COMPUTER | | | | | | | |
| 1490 | PO-181428 | 01/17/2018 | 6713932898 | 1 | 01-6500-0-4400-102-5750-1110-019-000 | NN F | 434.92 | 434.92 |
| TOTAL PAYMENT AMOUNT | | | | | | | 434.92 * | 434.92 |
| | | | | | | | | |
| 021097/00 | ASSOCIATED VALUATION SERVICES | | | | | | | |
| 215 | PO-180161 | 01/18/2018 | 5710 | 1 | 01-0000-0-5800-105-0000-7200-005-000 | NN P | 1,917.45 | 1,917.45 |
| 1447 | PO-181408 | 01/18/2018 | 5701 | 1 | 01-0000-0-5800-106-0000-8200-007-000 | NN F | 1,740.00 | 1,740.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 3,657.45 * | 3,657.45 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | | | |
|---------------|---------------------------|-------------|--|----------------------|--------------------------------------|---------|------------|----------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | Liq Amt | Net Amount | |
| ----- | | | | | | | | |
| 011481/00 | AT&T | | | | | | | |
| 521 | PO-180480 | 01/17/2018 | 9391028109 | | | | | |
| | | | | 1 | 01-0000-0-5930-106-0000-8110-007-000 | NN P | 5,359.67 | 5,359.67 |
| | | | | TOTAL PAYMENT AMOUNT | | | 5,359.67 * | 5,359.67 |
| | | | | | | | | |
| 021604/00 | ATLAS DISPOSAL INDUSTRIES | | | | | | | |
| 27 | PO-180026 | 01/17/2018 | 1031 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 181.61 | 181.61 |
| 27 | PO-180026 | 01/17/2018 | 149397 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 531.20 | 531.20 |
| 27 | PO-180026 | 01/17/2018 | 149398 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 1,305.27 | 1,305.27 |
| 27 | PO-180026 | 01/17/2018 | 149399 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 643.50 | 643.50 |
| 27 | PO-180026 | 01/17/2018 | 149400 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 260.53 | 260.53 |
| 27 | PO-180026 | 01/17/2018 | 149401 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 204.92 | 204.92 |
| 27 | PO-180026 | 01/17/2018 | 149402 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 409.42 | 409.42 |
| 27 | PO-180026 | 01/17/2018 | 149403 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 430.54 | 430.54 |
| 27 | PO-180026 | 01/17/2018 | 149404 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 81.23 | 81.23 |
| 27 | PO-180026 | 01/17/2018 | 189538 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 275.84 | 275.84 |
| 27 | PO-180026 | 01/17/2018 | 1032 | 1 | 01-0000-0-5525-106-0000-8110-007-000 | NN P | 323.67 | 323.67 |
| | | | | TOTAL PAYMENT AMOUNT | | | 4,647.73 * | 4,647.73 |
| | | | | | | | | |
| 019504/00 | B & H PHOTO-VIDEO | | | | | | | |
| 1392 | PO-181355 | 01/18/2018 | 136334879 | 1 | 01-0000-0-4300-238-1110-1000-010-000 | YN F | 86.20 | 78.40 |
| 1407 | PO-181363 | 01/25/2018 | 714001940 | 2 | 01-1100-0-4400-236-1110-1000-009-995 | YN F | 3,229.26 | 3,000.00 |
| 1407 | PO-181363 | 01/18/2018 | 714001940 | 1 | 01-1100-0-4300-236-1110-1000-009-995 | YN F | 433.16 | 99.00 |
| 1436 | PO-181396 | 01/18/2018 | 136666094 | 1 | 01-4203-0-4400-103-4760-1000-019-000 | YN F | 537.67 | 499.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | 3,676.40 * | 3,676.40 |
| | | | | TOTAL USE TAX AMOUNT | | | 284.92 | |
| | | | | | | | | |
| 021669/00 | BAIONI, RON | | | | | | | |
| 1571 | PO-181518 | 01/18/2018 | REIMB ADAPTER | 1 | 01-0000-0-4300-475-3200-2700-015-740 | NN F | 7.99 | 7.99 |
| | | | | TOTAL PAYMENT AMOUNT | | | 7.99 * | 7.99 |
| | | | | | | | | |
| 018309/00 | BRAIN POP LLC | | | | | | | |
| 1424 | PO-181385 | 01/18/2018 | US168452 | 1 | 01-3010-0-5800-371-1110-1000-012-000 | NN F | 1,795.00 | 1,795.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | 1,795.00 * | 1,795.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|----------------------------|-------------|---|----------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 011213/00 | BSN WEST/GSC | | | | | | |
| 864 PO-180854 | 01/18/2018 | 900566237 | 1 01-0000-0-4300-472-1550-1000-014-000 NN F | | | 523.95 | 523.96 |
| | | | TOTAL PAYMENT AMOUNT | 523.96 * | | | 523.96 |
| 016082/00 | CARMAZZI GLOBAL SOLUTIONS | | | | | | |
| 1550 PO-181515 | 01/18/2018 | 17-25134 | 1 01-0000-0-5800-103-4760-1000-019-740 NN F | | | 17.40 | 17.40 |
| | | | TOTAL PAYMENT AMOUNT | 17.40 * | | | 17.40 |
| 020305/00 | CDW GOVERNMENT INC. | | | | | | |
| 1434 PO-181403 | 01/17/2018 | LHQ3890 | 1 01-6500-0-4300-102-5750-1110-019-000 NN F | | | 7.97 | 7.97 |
| 1458 PO-181414 | 01/18/2018 | LCT0160 | 1 01-0000-0-4300-115-0000-7700-007-000 NN F | | | 20.10 | 20.10 |
| 1458 PO-181414 | 01/18/2018 | LCT0160 | 2 01-0000-0-4400-115-0000-7700-007-000 NN F | | | 662.01 | 662.02 |
| 1465 PO-181423 | 01/17/2018 | LHN3547 | 1 01-6500-0-4300-102-5770-1110-019-000 NN F | | | 110.27 | 110.27 |
| | | | TOTAL PAYMENT AMOUNT | 800.36 * | | | 800.36 |
| 013928/00 | CINTAS LOCATION 622 | | | | | | |
| 108 PO-180057 | 01/17/2018 | 622103970 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 55.40 | 55.40 |
| 108 PO-180057 | 01/17/2018 | 622103971 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.88 | 8.88 |
| 108 PO-180057 | 01/17/2018 | 622103971 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 16.81 | 16.81 |
| 108 PO-180057 | 01/17/2018 | 622103974 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 18.59 | 18.59 |
| | | | TOTAL PAYMENT AMOUNT | 99.68 * | | | 99.68 |
| 018180/00 | CITRUS HEIGHTS SAW & MOWER | | | | | | |
| 1209 PO-181162 | 01/17/2018 | 416971 | 1 01-0000-0-4300-106-0000-8110-007-000 NN P | | | 231.20 | 231.20 |
| 1209 PO-181162 | 01/17/2018 | 416900 | 1 01-0000-0-4300-106-0000-8110-007-000 NN P | | | 63.57 | 63.57 |
| | | | TOTAL PAYMENT AMOUNT | 294.77 * | | | 294.77 |
| 015699/00 | CLARK SECURITY PRODUCTS | | | | | | |
| 20 PO-180020 | 01/17/2018 | 22K242794 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 187.51 | 187.51 |
| 20 PO-180020 | 01/17/2018 | 22K242473 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 111.35 | 111.35 |
| | | | TOTAL PAYMENT AMOUNT | 298.86 * | | | 298.86 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-----------------------------|-------------|--|---------|---|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 014557/00 | COLLEGE OAK TOW & TRANSPORT | | | | | | |
| 29 | PO-180028 | 01/17/2018 | 507897 | 1 | 01-0000-0-5800-112-0000-3600-007-000 NN P | 113.50 | 113.50 |
| TOTAL PAYMENT AMOUNT | | | | | | 113.50 * | 113.50 |
| | | | | | | | |
| 021979/00 | COUNTY OF SACRAMENTO | | | | | | |
| 1614 | PO-181549 | 01/17/2018 | SERIES C | 1 | 01-0000-0-5800-100-0000-7200-005-000 NN P | 332.68 | 332.68 |
| 1614 | PO-181549 | 01/17/2018 | SERIES 2001 | 1 | 01-0000-0-5800-100-0000-7200-005-000 NN P | 332.68 | 332.68 |
| 1614 | PO-181549 | 01/17/2018 | SERIES 2007D | 1 | 01-0000-0-5800-100-0000-7200-005-000 NN P | 356.18 | 356.18 |
| 1614 | PO-181549 | 01/17/2018 | SERIES2016E | 1 | 01-0000-0-5800-100-0000-7200-005-000 NN P | 361.41 | 361.41 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,382.95 * | 1,382.95 |
| | | | | | | | |
| 021610/00 | EATON INTERPRETING SERVICES | | | | | | |
| 526 | PO-180484 | 01/17/2018 | ACCT 4120 INV 303574 | 1 | 01-0000-0-5800-103-4760-1000-019-740 NN P | 475.90 | 475.90 |
| TOTAL PAYMENT AMOUNT | | | | | | 475.90 * | 475.90 |
| | | | | | | | |
| 016016/00 | EDLIO LLC | | | | | | |
| 1572 | PO-181519 | 01/18/2018 | 14575 | 1 | 01-0000-0-5800-115-0000-7200-007-000 NN F | 8,600.00 | 8,600.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 8,600.00 * | 8,600.00 |
| | | | | | | | |
| 021764/00 | FUTURE FORD OF SACRAMENTO | | | | | | |
| 1580 | PO-181526 | 01/18/2018 | 366896 | 1 | 01-8150-0-4300-106-0000-8110-007-000 NN P | 134.28 | 134.28 |
| 1580 | PO-181526 | 01/18/2018 | 366899 | 1 | 01-8150-0-4300-106-0000-8110-007-000 NN P | 131.43 | 131.43 |
| TOTAL PAYMENT AMOUNT | | | | | | 265.71 * | 265.71 |
| | | | | | | | |
| 022347/00 | GIVE SOMETHING BACK | | | | | | |
| 1364 | PO-181326 | 01/16/2018 | IN-0686171 | 1 | 01-0000-0-4300-472-0000-2700-014-000 NN F | 63.60 | 52.42 |
| 1375 | PO-181335 | 01/18/2018 | IN-0689618 | 1 | 01-0000-0-4300-110-0000-7200-004-000 NN F | 227.52 | 113.40 |
| 1357 | PO-181339 | 01/18/2018 | IN-0688629 | 1 | 01-6500-0-4300-102-5750-1110-019-000 NN P | 188.12 | 188.12 |
| 1357 | PO-181339 | 01/18/2018 | IN-0689079 | 1 | 01-6500-0-4300-102-5750-1110-019-000 NN F | 2.57 | 2.56 |
| 1437 | PO-181397 | 01/18/2018 | IN-0689619 | 1 | 01-6500-0-4300-102-5770-1110-019-000 NN F | 228.69 | 211.01 |
| 1452 | PO-181430 | 01/17/2018 | IN-0697034 | 1 | 01-0000-0-4300-472-0000-2700-014-000 NN P | 105.56 | 105.56 |
| 1518 | PO-181477 | 01/17/2018 | IN-0696557 | 1 | 01-0000-0-4300-472-0000-2700-014-000 NN F | 71.86 | 71.86 |
| 1521 | PO-181479 | 01/17/2018 | IN-0696558 | 1 | 01-0000-0-4300-475-3200-2700-015-740 NN F | 91.85 | 91.85 |
| TOTAL PAYMENT AMOUNT | | | | | | 836.78 * | 836.78 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-------------------------------|------------------|---|---------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 017718/00 | GUIDING HANDS INC. | | | | | | |
| 782 PO-180744 | 01/17/2018 | 4760 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 125.00 | 125.00 |
| 782 PO-180744 | 01/17/2018 | 4749 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 125.00 | 125.00 |
| 782 PO-180744 | 01/17/2018 | 4731 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 2,697.94 | 2,697.94 |
| TOTAL PAYMENT AMOUNT | | | | | | 2,947.94 * | 2,947.94 |
| | | | | | | | |
| 015498/00 | HARRIS WELDING | | | | | | |
| 1581 PO-181527 | 01/18/2018 | 01732658 | 1 01-8150-0-4400-106-0000-8110-007-000 N F | | | 1,602.94 | 1,602.94 |
| 1581 PO-181527 | 01/18/2018 | 01732658 | 2 01-8150-0-4300-106-0000-8110-007-000 N F | | | 103.85 | 103.85 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,706.79 * | 1,706.79 |
| | | | | | | | |
| 014431/00 | HEAR SAY SPEECH AND LANGUAGE | | | | | | |
| 1257 PO-181220 | 01/17/2018 | 1457 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 712.50 | 712.50 |
| TOTAL PAYMENT AMOUNT | | | | | | 712.50 * | 712.50 |
| | | | | | | | |
| 010602/00 | HI-LINE ELECTRICAL & MECH | | | | | | |
| 42 PO-180039 | 01/17/2018 | 10591504 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 98.57 | 98.57 |
| 42 PO-180039 | 01/17/2018 | 1059158 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 41.59 | 41.59 |
| TOTAL PAYMENT AMOUNT | | | | | | 140.16 * | 140.16 |
| | | | | | | | |
| 017002/00 | HOME DEPOT CREDIT SERVICES | | | | | | |
| 11 PO-180011 | 01/18/2018 | 6035322503880209 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 3,035.74 | 3,035.74 |
| 1142 PO-181094 | 01/16/2018 | 20396 | 1 01-0000-0-4300-111-0000-8200-007-000 NN P | | | 191.88 | 191.88 |
| 1405 PO-181362 | 01/18/2018 | 4074707 | 1 01-0000-0-4400-106-0000-8200-007-000 NN F | | | 268.30 | 268.30 |
| 1438 PO-181390 | 01/18/2018 | 2290653 | 1 01-0000-0-4300-111-0000-8200-007-000 NN F | | | 2,085.95 | 2,085.95 |
| TOTAL PAYMENT AMOUNT | | | | | | 5,581.87 * | 5,581.87 |
| | | | | | | | |
| 015115/00 | HUMBOLDT COUNTY OFFICE OF ED. | | | | | | |
| 1549 PO-181514 | 01/17/2018 | 2017-2018 | 1 01-6520-0-5800-472-5770-1110-019-000 NN F | | | 200.00 | 200.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 200.00 * | 200.00 |

081 CENTER UNIFIED SCHOOL DISTRICT J6193
01-18-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0035 01-18-18
FUND : 01 GENERAL FUND

APY500 L.00.12 01/18/18 11:06 PAGE 6
<< Open >>

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|-----------------|---|----------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 021833/00 | IN THE ZONE INC | | | | | | |
| 1564 PO-181510 | 01/18/2018 | 1409 | 1 01-8150-0-5600-106-0000-8110-007-000 NN F | | | 390.00 | 390.00 |
| | | | TOTAL PAYMENT AMOUNT | 390.00 * | | | 390.00 |
| 018990/00 | INTERSTATE BATTERIES | | | | | | |
| 44 PO-180041 | 01/18/2018 | 130006951 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 82.77 | 82.77 |
| 44 PO-180041 | 01/18/2018 | 70021596 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 479.72 | 479.72 |
| | | | TOTAL PAYMENT AMOUNT | 562.49 * | | | 562.49 |
| 010728/00 | JOHNSTONE SUPPLY OF SACRAMENTO | | | | | | |
| 405 PO-180371 | 01/17/2018 | 27-S2264588.001 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 19.62 | 19.62 |
| | | | TOTAL PAYMENT AMOUNT | 19.62 * | | | 19.62 |
| 016750/00 | JUST SEND IT POSTAL CENTER | | | | | | |
| 378 PO-180347 | 01/17/2018 | 1437 | 1 01-5630-0-5800-601-1421-1000-017-000 NN P | | | 55.00 | 55.00 |
| | | | TOTAL PAYMENT AMOUNT | 55.00 * | | | 55.00 |
| 019091/00 | KNOX COMPANY | | | | | | |
| 1315 PO-181277 | 01/18/2018 | INCV01220208 | 1 01-8150-0-4300-106-0000-8110-007-000 NN F | | | 646.51 | 646.51 |
| | | | TOTAL PAYMENT AMOUNT | 646.51 * | | | 646.51 |
| 017726/00 | LOS ANGELES FREIGHTLINER | | | | | | |
| 36 PO-180033 | 01/17/2018 | XA410001654:01 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 198.44 | 198.44 |
| 36 PO-180033 | 01/17/2018 | XA410001576:01 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 371.90 | 371.90 |
| | | | TOTAL PAYMENT AMOUNT | 570.34 * | | | 570.34 |
| 010611/00 | M & G TRUCK SERVICE INC | | | | | | |
| 1584 PO-181529 | 01/18/2018 | 15608 | 1 01-0000-0-5600-112-0000-3600-007-000 NN F | | | 250.00 | 250.00 |
| 1584 PO-181529 | 01/18/2018 | 15608 | 2 01-0000-0-4300-112-0000-3600-007-000 NN F | | | 21.60 | 21.60 |
| | | | TOTAL PAYMENT AMOUNT | 271.60 * | | | 271.60 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|--------------------------------|--------------------|---|------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 019059/00 | MILLENNIUM TERMITES & PEST | | | | | | |
| 39 PO-180036 | 01/17/2018 | TR-71099 | 1 01-0000-0-5500-106-0000-8110-007-000 NN P | | | 91.00 | 91.00 |
| 39 PO-180036 | 01/17/2018 | TR-72628 | 1 01-0000-0-5500-106-0000-8110-007-000 NN P | | | 59.00 | 59.00 |
| 39 PO-180036 | 01/17/2018 | TR-72628 | 1 01-0000-0-5500-106-0000-8110-007-000 NN P | | | 57.00 | 57.00 |
| TOTAL PAYMENT AMOUNT | | | | 207.00 * | | | 207.00 |
| 021058/00 | MULDOON, CARRIE | | | | | | |
| 1577 PO-181521 | 01/18/2018 | NOV-DEC MILEAGE | 1 01-0000-0-5210-103-1110-1004-019-000 NN P | | | 18.61 | 18.61 |
| TOTAL PAYMENT AMOUNT | | | | 18.61 * | | | 18.61 |
| 019916/00 | NCS PEARSON INC | | | | | | |
| 1422 PO-181383 | 01/18/2018 | 11469038 | 1 01-5640-0-4300-601-1369-3120-017-000 NN F | | | 1,488.57 | 1,488.57 |
| 1422 PO-181383 | 01/18/2018 | 11469038 | 2 01-6500-0-4300-102-5001-3120-019-000 NN F | | | 2,160.53 | 2,268.15 |
| 1459 PO-181420 | 01/18/2018 | 11467269 | 1 01-6500-0-4300-102-5770-1110-019-000 NN F | | | 161.63 | 161.50 |
| 1493 PO-181457 | 01/18/2018 | 11469696 | 1 01-6500-0-4300-102-5770-1110-019-000 NN F | | | 161.50 | 167.53 |
| TOTAL PAYMENT AMOUNT | | | | 4,085.75 * | | | 4,085.75 |
| 021511/00 | OCCUPATIONAL THERAPY FOR | | | | | | |
| 1204 PO-181166 | 01/17/2018 | 17-12-11 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 90.00 | 90.00 |
| TOTAL PAYMENT AMOUNT | | | | 90.00 * | | | 90.00 |
| 017576/00 | OFFICE DEPOT | | | | | | |
| 1506 PO-181460 | 01/17/2018 | 9944882964001 | 1 01-4203-0-4300-103-4760-1000-019-000 NN F | | | 232.32 | 232.32 |
| 1523 PO-181480 | 01/17/2018 | 995202601001 | 1 01-0000-0-4300-475-3200-1000-015-740 NN F | | | 75.78 | 75.78 |
| TOTAL PAYMENT AMOUNT | | | | 308.10 * | | | 308.10 |
| 014358/00 | OPFER, JULIE | | | | | | |
| 1598 PO-181539 | 01/18/2018 | REIMB AMAZON ORDER | 1 01-0370-0-4300-115-1110-1000-007-000 NN F | | | 767.68 | 767.68 |
| TOTAL PAYMENT AMOUNT | | | | 767.68 * | | | 767.68 |
| 014836/00 | P&D COMMERCIAL PARTS & SERVICE | | | | | | |
| 1383 PO-181342 | 01/18/2018 | 24783 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 36.97 | 36.97 |
| TOTAL PAYMENT AMOUNT | | | | 36.97 * | | | 36.97 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|--------------------|---|------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 019252/00 | PEARSON EDUCATION INC. | | | | | | |
| 1501 PO-181458 | 01/17/2018 | 11470711 | 1 01-0036-0-4300-103-1110-1000-019-000 NN F | | | 2,083.20 | 2,095.00 |
| | | | TOTAL PAYMENT AMOUNT | 2,095.00 * | | | 2,095.00 |
| 019700/00 | PITNEY BOWES GLOBAL FINANCIAL | | | | | | |
| 1591 PO-181537 | 01/18/2018 | 3101868356 | 1 01-0000-0-5800-105-0000-7200-005-000 NN F | | | 1,130.31 | 1,130.31 |
| | | | TOTAL PAYMENT AMOUNT | 1,130.31 * | | | 1,130.31 |
| 014069/00 | PLATT ELECTRIC SUPPLY INC | | | | | | |
| 12 PO-180012 | 01/17/2018 | p341591 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 301.76 | 301.76 |
| 12 PO-180012 | 01/17/2018 | P390591 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 56.88 | 56.88 |
| 12 PO-180012 | 01/17/2018 | P413177 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 147.77 | 147.77 |
| | | | TOTAL PAYMENT AMOUNT | 506.41 * | | | 506.41 |
| 015869/00 | PRASKOVIYA, GERGI | | | | | | |
| 1478 PO-181463 | 01/17/2018 | UP TO 1/12 MILEAGE | 1 01-6500-0-5800-102-5770-3600-019-000 NN P | | | 238.93 | 238.93 |
| | | | TOTAL PAYMENT AMOUNT | 238.93 * | | | 238.93 |
| 011238/00 | RELIABLE TIRE | | | | | | |
| 45 PO-180042 | 01/17/2018 | 158516 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 78.00 | 78.00 |
| | | | TOTAL PAYMENT AMOUNT | 78.00 * | | | 78.00 |
| 010315/00 | SAC CO OFFICE OF ED FIN SVCS | | | | | | |
| 733 PO-180810 | 01/17/2018 | 181237 | 1 01-3010-0-5800-371-1110-1000-012-000 NN P | | | 449.47 | 449.47 |
| | | | TOTAL PAYMENT AMOUNT | 449.47 * | | | 449.47 |
| 022398/00 | SACRAMENTO COUNTY OFFICE OF ED | | | | | | |
| 1222 PO-181180 | 01/17/2018 | 181073 | 1 01-4035-0-5800-103-0000-2100-019-000 NN F | | | 1,000.00 | 1,000.00 |
| | | | TOTAL PAYMENT AMOUNT | 1,000.00 * | | | 1,000.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|-----------------------------|-----------------|---|-------------|-------------|-----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 010266/00 | SACRAMENTO COUNTY UTILITIES | | | | | | |
| 21 PO-180021 | 01/18/2018 | 50000185866 | 1 01-0000-0-5520-106-0000-8110-007-000 N P | | | 857.86 | 857.86 |
| | | | TOTAL PAYMENT AMOUNT | 857.86 * | | | 857.86 |
| 014151/00 | SARA HALL BCBA | | | | | | |
| 1253 PO-181218 | 01/17/2018 | CENTER DEC 2017 | 1 01-6500-0-5800-102-5750-1180-019-000 NY P | | | 300.00 | 300.00 |
| | | | TOTAL PAYMENT AMOUNT | 300.00 * | | | 300.00 |
| 020981/00 | SAVE MART SUPERMARKETS | | | | | | |
| 977 PO-180941 | 01/17/2018 | 2448180 | 1 01-0000-0-4300-101-0000-7150-002-000 NN P | | | 12.48 | 12.48 |
| | | | TOTAL PAYMENT AMOUNT | 12.48 * | | | 12.48 |
| 014786/00 | SCHOOL SPECIALTY | | | | | | |
| 1280 PO-181257 | 01/17/2018 | 208119780723 | 1 01-6512-0-4300-102-5001-3110-019-000 NN F | | | 522.70 | 520.29 |
| | | | TOTAL PAYMENT AMOUNT | 520.29 * | | | 520.29 |
| 020811/00 | SHRED-IT USA LLC | | | | | | |
| 1319 PO-181286 | 01/18/2018 | 13179810 | 1 01-0000-0-5800-106-0000-7200-007-000 NN P | | | 40.00 | 40.00 |
| | | | TOTAL PAYMENT AMOUNT | 40.00 * | | | 40.00 |
| 010263/00 | SMUD | | | | | | |
| 22 PO-180022 | 01/17/2018 | 7000000347 | 1 01-0000-0-5510-106-0000-8110-007-000 NN P | | | 46,242.91 | 46,242.91 |
| | | | TOTAL PAYMENT AMOUNT | 46,242.91 * | | | 46,242.91 |
| 018967/00 | SPRINT CUSTOMER SERVICE | | | | | | |
| 23 PO-180023 | 01/17/2018 | 811116315-194 | 1 01-0000-0-5930-106-0000-8110-007-000 NN P | | | 234.20 | 234.20 |
| 139 PO-180110 | 01/17/2018 | 8111163156-194 | 1 01-0000-0-5930-115-0000-7700-007-000 NN P | | | 135.26 | 135.26 |
| 132 PO-180115 | 01/17/2018 | 811116315-194 | 1 01-0000-0-5930-101-0000-7150-002-000 NN P | | | 56.07 | 56.07 |
| 477 PO-180430 | 01/17/2018 | 811116315-194 | 1 01-0000-0-5930-472-0000-2700-014-000 NN P | | | 0.72 | 0.72 |
| 543 PO-180509 | 01/17/2018 | 811116315-194 | 1 01-6500-0-5930-102-5060-2110-019-000 NN P | | | 46.07 | 46.07 |
| 608 PO-180573 | 01/17/2018 | 811116315-194 | 1 01-0000-0-5930-109-0000-3140-004-000 NN P | | | 7.35 | 7.35 |
| 783 PO-180745 | 01/17/2018 | 811116315-194 | 1 01-6387-0-5930-472-1110-1000-019-000 NN P | | | 50.73 | 50.73 |
| | | | TOTAL PAYMENT AMOUNT | 530.40 * | | | 530.40 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|-----------------------------|-------------|--|--|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 014558/00 | SPURR | | | | | | |
| 15 | PO-180015 | 01/18/2018 | ACCT 23918 | 1 01-0000-0-5515-106-0000-8110-007-000 | NN P | 4,920.59 | 4,920.59 |
| | | | | TOTAL PAYMENT AMOUNT | | 4,920.59 * | 4,920.59 |
| 018370/00 | STANLEY CONVERGENT SECURITY | | | | | | |
| 46 | PO-180043 | 01/18/2018 | 15200103 | 1 01-8150-0-5800-106-0000-8110-007-000 | NN P | 3,954.87 | 3,954.87 |
| | | | | TOTAL PAYMENT AMOUNT | | 3,954.87 * | 3,954.87 |
| 020252/00 | STAPLES BUSINESS ADVANTAGE | | | | | | |
| 1480 | PO-181427 | 01/18/2018 | 192.49 | 1 01-0000-0-4300-371-0000-2700-012-000 | NN F | 193.39 | 192.49 |
| | | | | TOTAL PAYMENT AMOUNT | | 192.49 * | 192.49 |
| 020399/00 | SUMDOG | | | | | | |
| 1423 | PO-181384 | 01/18/2018 | INV-8133 | 1 01-3010-0-5800-371-1110-1000-012-000 | YN F | 193.95 | 180.00 |
| | | | | TOTAL PAYMENT AMOUNT | | 180.00 * | 180.00 |
| | | | | TOTAL USE TAX AMOUNT | | 13.95 | |
| 018066/00 | SUPER DUPER INC. | | | | | | |
| 1412 | PO-181373 | 01/18/2018 | 2311673A | 1 01-5640-0-4300-601-1369-3150-017-000 | YN F | 168.32 | 158.60 |
| | | | | TOTAL PAYMENT AMOUNT | | 158.60 * | 158.60 |
| | | | | TOTAL USE TAX AMOUNT | | 12.29 | |
| 020800/00 | SWIFT, WINDIGO | | | | | | |
| 1596 | PO-181542 | 01/17/2018 | REIMBLAB SUPPLIES | 1 01-6300-0-4300-371-1110-1000-012-000 | NN F | 121.71 | 121.71 |
| | | | | TOTAL PAYMENT AMOUNT | | 121.71 * | 121.71 |
| 021307/00 | THE LAMPO GROUP INC. | | | | | | |
| 1391 | PO-181354 | 01/18/2018 | L882966 | 1 01-0037-0-4100-103-1110-1000-019-000 | YN F | 3,398.32 | 3,169.65 |
| | | | | TOTAL PAYMENT AMOUNT | | 3,169.65 * | 3,169.65 |
| | | | | TOTAL USE TAX AMOUNT | | 245.65 | |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|------------------------------|---------------------|---|-------------|-------------|-----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 022139/00 | THERAPRO INC | | | | | | |
| 1369 PO-181341 | 01/18/2018 | IN467952 | 1 01-6500-0-4300-102-5001-3120-019-000 NN F | | | 458.11 | 402.60 |
| | | | TOTAL PAYMENT AMOUNT | 402.60 * | | | 402.60 |
| | | | | | | | |
| 011554/00 | TRACTOR SUPPLY CO | | | | | | |
| 1038 PO-180995 | 01/16/2018 | 6035-3012-0347-6674 | 1 01-0000-0-4300-106-0000-8110-007-000 NN P | | | 53.02 | 53.02 |
| 1038 PO-180995 | 01/18/2018 | 6035-3012-0347-6674 | 1 01-0000-0-4300-106-0000-8110-007-000 NN P | | | 60.97 | 60.97 |
| | | | TOTAL PAYMENT AMOUNT | 113.99 * | | | 113.99 |
| | | | | | | | |
| 010139/00 | TROKELL COMMUNICATIONS INC | | | | | | |
| 1176 PO-181132 | 01/18/2018 | 988555 | 1 01-0370-0-4400-115-0000-7700-007-000 NN F | | | 3,190.47 | 3,190.47 |
| 1176 PO-181132 | 01/18/2018 | 988555 | 2 01-0000-0-4400-238-1110-1000-010-000 NN F | | | 1,063.50 | 1,063.50 |
| 1381 PO-181337 | 01/18/2018 | 995259 | 1 01-0370-0-4400-115-1110-1000-007-000 NN F | | | 10,712.51 | 9,969.03 |
| | | | TOTAL PAYMENT AMOUNT | 14,223.00 * | | | 14,223.00 |
| | | | | | | | |
| 016370/00 | TWIN RIVERS UNIFIED SCH DIST | | | | | | |
| 481 PO-180432 | 01/18/2018 | 181117 | 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 |
| | | | | | | | |
| 010822/00 | TYPING CLUB | | | | | | |
| 1566 PO-181512 | 01/17/2018 | 119857 | 1 01-0000-0-5800-236-1110-1000-009-000 NN F | | | 269.10 | 269.10 |
| | | | TOTAL PAYMENT AMOUNT | 269.10 * | | | 269.10 |
| | | | | | | | |
| 018279/00 | UNIVERSITY OF OREGON | | | | | | |
| 1593 PO-181540 | 01/17/2018 | INV00043426 | 1 01-0000-0-5800-101-1110-1000-002-995 NN F | | | 262.50 | 262.50 |
| | | | TOTAL PAYMENT AMOUNT | 262.50 * | | | 262.50 |
| | | | | | | | |
| 016889/00 | WATER RITE PRODUCTS INC. | | | | | | |
| 569 PO-180533 | 01/17/2018 | 643327 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 135.99 | 135.99 |
| | | | TOTAL PAYMENT AMOUNT | 135.99 * | | | 135.99 |

081 CENTER UNIFIED SCHOOL DISTRICT J6193
01-18-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0035 01-18-18
FUND : 01 GENERAL FUND

APY500 L.00.12 01/18/18 11:06 PAGE 12
<< Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|-----------------------------------|-------------|------------|--------------|---|---------------|---------|------------|
| Req Reference | Date | | | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | |
| 022221/00 | WESTERN HEALTH ADVANTAGE | | | | | | | |
| | FV-180040 01/16/2018 JANUARY 2018 | | | | 01-0000-0-9552-000-0000-0000-000-000 NN | | | 3,080.36 |
| | | | | | TOTAL PAYMENT AMOUNT | 3,080.36 * | | 3,080.36 |
| 017313/00 | XEROX | | | | | | | |
| | 1 PO-180001 01/18/2018 091881222 | | | | 2 01-3010-0-5600-240-1110-1000-011-000 NN P | | 57.40 | 57.40 |
| | | | | | TOTAL PAYMENT AMOUNT | 57.40 * | | 57.40 |
| | | | | | TOTAL FUND PAYMENT | 152,540.72 ** | | 152,540.72 |
| | | | | | TOTAL USE TAX AMOUNT | 556.81 | | |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|----------------------------|-------------|---|---------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 010564/00 | APPLE COMPUTER | | | | | | |
| 1377 PO-181332 | 01/18/2018 | 6705552825 | | | | | |
| | | | 1 11-0030-0-4400-600-4130-1000-015-000 NN F | | | 869.85 | 869.85 |
| | | | TOTAL PAYMENT AMOUNT | | 869.85 * | | 869.85 |
| | | | | | | | |
| 016617/00 | ESSENTIAL EDUCATION | | | | | | |
| 1479 PO-181440 | 01/18/2018 | 19227 | | | | | |
| | | | 1 11-6391-0-5800-600-4130-1000-015-000 NN F | | | 690.00 | 690.00 |
| | | | TOTAL PAYMENT AMOUNT | | 690.00 * | | 690.00 |
| | | | | | | | |
| 020252/00 | STAPLES BUSINESS ADVANTAGE | | | | | | |
| 1420 PO-181381 | 01/18/2018 | 3362232367 | | | | | |
| | | | 1 11-6391-0-4300-600-4130-1000-015-000 NN F | | | 83.31 | 83.31 |
| | | | TOTAL PAYMENT AMOUNT | | 83.31 * | | 83.31 |
| | | | | | | | |
| | | | TOTAL FUND | PAYMENT | 1,643.16 ** | | 1,643.16 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|----------------------|-------------|--------------|--------------------------------------|-------------------------|------------|------------|
| Req Reference | Date | Description | FD RESO P | OBJE SIT | GOAL FUNC RES DEP T9MPS | | |
| 020098/00 | BIG TRAY | | | | | | |
| 186 PO-180173 | 01/18/2018 | 802687 | 1 | 13-5310-0-4400-108-0000-3700-007-000 | NN P | 4,094.50 | 4,094.50 |
| TOTAL PAYMENT AMOUNT | | | | | | 4,094.50 * | 4,094.50 |
| 011205/00 | CULTURE SHOCK YOGURT | | | | | | |
| 181 PO-180172 | 01/18/2018 | 5936 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 144.45 | 144.45 |
| TOTAL PAYMENT AMOUNT | | | | | | 144.45 * | 144.45 |
| 022586/00 | D&P Creamery | | | | | | |
| 111 PO-180095 | 01/17/2018 | 50110 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 1,016.80 | 1,016.80 |
| 111 PO-180095 | 01/17/2018 | 50120 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 989.38 | 989.38 |
| 111 PO-180095 | 01/17/2018 | 50125 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 1,123.92 | 1,123.92 |
| 111 PO-180095 | 01/17/2018 | 50130 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 556.91 | 556.91 |
| 111 PO-180095 | 01/17/2018 | 50135 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 1,043.18 | 1,043.18 |
| 111 PO-180095 | 01/17/2018 | 50105 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 890.28 | 890.28 |
| TOTAL PAYMENT AMOUNT | | | | | | 5,620.47 * | 5,620.47 |
| 011602/00 | DANIELSEN CO., THE | | | | | | |
| 78 PO-180050 | 01/18/2018 | 154104 | 2 | 13-5310-0-4300-108-0000-3700-007-000 | N P | 812.78 | 812.78 |
| 78 PO-180050 | 01/18/2018 | 153241 | 2 | 13-5310-0-4300-108-0000-3700-007-000 | N P | 8.00 | 8.00 |
| 78 PO-180050 | 01/18/2018 | 154104 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | N P | 394.74 | 394.74 |
| 78 PO-180050 | 01/18/2018 | 153241 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | N P | 1,997.77 | 1,997.77 |
| TOTAL PAYMENT AMOUNT | | | | | | 3,213.29 * | 3,213.29 |
| 016670/00 | FATCAT BAKERY | | | | | | |
| 179 PO-180145 | 01/17/2018 | 13428 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 2,150.00 | 2,150.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 2,150.00 * | 2,150.00 |
| 021080/00 | GOLD STAR FOODS INC | | | | | | |
| 81 PO-180053 | 01/18/2018 | 2264533 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 4,639.38 | 4,639.38 |
| 81 PO-180053 | 01/18/2018 | 2269873 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 257.28 | 257.28 |
| 81 PO-180053 | 01/18/2018 | 2270135 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 90.98 | 90.98 |
| 81 PO-180053 | 01/18/2018 | 2264768 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 146.52 | 146.52 |
| 81 PO-180053 | 01/18/2018 | 2264536 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 31.58 | 31.58 |
| 81 PO-180053 | 01/18/2018 | 2269823 | 1 | 13-5310-0-4700-108-0000-3700-007-000 | NN P | 4,023.45 | 4,023.45 |
| TOTAL PAYMENT AMOUNT | | | | | | 9,189.19 * | 9,189.19 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|---------------|---|------------|-------------|-----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 022364/00 | HEARTLAND SCHOOL SOLUTIONS | | | | | | |
| 190 PO-180177 | 01/18/2018 | HSS0000030407 | 2 13-5310-0-5300-108-0000-3700-007-000 NN P | | | 588.60 | 588.60 |
| | | | TOTAL PAYMENT AMOUNT | 588.60 * | | | 588.60 |
| 014098/00 | JEW, JEANNENE | | | | | | |
| 1603 PO-181544 | 01/17/2018 | REIMB FOOD | 1 13-5310-0-4700-108-0000-3700-007-000 NN F | | | 67.80 | 67.80 |
| | | | TOTAL PAYMENT AMOUNT | 67.80 * | | | 67.80 |
| 014836/00 | P&D COMMERCIAL PARTS & SERVICE | | | | | | |
| 1602 PO-181543 | 01/17/2018 | 0094327 | 1 13-5310-0-4300-108-0000-3700-007-000 NN F | | | 36.97 | 36.97 |
| | | | TOTAL PAYMENT AMOUNT | 36.97 * | | | 36.97 |
| 016279/00 | P&R PAPER SUPPLY | | | | | | |
| 118 PO-180060 | 01/17/2018 | 30169637-00 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 2,379.82 | 2,379.82 |
| 118 PO-180060 | 01/17/2018 | 30165639-00 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 1,208.90 | 1,208.90 |
| 118 PO-180060 | 01/17/2018 | CREDIT | 1 13-5310-0-4300-108-0000-3700-007-000 NN M | | | -2,356.65 | -2,356.65 |
| | | | TOTAL PAYMENT AMOUNT | 1,232.07 * | | | 1,232.07 |
| 021194/00 | PRUDENTIAL OVERALL SUPPLY INC | | | | | | |
| 113 PO-180097 | 01/18/2018 | 180297500 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| | | | TOTAL PAYMENT AMOUNT | 77.75 * | | | 77.75 |
| 018967/00 | SPRINT CUSTOMER SERVICE | | | | | | |
| 177 PO-180143 | 01/17/2018 | 811116315-194 | 1 13-5310-0-5930-108-0000-3700-007-000 NN P | | | 5.18 | 5.18 |
| | | | TOTAL PAYMENT AMOUNT | 5.18 * | | | 5.18 |
| 011422/00 | SYSCO OF SAN FRANCISCO | | | | | | |
| 80 PO-180052 | 01/18/2018 | 131573213 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 1,753.80 | 1,753.80 |
| 80 PO-180052 | 01/18/2018 | 131591315 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 2,135.82 | 2,135.82 |
| 80 PO-180052 | 01/18/2018 | 131573213 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 4,997.02 | 4,997.02 |
| 80 PO-180052 | 01/18/2018 | 131573213 | 2 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 80.75 | 80.75 |
| 80 PO-180052 | 01/18/2018 | 131591315 | 2 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 913.61 | 913.61 |
| 80 PO-180052 | 01/18/2018 | 131573213 | 2 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 13.08 | 13.08 |
| | | | TOTAL PAYMENT AMOUNT | 9,894.08 * | | | 9,894.08 |

081 CENTER UNIFIED SCHOOL DISTRICT J6193
01-18-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0035 01-18-18
FUND : 13 CAFETERIA FUND

APY500 L.00.12 01/18/18 11:06 PAGE 16
<< Open >>

| Vendor/Addr | Remit name | | Tax ID num | Deposit type | ABA num | Account num | | |
|---------------|------------|-------------|--------------|--|-----------|-------------|---------|------------|
| Req Reference | Date | Description | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | Liq Amt | Net Amount |
| ----- | | | | | | | | |
| | | | » TOTAL FUND | PAYMENT | 36,314.35 | ** | | 36,314.35 |

081 CENTER UNIFIED SCHOOL DISTRICT J6193
01-18-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0035 01-18-18
FUND : 14 DEFERRED MAINTENANCE FUND

APY500 L.00.12 01/18/18 11:06 PAGE 17
<< Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|--------------------------|-------------|------------|------------------------------|--------------------------------------|-------------|------------|------------|
| Req Reference | Date | | | FD RESO P OBJE SIT GOAL FUNC | RES | DEP T9MPS | | |
| 015121/00 | B.J. FLOORING INC | | | | | | | |
| 1168 | PO-181119 | 01/18/2018 | 2009561 | 1 | 14-0024-0-5800-106-9223-8110-007-000 | NN F | 10,916.00 | 10,916.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | | 10,916.00 |
| | | | | | | | | 10,916.00 |
| 018970/00 | RUA & SON MECHANICAL INC | | | | | | | |
| 1329 | PO-181289 | 01/18/2018 | 302349 | 1 | 14-0024-0-5600-106-9585-8110-007-000 | NN P | 7,340.00 | 7,340.00 |
| 1329 | PO-181289 | 01/18/2018 | 302348 | 1 | 14-0024-0-5600-106-9585-8110-007-000 | NN F | 2,450.00 | 2,450.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | | 9,790.00 |
| | | | | | | | | 9,790.00 |
| | | | | TOTAL FUND | PAYMENT | | 20,706.00 | ** |
| | | | | | | | | 20,706.00 |
| | | | | TOTAL BATCH PAYMENT | | | 211,204.23 | *** |
| | | | | TOTAL USE TAX AMOUNT | | | 556.81 | |
| | | | | | | | 0.00 | 211,204.23 |
| | | | | TOTAL DISTRICT PAYMENT | | | 211,204.23 | **** |
| | | | | TOTAL USE TAX AMOUNT | | | 556.81 | |
| | | | | | | | 0.00 | 211,204.23 |
| | | | | TOTAL FOR ALL DISTRICTS: | | | 211,204.23 | **** |
| | | | | TOTAL USE TAX AMOUNT | | | 556.81 | |

Number of checks to be printed: 91, not counting voids due to stub overflows.

Batch status: A All

From batch: 0036

To batch: 0036

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|----------------------------|--------------|---|---------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 011802/00 | A-Z BUS SALES INC. | | | | | | |
| 1432 PO-181389 | 01/22/2018 | 02P436328 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 82.24 | 82.24 |
| 1432 PO-181389 | 01/24/2018 | 02P433759 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 243.42 | 243.42 |
| 1432 PO-181389 | 01/24/2018 | 02P436484 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 82.24 | 82.24 |
| TOTAL PAYMENT AMOUNT | | | | | | 407.90 * | 407.90 |
| | | | | | | | |
| 021763/00 | ALL STAR RENTS | | | | | | |
| 137 PO-180112 | 01/24/2018 | 737950-10 | 1 01-8150-0-5600-106-0000-8110-007-000 NN P | | | 78.69 | 78.69 |
| TOTAL PAYMENT AMOUNT | | | | | | 78.69 * | 78.69 |
| | | | | | | | |
| 020392/00 | ALPHA CERAMIC SUPPLIES INC | | | | | | |
| 1567 PO-181513 | 01/24/2018 | 331577 | 1 01-6300-0-4300-371-1110-1000-012-000 NN F | | | 454.53 | 454.57 |
| TOTAL PAYMENT AMOUNT | | | | | | 454.57 * | 454.57 |
| | | | | | | | |
| 011617/00 | AMADOR STAGE LINES | | | | | | |
| 1655 PO-181593 | 01/24/2018 | 75472 | 1 01-0000-0-5865-112-0000-3600-007-000 NN P | | | 920.91 | 920.91 |
| 1655 PO-181593 | 01/24/2018 | 75472 | 2 01-0076-0-5865-472-1110-4200-014-915 NN F | | | 432.91 | 432.91 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,353.82 * | 1,353.82 |
| | | | | | | | |
| 021669/00 | BAIONI, RON | | | | | | |
| 1620 PO-181571 | 01/24/2018 | MILEAGE | 1 01-0000-0-5210-371-0000-2700-012-000 NN F | | | 17.44 | 17.44 |
| 1620 PO-181571 | 01/24/2018 | REGISTRATION | 2 01-0000-0-5800-371-0000-2700-012-000 NN F | | | 5.00 | 5.00 |
| 1620 PO-181571 | 01/24/2018 | SHIPPING | 3 01-0000-0-5920-371-0000-2700-012-000 NN F | | | 21.76 | 21.76 |
| TOTAL PAYMENT AMOUNT | | | | | | 44.20 * | 44.20 |
| | | | | | | | |
| 010442/00 | BAR HEIN | | | | | | |
| 392 PO-180365 | 01/24/2018 | 540997 | 1 01-0000-0-4300-106-0000-8110-007-000 N P | | | 57.00 | 57.00 |
| 392 PO-180365 | 01/24/2018 | 538896 | 1 01-0000-0-4300-106-0000-8110-007-000 N P | | | 90.46 | 90.46 |
| TOTAL PAYMENT AMOUNT | | | | | | 147.46 * | 147.46 |
| | | | | | | | |
| 015718/00 | BASIC PACIFIC | | | | | | |
| PV-180045 | 01/24/2018 | 1-31-2018 | 01-0000-0-9552-000-0000-000-000 NN | | | 5,434.68 | 5,434.68 |
| TOTAL PAYMENT AMOUNT | | | | | | 5,434.68 * | 5,434.68 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|-----------------------------|-------------|--|---------|---|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 015525/00 | BERCO REDWOOD INC | [REDACTED] | | | | | |
| 1643 | PO-181579 | 01/24/2018 | CUST 905 | 1 | 01-8150-0-4300-106-0000-8110-007-000 NN P | 83.52 | 83.52 |
| | | | TOTAL PAYMENT AMOUNT | | 83.52 * | | 83.52 |
| 010150/00 | BURKETTS OFFICE SUPPLIES | | | | | | |
| 1609 | PO-181547 | 01/24/2018 | 1349032-0 | 1 | 01-0000-0-4300-105-0000-7200-005-000 NN F | 138.75 | 138.75 |
| | | | TOTAL PAYMENT AMOUNT | | 138.75 * | | 138.75 |
| 011265/00 | CAHPERD CONFERENCE | | | | | | |
| 1671 | PO-181614 | 01/23/2018 | EDGAR 2/22-24 | 1 | 01-0000-0-5200-472-1110-1000-014-000 NN F | 225.00 | 225.00 |
| | | | TOTAL PAYMENT AMOUNT | | 225.00 * | | 225.00 |
| 022566/00 | CALIFORNIA FBLA | | | | | | |
| 1653 | PO-181603 | 01/23/2018 | CONF #24 ID 10475 | 1 | 01-6387-0-5200-472-1110-1000-019-000 NN F | 625.00 | 625.00 |
| | | | TOTAL PAYMENT AMOUNT | | 625.00 * | | 625.00 |
| 019750/00 | CAPITAL PROGRAM MGMT INC | [REDACTED] | | | | | |
| 545 | PO-180511 | 01/24/2018 | #36 | 1 | 01-6230-0-5800-106-9543-7200-007-000 NN P | 7,313.59 | 7,313.59 |
| | | | TOTAL PAYMENT AMOUNT | | 7,313.59 * | | 7,313.59 |
| 019045/00 | CASCWA DELTA SIERRA SECTION | [REDACTED] | | | | | |
| 1632 | PO-181573 | 01/24/2018 | 02954 | 1 | 01-3010-0-5200-475-3200-1000-015-000 NN F | 325.00 | 325.00 |
| | | | TOTAL PAYMENT AMOUNT | | 325.00 * | | 325.00 |
| 015768/00 | CHAMBERLAIN, JOE MATTHEW | | | | | | |
| 1645 | PO-181601 | 01/23/2018 | RE3IMB TICKETS | 1 | 01-7220-0-5800-472-1110-1000-014-000 NN F | 792.25 | 792.25 |
| | | | TOTAL PAYMENT AMOUNT | | 792.25 * | | 792.25 |
| 013928/00 | CINTAS LOCATION 622 | | | | | | |
| 108 | PO-180057 | 01/24/2018 | 622109248 | 1 | 01-0000-0-5800-111-0000-8200-007-000 NN P | 48.25 | 48.25 |
| 108 | PO-180057 | 01/24/2018 | 622109247 | 1 | 01-0000-0-5800-111-0000-8200-007-000 NN P | 18.59 | 18.59 |
| 108 | PO-180057 | 01/24/2018 | 622109246 | 1 | 01-0000-0-5800-111-0000-8200-007-000 NN P | 8.68 | 8.68 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---|------------|-------------------------------|---|---------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 013928 (CONTINUED) | | | | | | | |
| 108 PO-180057 | 01/24/2018 | 622109245 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.68 | 8.68 |
| 108 PO-180057 | 01/24/2018 | 622109244 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 16.81 | 16.81 |
| 108 PO-180057 | 01/24/2018 | 622109243 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 55.40 | 55.40 |
| 108 PO-180057 | 01/24/2018 | 622109242 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 5.83 | 5.83 |
| 108 PO-180057 | 01/24/2018 | 622109241 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.88 | 8.88 |
| 108 PO-180057 | 01/24/2018 | 622103975 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 48.25 | 48.25 |
| 108 PO-180057 | 01/24/2018 | 622103973 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.68 | 8.68 |
| 108 PO-180057 | 01/24/2018 | 622103972 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 8.68 | 8.68 |
| 108 PO-180057 | 01/24/2018 | 622103969 | 1 01-0000-0-5800-111-0000-8200-007-000 NN P | | | 5.83 | 5.83 |
| TOTAL PAYMENT AMOUNT | | | | | | 242.56 * | 242.56 |
| 015699/00 CLARK SECURITY PRODUCTS | | | | | | | |
| 20 PO-180020 | 01/24/2018 | 22K243674 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 232.18 | 232.18 |
| 20 PO-180020 | 01/24/2018 | 22K83551 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 86.52 | 86.52 |
| TOTAL PAYMENT AMOUNT | | | | | | 318.70 * | 318.70 |
| 021813/00 CONSOLIDATED COMMUNICATIONS | | | | | | | |
| 32 PO-180031 | 01/23/2018 | 916-773-4131/0 | 2 01-0000-0-5930-106-0000-8110-007-000 NN P | | | 891.42 | 891.42 |
| TOTAL PAYMENT AMOUNT | | | | | | 891.42 * | 891.42 |
| 015603/00 CONSTANCIO, CLAUDIA | | | | | | | |
| 1657 PO-181604 | 01/23/2018 | NOV & DEC MILEAGE | 1 01-5630-0-5800-601-1421-1000-017-000 NN F | | | 190.67 | 190.67 |
| TOTAL PAYMENT AMOUNT | | | | | | 190.67 * | 190.67 |
| 017005/00 FERGUSON ENTERPRISES INC #686 | | | | | | | |
| 356 PO-180321 | 01/24/2018 | 553994 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 44.51 | 44.51 |
| TOTAL PAYMENT AMOUNT | | | | | | 44.51 * | 44.51 |
| 015172/00 FRENCH, DAVID L. | | | | | | | |
| 1667 PO-181611 | 01/23/2018 | REIMB WALL ANCHORS | 1 01-0000-0-4300-475-3200-2700-015-740 NN F | | | 9.00 | 9.00 |
| 1668 PO-181612 | 01/23/2018 | REIMB REFRESHMENTS | 1 01-3010-0-4300-475-3200-2700-015-000 NN F | | | 16.33 | 16.33 |
| 1669 PO-181613 | 01/23/2018 | REIMB REFRESHMENTS-INCENTIVES | 1 01-3010-0-4300-475-3200-2700-015-000 NN F | | | 37.89 | 37.89 |
| TOTAL PAYMENT AMOUNT | | | | | | 63.22 * | 63.22 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|----------------------------|------------------|---|-------------|-------------|-----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 017681/00 | GEARY PACIFIC SUPPLY | | | | | | |
| 491 PO-180441 | 01/24/2018 | 3632746 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 2,171.47 | 2,171.47 |
| | | | TOTAL PAYMENT AMOUNT | 2,171.47 * | | | 2,171.47 |
| 015750/00 | HAYWOOD, ROCHELE | | | | | | |
| 1599 PO-181559 | 01/24/2018 | travel expense | 1 01-6500-0-5200-102-5001-2700-019-000 NN F | | | 260.46 | 260.46 |
| | | | TOTAL PAYMENT AMOUNT | 260.46 * | | | 260.46 |
| 011341/00 | HUNT & SONS INC | | | | | | |
| 43 PO-180040 | 01/23/2018 | 771884 | 1 01-0000-0-4340-112-0000-3600-007-000 NN P | | | 18,695.21 | 18,695.21 |
| | | | TOTAL PAYMENT AMOUNT | 18,695.21 * | | | 18,695.21 |
| 016541/00 | JANELLE PUBLICATIONS | | | | | | |
| 1411 PO-181372 | 01/24/2018 | 1837 | 1 01-5640-0-4300-601-1369-3150-017-000 Y F | | | 216.66 | 202.40 |
| | | | TOTAL PAYMENT AMOUNT | 202.40 * | | | 202.40 |
| | | | TOTAL USE TAX AMOUNT | 15.69 | | | |
| 022208/00 | JONES, LINDA | | | | | | |
| 1639 PO-181577 | 01/24/2018 | REIMB FOR AWARDS | 1 01-3010-0-4300-475-3200-1000-015-000 NN F | | | 47.91 | 47.91 |
| | | | TOTAL PAYMENT AMOUNT | 47.91 * | | | 47.91 |
| 014426/00 | JOSTENS INC. | | | | | | |
| 1544 PO-181597 | 01/23/2018 | 20768051 | 1 01-0000-0-5800-472-1405-1000-014-000 NN F | | | 661.34 | 661.34 |
| | | | TOTAL PAYMENT AMOUNT | 661.34 * | | | 661.34 |
| 016750/00 | JUST SEND IT POSTAL CENTER | | | | | | |
| 1673 PO-181615 | 01/23/2018 | 81440 | 1 01-8150-0-5800-106-0000-8110-007-000 NN P | | | 30.00 | 30.00 |
| | | | TOTAL PAYMENT AMOUNT | 30.00 * | | | 30.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------|---|-------------|---|--------------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 010355/00 | KAISER FOUNDATION HEALTH PLAN | | | | | | |
| | FV-180044 01/24/2018 FEBRUARY 2018 | | 01-0000-0-9552-000-0000-0000-000-000 NN | | | 143,963.93 | 143,963.93 |
| | | | TOTAL PAYMENT AMOUNT | 143,963.93 * | | | 143,963.93 |
| 017899/00 | LAWSON, BECKY | | | | | | |
| | 1610 PO-181569 01/24/2018 SNACKS FOR TRAINING | | 1 01-0000-0-4300-103-0000-2110-019-000 N F | | | 11.72 | 11.72 |
| | | | TOTAL PAYMENT AMOUNT | 11.72 * | | | 11.72 |
| 022230/00 | MANAGED HEALTH NETWORK | | | | | | |
| | 325 PO-180288 01/24/2018 PRM-018958 | | 1 01-0000-0-3401-100-1110-1000-000-000 NN P | | | 983.06 | 983.06 |
| | | | TOTAL PAYMENT AMOUNT | 983.06 * | | | 983.06 |
| 022590/00 | MICHAEL JONES | | | | | | |
| | 1135 PO-181092 01/24/2018 TRIP 1593 | | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 11.85 | 11.85 |
| | | | TOTAL PAYMENT AMOUNT | 11.85 * | | | 11.85 |
| 014353/00 | MOBILE ONE WINDSHIELD REPAIR | | | | | | |
| | 1629 PO-181565 01/24/2018 21869 | | 1 01-0000-0-5600-112-0000-3600-007-000 NY P | | | 45.00 | 45.00 |
| | | | TOTAL PAYMENT AMOUNT | 45.00 * | | | 45.00 |
| 018086/00 | MORE PRICES INC | | | | | | |
| | FV-180042 01/23/2018 INV 1417 | | 01-0037-0-4200-103-1110-1000-019-000 NN | | | 105.08 | 105.08 |
| | | | TOTAL PAYMENT AMOUNT | 105.08 * | | | 105.08 |
| 019378/00 | MUSEUM OF TOLERANCE | | | | | | |
| | 1623 PO-181586 01/24/2018 231593 | | 1 01-7220-0-5800-472-1110-1000-014-000 NN F | | | 945.00 | 945.00 |
| | | | TOTAL PAYMENT AMOUNT | 945.00 * | | | 945.00 |
| 019916/00 | NCS PEARSON INC | | | | | | |
| | 1586 PO-181558 01/24/2018 11431163- SHIPPING | | 1 01-6500-0-5920-102-5001-2700-019-000 NN P | | | 52.75 | 52.75 |
| | 1586 PO-181558 01/24/2018 11338663 | | 1 01-6500-0-5920-102-5001-2700-019-000 NN P | | | 34.25 | 34.25 |
| | | | TOTAL PAYMENT AMOUNT | 87.00 * | | | 87.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-------------------------------|------------------|---|------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RRS DEP T9MPS | | | | |
| 021173/00 | NORTH STATE TIRE CO. INC | | | | | | |
| 1622 PO-181563 | 01/24/2018 | k-87209 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 4,267.71 | 4,267.71 |
| 1622 PO-181563 | 01/24/2018 | K-87403 | 2 01-0000-0-5800-112-0000-3600-007-000 NN F | | | 142.50 | 142.50 |
| 1652 PO-181602 | 01/23/2018 | K87607, K87636 | 1 01-0000-0-4300-112-0000-3600-007-000 NN F | | | 2,669.28 | 2,669.28 |
| 1652 PO-181602 | 01/23/2018 | K87607 | 2 01-0000-0-5800-112-0000-3600-007-000 NN F | | | 142.50 | 142.50 |
| TOTAL PAYMENT AMOUNT | | | | 7,221.99 * | | | 7,221.99 |
| 017576/00 | OFFICE DEPOT | | | | | | |
| 1042 PO-180999 | 01/24/2018 | 972719541001 | 1 01-0000-0-4300-236-1110-1000-009-000 NN F | | | 218.97 | 186.66 |
| FV-180041 | 01/23/2018 | INV 948149000001 | 01-6300-0-4300-234-1110-1000-008-000 NN | | | | 7.69 |
| FV-180041 | 01/23/2018 | INV 968863203002 | 01-4203-0-4300-103-4760-1000-019-000 NN | | | | 46.86 |
| TOTAL PAYMENT AMOUNT | | | | 241.21 * | | | 241.21 |
| 020452/00 | PAVLOVICH, DEBORAH | | | | | | |
| 1568 PO-181504 | 01/24/2018 | ER REIMB | 1 01-6500-0-3401-234-5770-1120-000-000 NN F | | | 50.00 | 50.00 |
| TOTAL PAYMENT AMOUNT | | | | 50.00 * | | | 50.00 |
| 014069/00 | PLATT ELECTRIC SUPPLY INC | | | | | | |
| 12 PO-180012 | 01/24/2018 | Y006070 BAL | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 146.49 | 146.49 |
| TOTAL PAYMENT AMOUNT | | | | 146.49 * | | | 146.49 |
| 021401/00 | PRACTI-CAL INC | | | | | | |
| 1658 PO-181605 | 01/23/2018 | 339474 | 1 01-5640-0-5800-109-0000-3140-017-000 NN P | | | 121.28 | 121.28 |
| 1658 PO-181605 | 01/23/2018 | 339520 | 1 01-5640-0-5800-109-0000-3140-017-000 NN P | | | 255.18 | 255.18 |
| 1658 PO-181605 | 01/23/2018 | 339573 | 1 01-5640-0-5800-109-0000-3140-017-000 NN P | | | 216.23 | 216.23 |
| 1658 PO-181605 | 01/23/2018 | 339627 | 1 01-5640-0-5800-109-0000-3140-017-000 NN P | | | 555.01 | 555.01 |
| 1658 PO-181605 | 01/23/2018 | 339671 | 1 01-5640-0-5800-109-0000-3140-017-000 NN F | | | 27.60 | 27.60 |
| TOTAL PAYMENT AMOUNT | | | | 1,175.30 * | | | 1,175.30 |
| 021194/00 | PRUDENTIAL OVERALL SUPPLY INC | | | | | | |
| 18 PO-180018 | 01/24/2018 | 180295213 | 1 01-0000-0-5600-112-0000-3600-007-000 NN P | | | 66.34 | 66.34 |
| 18 PO-180018 | 01/24/2018 | 180297501 | 1 01-0000-0-5600-112-0000-3600-007-000 NN P | | | 57.05 | 57.05 |
| 18 PO-180018 | 01/24/2018 | 180296347 | 1 01-0000-0-5600-112-0000-3600-007-000 NN P | | | 66.34 | 66.34 |
| 18 PO-180018 | 01/24/2018 | 180295777 | 1 01-0000-0-5600-112-0000-3600-007-000 NN P | | | 66.37 | 66.37 |
| TOTAL PAYMENT AMOUNT | | | | 256.10 * | | | 256.10 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|--------------------------------|---------------------------|---|---------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 014245/00 | RAY, CANDACE | | | | | | |
| 1630 PO-181572 | 01/24/2018 | REIMB SUPPLIIES &CLEANING | 1 01-0000-0-4300-371-1110-1000-012-777 N F | | | 481.41 | 481.41 |
| 1630 PO-181572 | 01/24/2018 | REIMB | 2 01-0000-0-5800-371-1110-1000-012-000 N F | | | 4.50 | 4.50 |
| TOTAL PAYMENT AMOUNT | | | | | | 485.91 * | 485.91 |
| 011238/00 | RELIABLE TIRE | | | | | | |
| 45 PO-180042 | 01/23/2018 | 158931 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 793.11 | 793.11 |
| 45 PO-180042 | 01/23/2018 | 158980 | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 391.22 | 391.22 |
| 1496 PO-181451 | 01/23/2018 | 158931 | 1 01-0000-0-5600-112-0000-3600-007-000 NN P | | | 157.00 | 157.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,341.33 * | 1,341.33 |
| 010552/00 | SAC VAL JANITORIAL | | | | | | |
| 788 PO-180748 | 01/23/2018 | 10277671 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 1,779.16 | 1,779.16 |
| 788 PO-180748 | 01/23/2018 | 10277493 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 106.28 | 106.28 |
| 788 PO-180748 | 01/23/2018 | 10277483 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 919.35 | 919.35 |
| 788 PO-180748 | 01/23/2018 | 10275288 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 740.21 | 740.21 |
| 788 PO-180748 | 01/23/2018 | 10275158 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 1,220.70 | 1,220.70 |
| 788 PO-180748 | 01/23/2018 | 10275157 | 1 01-0000-0-9320-000-0000-0000-000-000 NN P | | | 672.50 | 672.50 |
| TOTAL PAYMENT AMOUNT | | | | | | 5,438.20 * | 5,438.20 |
| 022398/00 | SACRAMENTO COUNTY OFFICE OF ED | | | | | | |
| 1640 PO-181578 | 01/24/2018 | LOEHR, KELLEY, POPE | 2 01-0000-0-4300-120-0000-7110-000-000 NN F | | | 50.00 | 50.00 |
| 1640 PO-181578 | 01/24/2018 | DINNER | 1 01-0000-0-4300-101-0000-7150-002-000 NN F | | | 25.00 | 25.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 75.00 * | 75.00 |
| 010266/00 | SACRAMENTO COUNTY UTILITIES | | | | | | |
| 21 PO-180021 | 01/24/2018 | 50008418859 | 1 01-0000-0-5520-106-0000-8110-007-000 N P | | | 248.53 | 248.53 |
| TOTAL PAYMENT AMOUNT | | | | | | 248.53 * | 248.53 |
| 020981/00 | SAVE MART SUPERMARKETS | | | | | | |
| 498 PO-180456 | 01/24/2018 | 2448179 | 1 01-6500-0-4300-102-5750-1110-019-000 NN P | | | 17.10 | 17.10 |
| 498 PO-180456 | 01/24/2018 | 2448181 | 1 01-6500-0-4300-102-5750-1110-019-000 NN P | | | 16.02 | 16.02 |
| TOTAL PAYMENT AMOUNT | | | | | | 33.12 * | 33.12 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-----------------------------|----------------------|---|--------------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 017234/00 | SCHIRO, BONNIE | | | | | | |
| 1648 PO-181590 | 01/24/2018 | EVERY 15MIN SUPPLIES | 1 01-0000-0-4300-472-1110-1000-014-600 N F | | | 111.77 | 111.77 |
| 1649 PO-181591 | 01/31/2018 | REIMB ONLINE ORDER | 1 01-0000-0-4300-472-0000-2700-014-000 N F | | | 9.83 | 9.83 |
| TOTAL PAYMENT AMOUNT | | | | 121.60 * | | | 121.60 |
| 010373/00 | SCHOOLS INSURANCE AUTHORITY | | | | | | |
| 1664 PO-181609 | 01/23/2018 | PL2018-040 | 1 01-0000-0-5400-100-0000-7200-005-000 NN F | | | 135,005.00 | 135,005.00 |
| TOTAL PAYMENT AMOUNT | | | | 135,005.00 * | | | 135,005.00 |
| 015240/00 | SF CABLE | | | | | | |
| 1585 PO-181530 | 01/23/2018 | 384543 | 1 01-0370-0-4300-115-0000-7700-007-000 NN F | | | 62.33 | 62.04 |
| TOTAL PAYMENT AMOUNT | | | | 62.04 * | | | 62.04 |
| 019683/00 | SIERRA FOOTHILLS ACADEMY | | | | | | |
| 1638 PO-181599 | 01/23/2018 | DEC2017 | 1 01-6500-0-5800-102-5750-1180-019-000 NN F | | | 3,294.29 | 3,294.29 |
| TOTAL PAYMENT AMOUNT | | | | 3,294.29 * | | | 3,294.29 |
| 010010/00 | SIERRA SCHOOL | | | | | | |
| 1250 PO-181196 | 01/24/2018 | 202005 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 900.00 | 900.00 |
| 1250 PO-181196 | 01/22/2018 | 222766 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 2,645.50 | 2,645.50 |
| 1250 PO-181196 | 01/24/2018 | 218012 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 2.10 | 2.10 |
| TOTAL PAYMENT AMOUNT | | | | 3,547.60 * | | | 3,547.60 |
| 020252/00 | STAPLES BUSINESS ADVANTAGE | | | | | | |
| 1530 PO-181490 | 01/24/2018 | 3365105022 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 72.21 | 72.21 |
| 1530 PO-181490 | 01/24/2018 | 3365105022 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 31.10 | 31.10 |
| 1531 PO-181491 | 01/24/2018 | 3365105023 | 1 01-0000-0-4300-238-0000-2700-010-000 NN F | | | 113.44 | 113.44 |
| 1552 PO-181503 | 01/24/2018 | 3365105028 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 83.28 | 83.28 |
| 1552 PO-181503 | 01/24/2018 | 3365105028 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 25.30 | 25.30 |
| TOTAL PAYMENT AMOUNT | | | | 325.33 * | | | 325.33 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------|---------------|---|-------------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 020465/00 | SUPPORTED LIFE INSTITUTE | | | | | | |
| 1637 PO-181598 | 01/23/2018 | DECEMBER INV | 1 01-6500-0-5800-102-5750-1180-019-000 NN F | | | 149.00 | 149.00 |
| | | | TOTAL PAYMENT AMOUNT | 149.00 * | | | 149.00 |
| 019383/00 | SUTTER HEALTH PLUS | | | | | | |
| PV-180046 | 01/24/2018 | FEBRUARY 2018 | 01-0000-0-9552-000-0000-0000-000-000 NN | | | | 31,703.31 |
| | | | TOTAL PAYMENT AMOUNT | 31,703.31 * | | | 31,703.31 |
| 017453/00 | THERAPY SHOPPE INC. | | | | | | |
| 1587 PO-181531 | 01/24/2018 | 322852 | 1 01-6500-0-4300-102-5750-1110-019-000 YN F | | | 113.82 | 105.63 |
| | | | TOTAL PAYMENT AMOUNT | 105.63 * | | | 105.63 |
| | | | TOTAL USE TAX AMOUNT | 8.19 | | | |
| 022563/00 | THERESA LUNSFORD | | | | | | |
| 1595 PO-181567 | 01/24/2018 | CONF.EXPENSE | 1 01-0000-0-5200-371-1110-1000-012-605 NN F | | | 31.13 | 31.13 |
| | | | TOTAL PAYMENT AMOUNT | 31.13 * | | | 31.13 |
| 010519/00 | TIM'S MUSIC | | | | | | |
| 1279 PO-181237 | 01/24/2018 | 290875 | 1 01-0000-0-5600-472-1520-1000-014-000 NN P | | | 310.84 | 310.84 |
| 1279 PO-181237 | 01/24/2018 | 292758 | 1 01-0000-0-5600-472-1520-1000-014-000 NN P | | | 114.76 | 114.76 |
| 1279 PO-181237 | 01/24/2018 | 290875 | 1 01-0000-0-5600-472-1520-1000-014-000 NN P | | | 93.66 | 93.66 |
| 1279 PO-181237 | 01/24/2018 | 290876 | 1 01-0000-0-5600-472-1520-1000-014-000 NN F | | | 217.18 | 217.18 |
| | | | TOTAL PAYMENT AMOUNT | 736.44 * | | | 736.44 |
| 011665/00 | VIKING SERVICES | | | | | | |
| 1656 PO-181594 | 01/24/2018 | 4297 | 1 01-8150-0-5800-106-0000-8110-007-000 NN F | | | 95.00 | 95.00 |
| | | | TOTAL PAYMENT AMOUNT | 95.00 * | | | 95.00 |
| 022221/00 | WESTERN HEALTH ADVANTAGE | | | | | | |
| PV-180043 | 01/24/2018 | FEBRUARY 2018 | 01-0000-0-9552-000-0000-0000-000-000 NN | | | | 97,034.17 |
| | | | TOTAL PAYMENT AMOUNT | 97,034.17 * | | | 97,034.17 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|------------|-------------|--|---------------|---|-------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 017313/00 | XEROX | | | | | | |
| 143 | PO-180120 | 01/24/2018 | 3004854463A | 1 | 01-0000-0-4300-116-0000-8200-007-992 NN P | 2,240.26 | 2,240.26 |
| 142 | PO-180121 | 01/24/2018 | 7149057-001 | 1 | 01-0000-0-5800-116-1920-8200-007-000 NN P | 36,771.02 | 36,771.02 |
| 170 | PO-180135 | 01/24/2018 | 230065699 | 1 | 01-0000-0-5800-116-1920-8200-007-000 NN P | 1,190.13 | 1,190.13 |
| TOTAL PAYMENT AMOUNT | | | | | | 40,201.41 * | 40,201.41 |
| TOTAL FUND PAYMENT | | | | 516,522.07 ** | | 516,522.07 | |
| TOTAL USE TAX AMOUNT | | | | 23.88 | | | |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|----------------------------|---------------------|---|-----------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 019769/00 | AMERICAN EXPRESS | | | | | | |
| 1663 PO-181608 | 01/23/2018 | 0-03000 | 1 11-6391-0-5200-600-4130-1000-015-000 NN F | | | 475.26 | 475.26 |
| | | | TOTAL PAYMENT AMOUNT | 475.26 * | | | 475.26 |
| | | | | | | | |
| 015627/00 | HOME DEPOT CREDIT SERVICES | | | | | | |
| 1013 PO-180986 | 01/23/2018 | 6035 3220 2438 2776 | 1 11-3926-0-4300-600-4130-1000-015-000 NN P | | | 411.46 | 411.46 |
| | | | TOTAL PAYMENT AMOUNT | 411.46 * | | | 411.46 |
| | | | TOTAL FUND PAYMENT | 886.72 ** | | | 886.72 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|-------------------------------|---------------|---|---------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 016807/00 | AGUILERA, RICHARD | | | | | | |
| 1635 PO-181575 | 01/24/2018 | PARENT REUND | 1 13-5310-0-8634-000-0000-0000-000-000 NN P | | | 42.10 | 42.10 |
| TOTAL PAYMENT AMOUNT | | | | | | 42.10 * | 42.10 |
| 011602/00 | DANIELSEN CO., THE | | | | | | |
| 78 PO-180050 | 01/24/2018 | 154756 | 1 13-5310-0-4700-108-0000-3700-007-000 N P | | | 1,163.52 | 1,163.52 |
| 78 PO-180050 | 01/24/2018 | 154756 | 2 13-5310-0-4300-108-0000-3700-007-000 N P | | | 8.00 | 8.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,171.52 * | 1,171.52 |
| 014216/00 | FELIZ VASQUEZ | | | | | | |
| 1615 PO-181561 | 01/24/2018 | PARENT REFUND | 1 13-5310-0-8634-000-0000-0000-000-000 NN F | | | 41.30 | 41.30 |
| TOTAL PAYMENT AMOUNT | | | | | | 41.30 * | 41.30 |
| 022364/00 | HEARTLAND SCHOOL SOLUTIONS | | | | | | |
| 190 PO-180177 | 01/24/2018 | HSS0000030452 | 2 13-5310-0-5300-108-0000-3700-007-000 NN P | | | 359.10 | 359.10 |
| TOTAL PAYMENT AMOUNT | | | | | | 359.10 * | 359.10 |
| 016279/00 | P&R PAPER SUPPLY | | | | | | |
| 118 PO-180060 | 01/24/2018 | 30170894-00 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 113.08 | 113.08 |
| 118 PO-180060 | 01/24/2018 | 30170738-00 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 75.85 | 75.85 |
| 118 PO-180060 | 01/24/2018 | 30170756-00 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 1,122.22 | 1,122.22 |
| 118 PO-180060 | 01/24/2018 | 30169637-01 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 29.26 | 29.26 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,340.41 * | 1,340.41 |
| 021194/00 | PRUDENTIAL OVERALL SUPPLY INC | | | | | | |
| 113 PO-180097 | 01/24/2018 | 180295776 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| 113 PO-180097 | 01/24/2018 | 180294640 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| 113 PO-180097 | 01/24/2018 | 180298063 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 77.75 | 77.75 |
| TOTAL PAYMENT AMOUNT | | | | | | 233.25 * | 233.25 |
| 019852/00 | TUZON, REBECCA | | | | | | |
| 1616 PO-181562 | 01/22/2018 | PARENT REFUND | 1 13-5310-0-8634-000-0000-0000-000-000 NN F | | | 8.00 | 8.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 8.00 * | 8.00 |

081 CENTER UNIFIED SCHOOL DISTRICT J6441
01-24-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 01-24-18
FUND : 13 CAFETERIA FUND

APY500 L.00.12 01/24/18 10:50 PAGE 13
<< Open >>

| Vendor/Addr | Remit name | | Tax ID num | Deposit type | ABA num | Account num | | | |
|---------------|------------|-------------|------------|--------------|--|-------------|---------|------------|--|
| Req Reference | Date | Description | | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | Liq Amt | Net Amount | |
| ----- | | | TOTAL FUND | PAYMENT | 3,195.68 | ** | | 3,195.68 | |

081 CENTER UNIFIED SCHOOL DISTRICT J6441
01-24-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 01-24-18
FUND : 14 DEFERRED MAINTENANCE FUND

APY500 L.00.12 01/24/18 10:50 PAGE 14
<< Open >>

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------|-------------|---|---------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 018970/00 | RUA & SON MECHANICAL INC | | | | | | |
| 1112 PO-181067 | 01/24/2018 | 302282 | 1 14-0024-0-5600-106-9585-8110-007-000 NN F | | | 5,396.51 | 2,116.28 |
| | | | TOTAL PAYMENT AMOUNT | | 2,116.28 * | | 2,116.28 |
| | | | TOTAL FUND PAYMENT | | 2,116.28 ** | | 2,116.28 |

081 CENTER UNIFIED SCHOOL DISTRICT J6441
01-24-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 01-24-18
FUND : 21 BUILDING FUND

APY500 L.00.12 01/24/18 10:50 PAGE 15
<< Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------|-------------|------------|--------------|---|-----------------|-----------|------------|
| Req Reference | Date | | | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | |
| 019750/00 | CAPITAL PROGRAM MGMT INC | | | | | | | |
| 1334 PO-181296 | 01/23/2018 #18 | | | | 1 21-0000-0-5800-106-0000-8500-007-000 NN P | | 24,093.72 | 24,093.72 |
| | | | | | TOTAL PAYMENT AMOUNT | 24,093.72 * | | 24,093.72 |
| | | | | | TOTAL FUND PAYMENT | 24,093.72 ** | | 24,093.72 |
| | | | | | TOTAL BATCH PAYMENT | 546,814.47 *** | 0.00 | 546,814.47 |
| | | | | | TOTAL USE TAX AMOUNT | 23.88 | | |
| | | | | | TOTAL DISTRICT PAYMENT | 546,814.47 **** | 0.00 | 546,814.47 |
| | | | | | TOTAL USE TAX AMOUNT | 23.88 | | |
| | | | | | TOTAL FOR ALL DISTRICTS: | 546,814.47 **** | 0.00 | 546,814.47 |
| | | | | | TOTAL USE TAX AMOUNT | 23.88 | | |

Number of checks to be printed: 72, not counting voids due to stub overflows.

Batch status: A All

From batch: 0037

To batch: 0037

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|---------------------------|-----------------|---|---------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 010002/00 | ALDAR ACADEMY | | | | | | |
| 716 PO-180686 | 01/31/2018 | DEC 17 | | | | | |
| | | | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 2,121.86 | 2,121.86 |
| | | | TOTAL PAYMENT AMOUNT | | 2,121.86 * | | 2,121.86 |
| | | | | | | | |
| 010669/00 | ALHAMBRA & SIERRA SPRINGS | | | | | | |
| 311 PO-180399 | 01/31/2018 | 663302014871405 | 1 01-6500-0-4300-102-5001-2700-019-000 NN P | | | 53.69 | 53.69 |
| 311 PO-180399 | 01/29/2018 | 663302014871405 | 2 01-6500-0-5600-102-5001-2700-019-000 NN P | | | 6.49 | 6.49 |
| 311 PO-180399 | 01/29/2018 | 663302014871405 | 3 01-0000-0-4300-103-0000-7200-019-000 NN P | | | 53.68 | 53.68 |
| 311 PO-180399 | 01/29/2018 | 663302014871405 | 4 01-0000-0-5600-103-0000-7200-019-000 NN P | | | 6.50 | 6.50 |
| | | | TOTAL PAYMENT AMOUNT | | 120.36 * | | 120.36 |
| | | | | | | | |
| 010564/00 | APPLE COMPUTER | | | | | | |
| 1676 PO-181616 | 01/31/2018 | 6717602526 | 1 01-6500-0-4400-102-5001-2700-019-000 NN P | | | 413.37 | 413.37 |
| | | | TOTAL PAYMENT AMOUNT | | 413.37 * | | 413.37 |
| | | | | | | | |
| 015121/00 | B.J. FLOORING INC | | | | | | |
| 1690 PO-181628 | 01/31/2018 | 2009563 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 260.00 | 260.00 |
| | | | TOTAL PAYMENT AMOUNT | | 260.00 * | | 260.00 |
| | | | | | | | |
| 020065/00 | BOLTON, LOIS | | | | | | |
| 1735 PO-181672 | 01/31/2018 | REIMB ER | 1 01-0000-0-3402-111-0000-8200-000-000 NN F | | | 50.00 | 50.00 |
| | | | TOTAL PAYMENT AMOUNT | | 50.00 * | | 50.00 |
| | | | | | | | |
| 010150/00 | BURKETT'S OFFICE SUPPLIES | | | | | | |
| 1588 PO-181532 | 01/31/2018 | 1348875-0 | 1 01-6512-0-4300-102-5001-3110-019-000 NN F | | | 55.89 | 55.89 |
| 1626 PO-181587 | 01/31/2018 | 1349514 | 1 01-0000-0-4300-472-1110-1000-014-000 NN F | | | 247.04 | 247.04 |
| | | | TOTAL PAYMENT AMOUNT | | 302.93 * | | 302.93 |
| | | | | | | | |
| 010340/00 | CA DEPT OF JUSTICE | | | | | | |
| 395 PO-180366 | 01/31/2018 | 276859 | 1 01-0000-0-5800-110-0000-7200-004-000 NN P | | | 288.00 | 288.00 |
| | | | TOTAL PAYMENT AMOUNT | | 288.00 * | | 288.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|---------------------|---|-------------|-------------|-----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL PUNC RES DEP T9MPS | | | | |
| 020540/00 | CALIFORNIA AMERICAN WATER CO | | | | | | |
| 19 PO-180019 | 01/31/2018 | 1015-210038466358 | 1 01-0000-0-5520-106-0000-8110-007-000 NN P | | | 30,999.24 | 30,999.24 |
| | | | TOTAL PAYMENT AMOUNT | 30,999.24 * | | | 30,999.24 |
| 018895/00 | CANAAN SOUND & LIGHT | | | | | | |
| 1727 PO-181683 | 01/31/2018 | 181315 | 1 01-0000-0-5800-472-1110-1000-014-602 NY F | | | 1,000.00 | 1,000.00 |
| 1727 PO-181683 | 01/31/2018 | 181315 | 2 01-0000-0-5800-472-1110-1000-014-603 NY F | | | 1,000.00 | 1,000.00 |
| | | | TOTAL PAYMENT AMOUNT | 2,000.00 * | | | 2,000.00 |
| 017639/00 | CDT INC. | | | | | | |
| 398 PO-180369 | 01/31/2018 | 44567 | 1 01-0000-0-5800-110-0000-7200-004-000 NN P | | | 275.80 | 275.80 |
| | | | TOTAL PAYMENT AMOUNT | 275.80 * | | | 275.80 |
| 020305/00 | CDW GOVERNMENT INC. | | | | | | |
| 1613 PO-181548 | 01/31/2018 | LLF4580 | 1 01-0000-0-4400-105-0000-7200-005-000 NN F | | | 2,126.79 | 2,126.79 |
| 1613 PO-181548 | 01/31/2018 | LLF4580 | 2 01-0000-0-4300-105-0000-7200-005-000 NN F | | | 109.58 | 109.58 |
| 1563 PO-181555 | 01/31/2018 | LMC4364 | 1 01-0000-0-4400-238-1110-1000-010-000 NN F | | | 3,461.41 | 3,461.41 |
| | | | TOTAL PAYMENT AMOUNT | 5,697.78 * | | | 5,697.78 |
| 015768/00 | CHAMBERLAIN, JOE MATTHEW | | | | | | |
| 1646 PO-181642 | 01/31/2018 | REIMB ROOMS DEPOSIT | 1 01-7220-0-5800-472-1110-1000-014-000 NN F | | | 6,800.00 | 6,800.00 |
| | | | TOTAL PAYMENT AMOUNT | 6,800.00 * | | | 6,800.00 |
| 021797/00 | D3 SPORTS INC | | | | | | |
| 1140 PO-181122 | 01/31/2018 | 281116 | 1 01-0076-0-4300-472-1110-4200-014-802 NN F | | | 935.81 | 935.81 |
| | | | TOTAL PAYMENT AMOUNT | 935.81 * | | | 935.81 |
| 020592/00 | DEPARTMENT OF GENERAL SERVICES | | | | | | |
| 1670 PO-181620 | 01/31/2018 | 00000109026 | 1 01-0000-0-5800-110-0000-7200-004-000 NN P | | | 130.00 | 130.00 |
| 1670 PO-181620 | 01/31/2018 | 000001092771 | 1 01-0000-0-5800-110-0000-7200-004-000 NN F | | | 165.00 | 165.00 |
| | | | TOTAL PAYMENT AMOUNT | 295.00 * | | | 295.00 |

081 CENTER UNIFIED SCHOOL DISTRICT J6688
01-31-2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0037 01-31-18
FUND : 01 GENERAL FUND

APY500 L.00.12 01/31/18 10:24 PAGE 3
<< Open >>

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|--------------------------------|---------------------|--------------|--------------------------------------|-------------------------|----------|------------|
| Req Reference | Date | Description | FD RESO P | OBJE SIT | GOAL FUNC RES DEP T9MPS | | |
| 017213/00 | DIVISION OF STATE ARCHITECT | | | | | | |
| 1749 PO-181689 | 01/31/2018 | 34-10, DSA#02-56817 | 1 | 01-0000-0-5800-106-0000-8500-007-995 | NN F | 500.00 | 500.00 |
| 1750 PO-181690 | 01/31/2018 | 34-10, DSA#02-57274 | 1 | 01-0000-0-5800-106-0000-8500-007-995 | NN F | 500.00 | 500.00 |
| TOTAL PAYMENT AMOUNT | | | | 1,000.00 * | | | 1,000.00 |
| 018277/00 | EASTER SEAL SOCIETY OF CA. INC | | | | | | |
| 935 PO-180901 | 01/31/2018 | DEC 17 | 1 | 01-6500-0-5800-102-5750-1180-019-000 | NN F | 2,205.00 | 2,205.00 |
| TOTAL PAYMENT AMOUNT | | | | 2,205.00 * | | | 2,205.00 |
| 016002/00 | EDGAR, SHERRY | | | | | | |
| 1675 PO-181675 | 01/31/2018 | TRAVEL EXPENSE | 1 | 01-0000-0-5200-472-1110-1000-014-000 | NN F | 189.68 | 189.68 |
| TOTAL PAYMENT AMOUNT | | | | 189.68 * | | | 189.68 |
| 022167/00 | ESPINOZA, ANGELA | | | | | | |
| 1730 PO-181679 | 01/31/2018 | REIMB-DECALS | 1 | 01-8150-0-4300-106-0000-8110-007-000 | NN F | 41.58 | 41.58 |
| TOTAL PAYMENT AMOUNT | | | | 41.58 * | | | 41.58 |
| 011008/00 | FLAGHOUSE INC | | | | | | |
| 1697 PO-181652 | 01/31/2018 | V106577300019 | 1 | 01-0000-0-4300-472-1110-1000-014-000 | NN F | 19.98 | 19.98 |
| 1697 PO-181652 | 01/31/2018 | V016577300019 | 2 | 01-0000-0-4200-472-1110-1000-014-000 | NN F | 32.32 | 32.32 |
| TOTAL PAYMENT AMOUNT | | | | 52.30 * | | | 52.30 |
| 022347/00 | GIVE SOMETHING BACK | | | | | | |
| 1636 PO-181576 | 01/31/2018 | IN-0701628 | 1 | 01-0000-0-4300-475-3200-1000-015-740 | NN F | 84.92 | 84.70 |
| 1621 PO-181585 | 01/31/2018 | IN-0705173 | 1 | 01-0000-0-4300-472-1355-1000-014-000 | NN F | 166.33 | 166.33 |
| TOTAL PAYMENT AMOUNT | | | | 251.03 * | | | 251.03 |
| 015636/00 | HASTIE'S SAND AND GRAVEL CO | | | | | | |
| 41 PO-180038 | 01/31/2018 | 156329 | 1 | 01-0000-0-4300-106-0000-8110-007-000 | NN F | 74.01 | 74.01 |
| TOTAL PAYMENT AMOUNT | | | | 74.01 * | | | 74.01 |

| Vendor/Addr
Req Reference | Remit name
Date | Description | Tax ID num | Deposit type
FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | ABA num | Account num | Liq Amt | Net Amount |
|------------------------------|--------------------------------|---------------------------|------------|--|---------|-------------|-------------|------------|
| 014909/00 | LANE, DOROTHY | | | | | | | |
| | 1728 PO-181678 | 01/31/2018 TRIP 1540 | | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 22.42 | 22.42 |
| | | | | TOTAL PAYMENT AMOUNT | | | 22.42 * | 22.42 |
| 016076/00 | LES SCHWAB TIRE CENTER | | | | | | | |
| | 1737 PO-181680 | 01/31/2018 64300288289 | | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 64.00 | 64.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | 64.00 * | 64.00 |
| 014389/00 | LOMOVA, YELENA | | | | | | | |
| | 532 PO-180489 | 01/31/2018 TRIP 1505 | | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 5.74 | 5.74 |
| | | | | TOTAL PAYMENT AMOUNT | | | 5.74 * | 5.74 |
| 017726/00 | LOS ANGELES FREIGHTLINER | | | | | | | |
| | 36 PO-180033 | 01/31/2018 XA410001655:01 | | 1 01-0000-0-4300-112-0000-3600-007-000 NN P | | | 371.90 | 371.90 |
| | | | | TOTAL PAYMENT AMOUNT | | | 371.90 * | 371.90 |
| 022406/00 | MAXIM HEALTHCARE SERVICES INC | | | | | | | |
| | 975 PO-180939 | 01/31/2018 5339170262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 2,010.00 | 2,010.00 |
| | 975 PO-180939 | 01/31/2018 5318590262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 2,185.70 | 2,185.70 |
| | 975 PO-180939 | 01/31/2018 5356350262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 1,870.00 | 1,870.00 |
| | 975 PO-180939 | 01/31/2018 5387120262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 696.00 | 696.00 |
| | 975 PO-180939 | 01/31/2018 5400150262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 166.80 | 166.80 |
| | 975 PO-180939 | 01/31/2018 5370610262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 1,582.80 | 1,582.80 |
| | 975 PO-180939 | 01/31/2018 5339170262 | | 1 01-0000-0-5800-109-0000-3140-004-000 NN P | | | 2,010.00 | 2,010.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | 10,521.30 * | 10,521.30 |
| 016087/00 | MICHAEL'S TRANSPORTATION SERV. | | | | | | | |
| | 555 PO-180518 | 01/31/2018 101115 | | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 5,882.50 | 5,882.50 |
| | 555 PO-180518 | 01/31/2018 101117 | | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 4,860.00 | 4,860.00 |
| | | | | TOTAL PAYMENT AMOUNT | | | 10,742.50 * | 10,742.50 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|---------------------------|--------------|---|---------|-------------|------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 021058/00 | MULDOON, CARRIE | | | | | | |
| 1707 PO-181657 | 01/31/2018 | MILEAGE | 1 01-0000-0-5200-472-1110-1000-014-000 NN F | | | 36.84 | 36.84 |
| TOTAL PAYMENT AMOUNT | | | | | | 36.84 * | 36.84 |
| | | | | | | | |
| 021173/00 | NORTH STATE TIRE CO. INC | | | | | | |
| 1702 PO-181634 | 01/31/2018 | K87737 | 1 01-0000-0-4300-112-0000-3600-007-000 NN F | | | 708.72 | 708.72 |
| 1702 PO-181634 | 01/31/2018 | K87737 | 2 01-0000-0-5800-112-0000-3600-007-000 NN F | | | 221.50 | 221.50 |
| TOTAL PAYMENT AMOUNT | | | | | | 930.22 * | 930.22 |
| | | | | | | | |
| 017576/00 | OFFICE DEPOT | | | | | | |
| 1488 PO-181446 | 01/31/2018 | 994880598001 | 1 01-3410-0-4300-472-1110-1000-019-000 NN P | | | 6.03 | 6.03 |
| 1488 PO-181446 | 01/31/2018 | 994880599001 | 1 01-3410-0-4300-472-1110-1000-019-000 NN F | | | 180.25 | 188.97 |
| 1528 PO-181488 | 01/31/2018 | 999377875001 | 1 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 98.00 | 98.00 |
| 1529 PO-181489 | 01/31/2018 | 999377283001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 80.88 | 80.88 |
| 1541 PO-181498 | 01/31/2018 | 999376502001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 63.17 | 63.17 |
| 1541 PO-181498 | 01/31/2018 | 999376502001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 31.11 | 31.11 |
| 1543 PO-181499 | 01/31/2018 | 999375854001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 57.61 | 57.61 |
| 1543 PO-181499 | 01/31/2018 | 999375854001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 36.85 | 36.85 |
| 1545 PO-181500 | 01/31/2018 | 999374980001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 68.87 | 22.02 |
| 1545 PO-181500 | 01/31/2018 | 999374980001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 14.32 | 14.32 |
| 1547 PO-181501 | 01/31/2018 | 999374500001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 53.47 | 53.47 |
| 1547 PO-181501 | 01/31/2018 | 999374500001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 32.54 | 32.54 |
| 1573 PO-181520 | 01/31/2018 | 999349785001 | 1 01-0000-0-4300-236-1110-1000-009-000 NN F | | | 501.76 | 501.76 |
| 1558 PO-181552 | 01/31/2018 | 999352659001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 65.47 | 65.47 |
| 1558 PO-181552 | 01/31/2018 | 999352659001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 33.94 | 33.94 |
| 1560 PO-181553 | 01/31/2018 | 999353531001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 63.81 | 63.81 |
| 1560 PO-181553 | 01/31/2018 | 999353531001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 34.45 | 33.51 |
| 1562 PO-181554 | 01/31/2018 | 999354179001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 43.16 | 43.16 |
| 1562 PO-181554 | 01/31/2018 | 999354179001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 51.88 | 18.09 |
| 1574 PO-181556 | 01/31/2018 | 999352005001 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 44.67 | 44.67 |
| 1574 PO-181556 | 01/31/2018 | 999352005001 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 13.75 | 13.75 |
| 1601 PO-181560 | 01/31/2018 | 999351449001 | 1 01-6500-0-4300-102-5770-1110-019-000 NN F | | | 193.85 | 193.85 |
| 1611 PO-181570 | 01/31/2018 | 100623427001 | 1 01-4203-0-4300-103-4760-1000-019-000 NN F | | | 102.92 | 102.92 |
| 1651 PO-181592 | 01/31/2018 | 101203292001 | 1 01-0000-0-4300-371-0000-2700-012-000 NN F | | | 66.35 | 66.05 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,865.95 * | 1,865.95 |
| | | | | | | | |
| 019375/00 | PACIFIC COACHWAYS CHARTER | | | | | | |
| 1716 PO-181676 | 01/31/2018 | ID 38609 | 1 01-7338-0-5865-472-1110-1000-014-000 NN P | | | 4,057.00 | 4,057.00 |
| 1716 PO-181676 | 01/31/2018 | ID 38610 | 1 01-7338-0-5865-472-1110-1000-014-000 NN P | | | 3,369.00 | 3,369.00 |
| 1716 PO-181676 | 01/31/2018 | 38611 | 1 01-7338-0-5865-472-1110-1000-014-000 NN P | | | 3,619.00 | 3,619.00 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|-------------------------------|---------------|---|-------------|-------------|-----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 019375 | (CONTINUED) | | | | | | |
| 1716 PO-181676 | 01/31/2018 | 38612 | 1 01-7338-0-5865-472-1110-1000-014-000 NN F | | | 2,473.00 | 2,473.00 |
| | | | TOTAL PAYMENT AMOUNT | 13,518.00 * | | | 13,518.00 |
| 021249/00 | PERRY, HEATHER | | | | | | |
| 911 PO-180885 | 01/31/2018 | JAN | 1 01-6500-0-5210-102-5001-2700-019-000 NN P | | | 19.08 | 19.08 |
| | | | TOTAL PAYMENT AMOUNT | 19.08 * | | | 19.08 |
| 011345/00 | PLACER LEARNING CENTER | | | | | | |
| 1608 PO-181617 | 01/31/2018 | NOV BILL | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 25,532.53 | 25,532.53 |
| 1608 PO-181617 | 01/31/2018 | DEC-2017 | 1 01-6500-0-5800-102-5750-1180-019-000 NN P | | | 21,066.84 | 21,066.84 |
| | | | TOTAL PAYMENT AMOUNT | 46,599.37 * | | | 46,599.37 |
| 014069/00 | PLATT ELECTRIC SUPPLY INC | 205021845 | | | | | |
| 12 PO-180012 | 01/31/2018 | P520954 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 174.27 | 174.27 |
| | | | TOTAL PAYMENT AMOUNT | 174.27 * | | | 174.27 |
| 022525/00 | POST-IT LLC | | | | | | |
| 397 PO-180368 | 01/31/2018 | NOV 2017 | 1 01-0000-0-5800-110-0000-7200-004-000 NN P | | | 220.00 | 220.00 |
| | | | TOTAL PAYMENT AMOUNT | 220.00 * | | | 220.00 |
| 021194/00 | PRUDENTIAL OVERALL SUPPLY INC | | | | | | |
| 18 PO-180018 | 01/31/2018 | 180298064 | 1 01-0000-0-5600-112-0000-3600-007-000 NN P | | | 56.82 | 56.82 |
| | | | TOTAL PAYMENT AMOUNT | 56.82 * | | | 56.82 |
| 010038/00 | RIVERBANK HIGH SCHOOL | | | | | | |
| 1704 PO-181654 | 01/31/2018 | 3/2 TOURN CHS | 1 01-0076-0-5800-472-1110-4200-014-814 NN P | | | 150.00 | 150.00 |
| | | | TOTAL PAYMENT AMOUNT | 150.00 * | | | 150.00 |

| Vendor/Addr
Req Reference | Remit name
Date | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount | | | | | | |
|------------------------------|--------------------|------------------------|------------|--------------|--------------------------------------|-------------|------------|------------|------|-----|-----|-------|--|--|
| | | | FD | RESO | P | OBJE | SIT | GOAL | FUNC | RES | DEP | T9MPS | | |
| ----- | | | | | | | | | | | | | | |
| 010552/00 | SAC VAL | JANITORIAL | | | | | | | | | | | | |
| 1688 PO-181626 | 01/31/2018 | 10275164 | | 1 | 01-0000-0-4400-111-0000-8200-007-000 | NN F | 711.27 | 711.27 | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 711.27 | 711.27 | | | | | | |
| 010266/00 | SACRAMENTO COUNTY | UTILITIES | | | | | | | | | | | | |
| 21 PO-180021 | 01/31/2018 | 50000918556 | | 1 | 01-0000-0-5520-106-0000-8110-007-000 | N P | 161.97 | 161.97 | | | | | | |
| 21 PO-180021 | 01/31/2018 | 50000918618 | | 1 | 01-0000-0-5520-106-0000-8110-007-000 | N P | 670.20 | 670.20 | | | | | | |
| 21 PO-180021 | 01/31/2018 | 50000918485 | | 1 | 01-0000-0-5520-106-0000-8110-007-000 | N P | 3,420.81 | 3,420.81 | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 4,252.98 | 4,252.98 | | | | | | |
| 014786/00 | SCHOOL SPECIALTY | | | | | | | | | | | | | |
| 1576 PO-181524 | 01/31/2018 | 208119824069 | | 1 | 01-6500-0-4300-102-5770-1110-019-000 | NN F | 18.83 | 18.83 | | | | | | |
| 1592 PO-181538 | 01/31/2018 | 20811938126 | | 1 | 01-6500-0-4300-102-5770-1191-019-000 | NN F | 173.47 | 173.47 | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 192.30 | 192.30 | | | | | | |
| 010373/00 | SCHOOLS INSURANCE | AUTHORITY | | | | | | | | | | | | |
| 1665 PO-181610 | 01/31/2018 | WC2018-37 | | 1 | 01-0000-0-9558-000-0000-0000-000-000 | NN F | 236,430.00 | 236,430.00 | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 236,430.00 | 236,430.00 | | | | | | |
| 020811/00 | SHRED-IT USA LLC | | | | | | | | | | | | | |
| 73 PO-180049 | 01/31/2018 | 8123959581 | | 1 | 01-0000-0-5800-472-0000-2700-014-000 | NN P | 77.14 | 77.14 | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | 77.14 | 77.14 | | | | | | |
| 020252/00 | STAPLES BUSINESS | ADVANTAGE | | | | | | | | | | | | |
| 1536 PO-181487 | 01/31/2018 | 3365669755 | | 1 | 01-0000-0-4300-234-1110-1000-008-000 | NN P | 16.91 | 16.91 | | | | | | |
| 1536 PO-181487 | 01/31/2018 | 3365723249 | | 1 | 01-0000-0-4300-234-1110-1000-008-000 | NN P | 62.48 | 62.48 | | | | | | |
| 1536 PO-181487 | 01/31/2018 | 3364956782 | | 1 | 01-0000-0-4300-234-1110-1000-008-000 | NN P | 274.57 | 274.57 | | | | | | |
| 1536 PO-181487 | 01/31/2018 | 3365105021 | | 1 | 01-0000-0-4300-234-1110-1000-008-000 | NN F | 23.60 | 23.60 | | | | | | |
| 1535 PO-181495 | 01/31/2018 | 3365105025 | | 1 | 01-0000-0-4300-238-1110-1000-010-000 | NN F | 41.03 | 41.00 | | | | | | |
| 1535 PO-181495 | 01/31/2018 | 3365792901 | | 2 | 01-6300-0-4300-238-1110-1000-010-000 | NN F | 29.06 | 29.06 | | | | | | |
| 1538 PO-181496 | 01/31/2018 | 3365984486, 3365984493 | | 1 | 01-0000-0-4300-238-1110-1000-010-000 | NN F | 38.20 | 38.20 | | | | | | |
| 1538 PO-181496 | 01/31/2018 | 3365105026 | | 2 | 01-6300-0-4300-238-1110-1000-010-000 | NN F | 66.32 | 72.89 | | | | | | |
| 1540 PO-181497 | 01/31/2018 | 3365105027 | | 1 | 01-0000-0-4300-238-1110-1000-010-000 | NN F | 59.58 | 59.58 | | | | | | |
| 1540 PO-181497 | 01/26/2018 | 3365608028 | | 2 | 01-6300-0-4300-238-1110-1000-010-000 | NN F | 40.33 | 40.33 | | | | | | |
| 1589 PO-181536 | 01/31/2018 | 3365669757 | | 1 | 01-6512-0-4300-102-5001-3110-019-000 | NN F | 73.16 | 72.82 | | | | | | |
| 1556 PO-181550 | 01/31/2018 | 3365792902 | | 1 | 01-6300-0-4300-238-1110-1000-010-000 | NN F | 95.46 | 95.46 | | | | | | |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|---------------------------------------|------------|----------------|---|---------|-------------|-------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 020252 (CONTINUED) | | | | | | | |
| 1557 PO-181551 | 01/31/2018 | 3365792903 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 58.16 | 58.16 |
| 1557 PO-181551 | 01/31/2018 | 3365792903 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 41.38 | 41.37 |
| 1575 PO-181557 | 01/30/2018 | 3365792904 | 2 01-6300-0-4300-238-1110-1000-010-000 NN F | | | 28.55 | 25.45 |
| 1575 PO-181557 | 01/30/2018 | 3365792904 | 1 01-0000-0-4300-238-1110-1000-010-000 NN F | | | 62.42 | 25.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 976.88 * | 976.88 |
| 010137/00 STATE BOARD OF EQUALIZATION | | | | | | | |
| 1059 PO-181020 | 01/31/2018 | 57-415168 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 48.02 | 48.02 |
| 1700 PO-181632 | 01/31/2018 | 44-018826 | 1 01-0000-0-5800-112-0000-3600-007-000 NN F | | | 779.82 | 779.82 |
| TOTAL PAYMENT AMOUNT | | | | | | 827.84 * | 827.84 |
| 016230/00 STEWART TITLE OF SACRAMENTO | | | | | | | |
| 1701 PO-181633 | 01/31/2018 | CM-15016715-AV | 1 01-0000-0-6100-106-0000-8500-007-995 NN F | | | 50,000.00 | 50,000.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 50,000.00 * | 50,000.00 |
| 017006/00 STONWARE INC | | | | | | | |
| 1642 PO-181600 | 01/31/2018 | 00080944 | 1 01-6387-0-5800-472-1110-1000-019-000 NN F | | | 1,349.00 | 1,349.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,349.00 * | 1,349.00 |
| 020399/00 SUMDOG | | | | | | | |
| 1606 PO-181581 | 01/31/2018 | INV-8216 | 1 01-6300-0-5800-234-1110-1000-008-000 NN F | | | 1,200.00 | 1,200.00 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,200.00 * | 1,200.00 |
| 016005/00 SWRCB FEES | | | | | | | |
| 1691 PO-181629 | 01/31/2018 | SW-0146592 | 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 |
| 010139/00 TROKELL COMMUNICATIONS INC | | | | | | | |
| 1225 PO-181182 | 01/31/2018 | 989937 | 1 01-4203-0-4400-103-4760-1000-019-000 NN P | | | 780.00 | 780.00 |
| 1225 PO-181182 | 01/31/2018 | 991391 | 1 01-4203-0-4400-103-4760-1000-019-000 NN P | | | 838.30 | 838.30 |
| 1225 PO-181182 | 01/31/2018 | 989451 | 1 01-4203-0-4400-103-4760-1000-019-000 NN F | | | 6,453.37 | 6,453.38 |
| 1508 PO-181465 | 01/30/2018 | 999398 | 1 01-4203-0-4400-103-4760-1000-019-000 NN P | | | 780.00 | 780.00 |
| 1508 PO-181465 | 01/31/2018 | 999495 | 1 01-4203-0-4400-103-4760-1000-019-000 NN P | | | 6,453.38 | 6,453.38 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|--------------------------------|----------------------|---|---------------|-------------|---------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 010139 | (CONTINUED) | | | | | | |
| 1508 PO-181465 | 01/31/2018 | 100492 | 1 01-4203-0-4400-103-4760-1000-019-000 NN F | | | 838.29 | 838.30 |
| | | | TOTAL PAYMENT AMOUNT | 16,143.36 * | | | 16,143.36 |
| 018567/00 | TRULITE GLASS & ALUMINUM SOL. | | | | | | |
| 13 PO-180013 | 01/31/2018 | 121862355 | 1 01-8150-0-4300-106-0000-8110-007-000 NN P | | | 334.49 | 334.49 |
| | | | TOTAL PAYMENT AMOUNT | 334.49 * | | | 334.49 |
| 015191/00 | WACHOB, CYNTHIA | | | | | | |
| 817 PO-180782 | 01/31/2018 | DEC MILEAGE | 1 01-6500-0-5210-102-5060-2110-019-000 N P | | | 120.61 | 120.61 |
| | | | TOTAL PAYMENT AMOUNT | 120.61 * | | | 120.61 |
| 010116/00 | WESTERN PSYCHOLOGICAL SERVICES | | | | | | |
| 1421 PO-181382 | 01/31/2018 | WPS-195722 | 1 01-5640-0-4300-601-1369-3120-017-000 NN F | | | 760.67 | 569.78 |
| | | | TOTAL PAYMENT AMOUNT | 569.78 * | | | 569.78 |
| 022348/00 | WILSON, SHERRY | | | | | | |
| 881 PO-180838 | 01/31/2018 | TRIP 1499 | 1 01-0000-0-5800-112-0000-3600-007-000 NN P | | | 10.60 | 10.60 |
| | | | TOTAL PAYMENT AMOUNT | 10.60 * | | | 10.60 |
| 020543/00 | WINBORNE, JENNIFER | | | | | | |
| 1647 PO-181643 | 01/31/2018 | REIMB CONFERENCE FEE | 1 01-0000-0-5200-472-0000-2700-014-000 NN F | | | 350.00 | 350.00 |
| 1696 PO-181651 | 01/31/2018 | REIMB AMAZON ORDER | 1 01-0000-0-4200-472-1110-1000-014-000 NN F | | | 42.44 | 42.44 |
| | | | TOTAL PAYMENT AMOUNT | 392.44 * | | | 392.44 |
| | | | TOTAL FUND PAYMENT | 454,660.85 ** | | | 454,660.85 |

081 CENTER UNIFIED SCHOOL DISTRICT J6688
 01-31-2018

ACCOUNTS PAYABLE PRELIST
 BATCH: 0037 01-31-18
 FUND : 12 CHILD DEVELOPMEN FUND

APY500 L.00.12 01/31/18 10:24 PAGE 10
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| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|------------|-------------------------------|--|---------|-------------|--------------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 018143/00 | | CHILD DEVELOPMENT CENTERS INC | | | | | |
| 600 PO-180563 | 01/31/2018 | 5030-DEC17 | 1 12-5025-0-5800-100-8500-1000-005-000 | NN | P | 22,997.71 | 22,997.71 |
| 600 PO-180563 | 01/31/2018 | 5030-DEC17 | 2 12-6105-0-5800-100-8500-1000-005-000 | NN | P | 31,421.87 | 31,421.87 |
| TOTAL PAYMENT AMOUNT | | | | | | 54,419.58 * | 54,419.58 |
| TOTAL FUND PAYMENT | | | | | | 54,419.58 ** | 54,419.58 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|----------------------|-------------|---|---------|-------------|----------|-------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 014156/00 | COUNTY OF SACRAMENTO | | | | | | |
| 191 PO-180178 | 01/26/2018 | AR0001744 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 686.00 | 686.00 |
| 191 PO-180178 | 01/31/2018 | AR0006771 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 686.00 | 686.00 |
| 191 PO-180178 | 01/31/2018 | AR0005930 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 686.00 | 686.00 |
| 191 PO-180178 | 01/31/2018 | AR0004778 | 1 13-5310-0-5800-108-0000-3700-007-000 NN P | | | 686.00 | 686.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 2,744.00 * |
| | | | | | | | 2,744.00 |
| | | | | | | | |
| 011602/00 | DANIELSEN CO., THE | | | | | | |
| 78 PO-180050 | 01/31/2018 | 155482 | 1 13-5310-0-4700-108-0000-3700-007-000 N P | | | 1,004.53 | 1,004.53 |
| 78 PO-180050 | 01/31/2018 | 155482 | 2 13-5310-0-4300-108-0000-3700-007-000 N P | | | 8.00 | 8.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | 1,012.53 * |
| | | | | | | | 1,012.53 |
| | | | | | | | |
| 014216/00 | FELIZ VASQUEZ | | | | | | |
| 1674 PO-181645 | 01/31/2018 | REFUND | 1 13-5310-0-8634-000-0000-000-000 NN F | | | 48.25 | 48.25 |
| TOTAL PAYMENT AMOUNT | | | | | | | 48.25 * |
| | | | | | | | 48.25 |
| | | | | | | | |
| 021080/00 | GOLD STAR FOODS INC | | | | | | |
| 81 PO-180053 | 01/31/2018 | 2279011 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 910.60 | 910.60 |
| 81 PO-180053 | 01/31/2018 | 2269956 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 608.83 | 608.83 |
| 81 PO-180053 | 01/31/2018 | 2281062 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 205.68 | 205.68 |
| 81 PO-180053 | 01/31/2018 | 2269964 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 78.95 | 78.95 |
| 81 PO-180053 | 01/31/2018 | 2278366 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 4,856.29 | 4,856.29 |
| 81 PO-180053 | 01/31/2018 | 2278450 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 435.63 | 435.63 |
| 81 PO-180053 | 01/31/2018 | 2291239 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 108.08 | 108.08 |
| 81 PO-180053 | 01/31/2018 | 2289405 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 3,489.28 | 3,489.28 |
| 81 PO-180053 | 01/31/2018 | 1212159 | 1 13-5310-0-4700-108-0000-3700-007-000 NN M | | | 0.00 | -47.37 |
| 81 PO-180053 | 01/31/2018 | 1210325 | 1 13-5310-0-4700-108-0000-3700-007-000 NN M | | | 0.00 | -154.30 |
| TOTAL PAYMENT AMOUNT | | | | | | | 10,491.67 * |
| | | | | | | | 10,491.67 |
| | | | | | | | |
| 020663/00 | LOPEZ, LORRAINE | | | | | | |
| 1724 PO-181668 | 01/31/2018 | REFUND | 1 13-5310-0-8634-000-0000-000-000 NN F | | | 34.62 | 34.62 |
| TOTAL PAYMENT AMOUNT | | | | | | | 34.62 * |
| | | | | | | | 34.62 |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------|-------------------------------|--------------|---|--------------|-------------|----------|------------|
| Req Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| 016279/00 | P&R PAPER SUPPLY | | | | | | |
| 118 PO-180060 | 01/31/2018 | 30171844-00 | 1 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 898.29 | 898.29 |
| | | | TOTAL PAYMENT AMOUNT | 898.29 * | | | 898.29 |
| 015276/00 | PREMIER FOOD SAFETY | | | | | | |
| 1744 PO-181687 | 01/31/2018 | conf#3538391 | 1 13-5310-0-5200-108-0000-3700-007-000 NN P | | | 139.00 | 139.00 |
| | | | TOTAL PAYMENT AMOUNT | 139.00 * | | | 139.00 |
| 017334/00 | SEVEN UP BOTTLING CO. OF S.F. | | | | | | |
| 178 PO-180144 | 01/31/2018 | 3596400309 | 1 13-5310-0-4700-108-0000-3700-007-000 NN F | | | 3,792.00 | 444.00 |
| | | | TOTAL PAYMENT AMOUNT | 444.00 * | | | 444.00 |
| 016043/00 | SHELTONS UNLIMITED MECHANICAL | | | | | | |
| 187 PO-180174 | 01/31/2018 | 18-022018 | 1 13-5310-0-5600-108-0000-3700-007-000 NN P | | | 2,040.00 | 2,040.00 |
| | | | TOTAL PAYMENT AMOUNT | 2,040.00 * | | | 2,040.00 |
| 011422/00 | SYSCO OF SAN FRANCISCO | | | | | | |
| 80 PO-180052 | 01/31/2018 | 131600091 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 2,220.50 | 2,220.50 |
| 80 PO-180052 | 01/31/2018 | 131600091 | 2 13-5310-0-4300-108-0000-3700-007-000 NN P | | | 44.60 | 44.60 |
| 80 PO-180052 | 01/31/2018 | 131609569 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 2,158.82 | 2,158.82 |
| 80 PO-180052 | 01/31/2018 | 131609570 | 1 13-5310-0-4700-108-0000-3700-007-000 NN P | | | 171.50 | 171.50 |
| | | | TOTAL PAYMENT AMOUNT | 4,595.42 * | | | 4,595.42 |
| | | | TOTAL FUND PAYMENT | 22,447.78 ** | | | 22,447.78 |

081 CENTER UNIFIED SCHOOL DISTRICT J6688
01-31-2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0037 01-31-18
FUND : 14 DEFERRED MAINTENANCE FUND
APY500 L.00.12 01/31/18 10:24 PAGE 13
<< Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|----------------------|------------------------|-------------|------------|---|---------|-------------|----------|-------------|
| Req Reference | Date | | | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | | |
| 011374/00 | CAPITOL MECHANICAL INC | | | | | | | |
| 1570 PO-181673 | 01/31/2018 | 13398 | | 1 14-0024-0-5600-106-9585-8110-007-000 NN F | | | 5,235.00 | 5,235.00 |
| 1570 PO-181673 | 01/31/2018 | 13398 | | 2 14-0024-0-4300-106-9585-8110-007-000 NN F | | | 3,000.00 | 3,000.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | | 8,235.00 * |
| TOTAL FUND PAYMENT | | | | | | | | 8,235.00 ** |

| Vendor/Addr | Remit name | Tax ID num | Deposit type | ABA num | Account num | Liq Amt | Net Amount |
|--------------------------|--------------------------|-------------|---|-----------------|-------------|----------|------------|
| Reg Reference | Date | Description | FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS | | | | |
| ----- | | | | | | | |
| 019627/00 | NACHT & LEWIS ARCHITECTS | | | | | | |
| 715 PO-180685 | 01/31/2018 | 00003 | 1 21-0000-0-6215-472-0000-8500-007-170 NN P | | | 8,325.20 | 8,325.20 |
| 715 PO-180685 | 01/31/2018 | 00004 | 1 21-0000-0-6215-472-0000-8500-007-170 NN P | | | 2,081.30 | 2,081.30 |
| TOTAL PAYMENT AMOUNT | | | | 10,406.50 * | | | 10,406.50 |
| TOTAL FUND PAYMENT | | | | 10,406.50 ** | | | 10,406.50 |
| TOTAL BATCH PAYMENT | | | | 550,169.71 *** | 0.00 | | 550,169.71 |
| TOTAL DISTRICT PAYMENT | | | | 550,169.71 **** | 0.00 | | 550,169.71 |
| TOTAL FOR ALL DISTRICTS: | | | | 550,169.71 **** | 0.00 | | 550,169.71 |

Number of checks to be printed: 67, not counting voids due to stub overflows.

Center Joint Unified School District

| | | |
|--------------------------------|------------------------------------|-----------------------------|
| | | AGENDA REQUEST FOR: |
| Dept./Site: | Facilities & Operations Department | |
| To: | Board of Trustees | Action Item <u>XX</u> |
| Date: | February 21, 2018 | Information Item <u> </u> |
| From: | Craig Deason, Assist. Supt. | # Attached Pages <u>2</u> |
| Assist. Supt. Initials: | <u>CD</u> | |

| | |
|--|-----------------------------|
| SUBJECT: | Purchase of SMUD Substation |
| <p>The District is requesting approval of the Public Agency Certificate of Acceptance for the purchase of a SMUD substation.</p> | |
| <p>RECOMMENDATION: That the Board of Trustees approves the purchase of a SMUD substation.</p> | |
| <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | |

CONSENT AGENDA

**PUBLIC AGENCY CERTIFICATE OF ACCEPTANCE
(GOVERNMENT CODE SECTION 27281)**

This is to certify that the interest in that certain real property located in the County of Placer, State of California, commonly referred to as A.P.N. 023-380-056, which consists of approximately 0.5 acres, and is more particularly described in Exhibit "A" and depicted in Exhibit "A" to the Purchase and Sale Agreement with Joint Escrow Instructions, dated January 23, 2018, between HBT of Riolo Vineyards, LLC, a California Limited Liability Company, as Seller, and CENTER JOINT UNIFIED SCHOOL DISTRICT, a political subdivision of the State of California, as Purchaser, which interest is conveyed by Grant Deed, is hereby accepted by the undersigned officer on behalf of the CENTER JOINT UNIFIED SCHOOL DISTRICT, and the grantee hereby consents by its duly authorized officer to recordation thereof, in the name and for the benefit of the CENTER JOINT UNIFIED SCHOOL DISTRICT.

Dated: February 21, 2018

CENTER JOINT UNIFIED SCHOOL DISTRICT

By: _____
Scott Loehr, Superintendent

Exhibit "A"
Legal Description

Parcel One:

Lot D, as shown on the map of "Mariposa at Riolo Vineyard Tract No. ESD 16-00018 Being Riolo Vineyard Specific Plan Phase 1", filed for record October 31, 2017, in Book DD of Maps, Page 91, Official Records.

Apn: 023-380-056

Parcel Two:

A private access easement over all that certain real property situated in an unincorporated area of Placer County, State of California, being a portion of Lot B as shown on the Final Map of "Mariposa at Riolo Vineyard", filed in Book DD of Maps at page 91, Placer County Records, more particularly described as follows:

A strip of land 30 feet in width, the south line of said strip of land is described as follows:

Commencing at the southeast corner of Lot D, as shown on said final map, thence along the east line of said Lot D and a non-tangent curve to the right, having a radius of 5093.00 feet, a central angle of 00°35'08 and a radial bearing of South 89°21'35" west, for an arc length of 52.06 feet to the point of beginning; thence leaving said east line, North 89°53'29" east 40.00 feet to the west line of Walerga Road.

The north line of said strip of land shall be lengthened or shortened to terminate at said east line of said Lot D and said west line of Walerga Road.

Center Joint Unified School District

| | | |
|--|--------------------------------|--------------------------------|
| Dept./Site: Superintendent's Office | | AGENDA REQUEST FOR: |
| To: | Board of Trustees | Action Item <u> X </u> |
| Date: | February 21, 2018 | Information Item <u> </u> |
| From: | Scott A. Loehr, Superintendent | # Attached Pages <u> </u> |
| Principal/Administrator Initials: _____ | | |

SUBJECT: 2018 CSBA Delegate Assembly Election

The board as a whole may vote for up to three (3) candidates as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2018 - March 31, 2020.

RECOMMENDATION:



California School Boards Association

TIME SENSITIVE, REQUIRES BOARD ACTION

BALLOT DEADLINE: Thursday, March 15, 2018

January 29, 2018

TRANSMITTAL

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Executive Office

Re: Ballot for 2018 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Thursday, March 15, 2018

Enclosed in this mailing you will find the following:

- Memo from CSBA President Mike Walsh
- Info sheet for return envelope U.S. Postmark Deadline – Thursday, March 15, 2018
- Red ballot to be signed by Superintendent or Board Clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy on white paper of the red ballot and list of current Delegates (on reverse side) for insertion in board packets
- Copy of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact the Executive Office at (800) 371-4691 if you have any questions.

Thank you.

Enclosures



California School Boards Association

TIME SENSITIVE, REQUIRES BOARD ACTION

BALLOT DEADLINE: Thursday, March 15, 2018

January 29, 2018

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Mike Walsh, President

Re: Ballot for 2018 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Thursday, March 15, 2018

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, a résumé. In addition, provided is a watermarked “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the completed ballot on red paper is to be returned.**

The board, as a whole, may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). **Ballots must be postmarked by the U.S. Post Office on or before Thursday, March 15, 2018. No exceptions are allowed.**

Election results will be available no later than Friday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2018 – March 31, 2020. The next meeting of the Delegate Assembly is on Saturday, May 19 – Sunday, May 20 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Friday, April 1. Please do not hesitate to contact our Executive Office at (800) 371-4691, should you have any questions. Thank you.

REQUIRES BOARD ACTION

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **THURSDAY, MARCH 15, 2018**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

**OFFICIAL 2018 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)**

Number of vacancies: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2018 – March 31, 2020

**denotes incumbent*

Craig DeLuz (Robla ESD)*

JoAnne Reinking (Folsom Cordova USD)*

Only two nominations were received; however your board may vote to write in the name of a board member to fill this third seat:

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

REGION 6 – 19 Delegates (12 elected/7 appointed)◆

Director: Darrel Woo (Sacramento City USD)

Below is a list of all the current Delegates with expired terms from this Region.

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), term expires 2018

Subregion 6-B (Sacramento)

Michael A. Baker (Twin Rivers USD)◆, appointed term expires 2019

Pam Costa (San Juan USD)◆, appointed term expires 2019

Craig DeLuz (Robla ESD), term expires 2018

John Gordon (Galt Joint Union ESD), term expires 2019

Jay Hansen (Sacramento City USD)◆, appointed term expires 2019

James Hendricks (Arcohe Union ESD), term expires 2018

Susan Heredia (Natomas USD), term expires 2019

Lisa Kaplan (Natomas USD), term expires 2019

Crystal Martinez-Alire (Elk Grove USD)◆, appointed term expires 2019

Mike McKibbin (San Juan USD)◆, appointed term expires 2018

Christina Pritchett (Sacramento City USD)◆, appointed term expires 2020

JoAnne Reinking (Folsom-Cordova USD), term expires 2018

Rebecca Sandoval (Twin Rivers USD), term expires 2019

Edward (Ed) Short (Folsom-Cordova USD), term expires 2019

Bobbie Singh-Allen (Elk Grove USD)◆, appointed term expires 2018

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2018

Suzanna George (Rescue Union ESD), term expires 2019

County Delegate:

Shelton Yip (Yolo COE), term expires 2018

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)



2018 Delegate Assembly Candidate Biographical Sketch Form

DUE: Sunday, January 7, 2018

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1/7/18

| | |
|---|---|
| Name: <u>Craig DeLuz</u> | CSBA Region-subregion #: <u>6B</u> |
| District or COE: <u>Robla ESD</u> | Years on board: <u>13</u> |
| Profession: <u>Legislative Advocate</u> | Contact Number: (please v <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.) <u>916-595-0264</u> |
| *Primary E-mail: <u>craig@usmediagroup.net</u> | |
| <small>(*Communications from CSBA will be sent to primary email)</small> | |
| Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 years</u> | |

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

It is my desire to see CSBA become the leading advocate for public school education in California. This will occur only if leadership is completely bought into this a significant part of our mission. Thus, I would like to help chose these leaders.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Board President 8 of 13 years on the board, Sacramento County School Boards Association representative, Delegate Assembly, President's Council & LCFF Working Group.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The greatest challenge facing governing boards is adapting to the rapidly changing educational environment. CSBA can help us address this challenge by making sure we have access to policy makers and information related to them.



2018 Delegate Assembly Candidate Biographical Sketch Form

DUE: Sunday, January 7, 2018

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

12/19/17

Name: JoAnne Reinking

CSBA Region-subregion #: 6B

District or COE: Folsom Cordova Unified School District

Years on board: 9

Profession: Parent/ Volunteer

Contact Number: (please Cell Home Bus.) 916 628 9244

*Primary E-mail: jreinkin@fcusd.org

(*Communications from CSBA will be sent to primary email)

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate? 2 years

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am an active and informed board member. I follow education issues and work to inform and involve our community in my district's processes. I am accessible to the community I serve and value their input. I am a thoughtful Board Member who tries to evaluate all sides of an issue and base decisions on what is best for students. I work well with my board colleagues and superintendent.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Folsom Cordova Board President (2011/12, 2015/16 and 2017/18)

15 years parent group leadership experience (PTO/PTA) at elementary, middle and high school levels.

Prior Parent Engagement Coordinator.

Co-founder and current Board President of the Folsom Cordova Education Foundation.

Prior City of Folsom Library Commissioner.

CSBA Delegate 2015 - 2017.

Completed Masters in Governance Program.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

- 1.) Education funding - if education funding is to become a priority we need to move beyond funding minimums and truly invest in our youth. CSBA should be a constant advocate for increased education funding. CSBA should fully utilize it's outreach potential.
- 2.) Meeting and improving upon Dashboard success indicators.
- 3.) Closing the opportunity/achievement gap - involves working to create an individual education plan with opportunities for all students. CSBA can help by sharing best practices from districts and creating opportunities for Board Members to collaborate and share information.

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION # 13/2017-18

Resolution Calling for Full and Fair Funding of California's Public Schools

WHEREAS, California has the sixth largest economy in the world, and the largest Gross Domestic Product (GDP) of any state in the nation; and

WHEREAS, despite California's leadership in the global economy, the state falls in the nation's bottom quintile on nearly every measure of public K-12 school funding and school staffing; and

WHEREAS, California ranks 45th nationally in the percentage of taxable income spent on education, 41st in per-pupil funding, 45th in pupil-teacher ratios and 48th in pupil-staff ratios; and

WHEREAS, K-12 school funding has not substantially increased, on an inflation-adjusted basis, for more than a decade; and

WHEREAS, under the Local Control Funding Formula (LCFF), state funding for K-12 schools has only this year recently returned to levels predating the Great Recession of 2007; and

WHEREAS, the modest revenue increases since the implementation of LCFF have been eroded by rapidly increasing costs for health care, pensions, transportation and utilities; and

WHEREAS, 58 percent of California's public school students are eligible for free and reduced-price lunch — 13 percent above the national average — and 23 percent of California students are English learners, more than twice the national average; and

WHEREAS, California's investment in public schools is out of alignment with its wealth, its ambitions, its demographics and the demands of a 21st-century education; and

WHEREAS, in 2007, a bipartisan group of California leaders commissioned a report titled *Getting Down to Facts*, which stated it would take an additional \$17 billion annually to meet the State Board of Education achievement targets for K-12 schools; and

WHEREAS, in 2016, a California School Boards Association (CSBA) report, *California's Challenge: Adequately Funding Education in the 21st Century*, updated the *Getting Down to Facts* data and determined that, adjusting for inflation, an additional \$22 billion to \$40 billion annually would be required to provide all public school students with access to a high-quality education; and

WHEREAS, California funds schools at roughly \$1,961 per student less than the national average, which translates to approximately \$3,462 per student when adjusted for California being a high-cost state; and

WHEREAS, California trails the average of the top 10 states by almost \$7,000 in per-pupil funding; and

WHEREAS, in *Robles-Wong v. State of California*, a group of plaintiffs led by CSBA argued that California's school funding system violated Article IX of the State Constitution by denying all

students access to an education that prepares them for economic security and full participation in our democratic institutions; and

WHEREAS, the California Supreme Court declined to hear the case by a 4-3 margin, prompting Justice Goodwin H. Liu to write: "It is regrettable that this court, having recognized education as a fundamental right in a landmark decision 45 years ago [*Serrano v. Priest* (1971) 5 Cal.3d 584], should now decline to address the substantive meaning of that right."; and

WHEREAS, in order to prepare our students for participation in a democratic society and an increasingly competitive, technology-driven global economy, California must fund schools at a level sufficient to support student success; and

WHEREAS, despite its vast wealth, California has consistently underfunded public education while widening its scope, adding new requirements and raising standards without providing appropriate resources to prepare all students for college, career and civic life; and

WHEREAS, if California is to close opportunity and achievement gaps and create a public school system that offers consistently high levels of education, the State must provide schools with the resources to meet the needs of their specific populations;

NOW, THEREFORE BE IT RESOLVED, that the governing board of the Center Joint Unified School District urges the State Legislature to fund California public schools at the national average or higher by the year 2020, and at a level that is equal to or above the average of the top 10 states nationally by 2025 and to maintain, at a minimum, this level of funding until otherwise decreed.

Adopted this 21st day of the month of February in 2018.

Motion made by:
Second made by:
AYES:
NOES:
ABSENT:
ABSTAIN:

Attest:

Scott A. Loehr, Superintendent
Center Joint Unified School District

Nancy Anderson, President
CJUSD Board of Trustees

Center Joint Unified School District

| | |
|--|----------------------------|
| Dept./Site: Superintendent's Office | AGENDA REQUEST FOR: |
| To: Board of Trustees | Action Item _____ |
| Date: February 21, 2018 | Information Item _____ |
| From: Scott A. Loehr, Superintendent | # Attached Pages _____ |
| Principal/Administrator Initials: _____ | |

SUBJECT: Recognition

Trustee Anderson requested at our January 17, 2018 Board Meeting that we discuss a way to recognize Raymond Bender's service tot CJUSD and our community.

RECOMMENDATION: The Board of Trustees direct staff to form a small committee to review options and bring a proposal back to the full Board.

Center Joint Unified School District

| | |
|--|----------------------------|
| Dept./Site: Superintendent's Office | AGENDA REQUEST FOR: |
| To: Board of Trustees | Action Item _____ |
| Date: February 21, 2018 | Information Item _____ |
| From: Scott A. Loehr, Superintendent | # Attached Pages <u>16</u> |
| Principal/Administrator Initials: _____ | |

| |
|---|
| SUBJECT: Naming of Next Elementary School |
| <p>The following documents are attached:</p> <ul style="list-style-type: none">- CUSD Board of Trustees Minutes - 8/21/02- CUSD Board of Trustees Agenda - 9/4/02- Resolution #5/2002-03: To Name the Newly Proposed Elementary School for Rex Fortune, Superintendent Center Unified School District- CUSD Board of Trustees Minutes - 9/4/02 |
| RECOMMENDATION: action item |

CENTER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING North Country Elementary School - Multipurpose Room

Wednesday, August 21, 2002 - 6:00 p.m.

MINUTES

CALL TO ORDER - President Rodowick called the meeting to order at 4:00 p.m.

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Superintendent's Evaluation
2. Student Expulsions/Readmissions
3. Conference with Negotiator - Real Property Transactions
4. Pending Litigation (1 Case)

CLOSED SESSION - The Board adjourned to closed session at 5:03 p.m.

ROLL CALL - Trustees Present: Mr. Rodowick, Mrs. Ferguson, Mr. Reason,
Mrs. Anderson, Mr. Bender

Administrators Present: Dr. Fortune, Superintendent
Jan Adams, Assist. Supt. Instruction/PR

OPEN SESSION - President Rodowick called the open session to order at 6:20 p.m.

FLAG SALUTE - led by Mr. Rodowick.

ANNOUNCEMENT OF ACTION(S) TAKEN IN CLOSED SESSION - Mr. Rodowick reported that the Board had met in closed session and in the matter of:

1. **Superintendent's Evaluation** - the Board completed the superintendent's evaluation. On behalf of the Board, President Rodowick publicly thanked Dr. Fortune for his leadership and accomplishments during the past school year.
2. **Student Expulsions/Readmissions**
 - RA 01-02.1 - approved readmission of student.
Motion: Reason **Vote:** General Consent
Second: Bender
 - RA 01-02.7 - approved readmission of student.
Motion: Reason **Vote:** General Consent
Second: Bender

3. **Conference with Negotiator - Real Property Transactions** - the Board authorized the District's attorneys to proceed with consideration of the current offer from the developers.
4. **Pending Litigation (1 Case)**- no action taken.

ADOPTION OF AGENDA - approved the adoption of the agenda amended as follows: under Reports/Presentations, added Item #3 - STAR Test Results; under Consent Agenda, Items #3, #5, #13, #37 were pulled for separate discussion, Item #7 was removed from the agenda for discussion at a future date; under Business Items, Item H was removed from the agenda because it was not needed.

Motion: Ferguson **Vote:** General Consent
Second: Anderson

PUBLIC COMMENTS

Trustee Bender, suggested that the proposed new elementary school be named for Dr. Fortune when it is finally built.

APPROVAL OF MINUTES

1. **June 19, 2002 Regular Meeting** - approved as presented.
Motion: Reason **Vote:** General Consent
Second: Bender
2. **June 5, 2002 Regular Meeting** - approved as presented.
Motion: Anderson **Vote:** General Consent
Second: Ferguson
3. **May 15, 2002 Regular Meeting** - approved as presented.
Motion: Anderson **Vote:** General Consent
Second: Bender

REPORTS AND PRESENTATIONS

1. **2001/02 Summer School Report** - Joyce Duplissea, first session principal and Patty Spore, second session principal reported that the Summer School Program ran from June 17 - July 30 for grades 7 through 12 on the junior high school campus. There were 27 staff members, 22 of which were CUSD teachers. Ms. Duplissea and Mrs. Spore presented information on student enrollment, attendance, discipline and academic performance. (See Attachment A)
2. **Supreme Court Ruling on Drug Testing Students** - Jan Adams, Assistant Superintendent, Curriculum & Instruction, reported that she had contacted the Safe & Drug Free Schools Coordinator at the Sacramento County Office of Education to find out which districts in the county are actually testing students participating in extra-curricular activities. The county reported that they knew of no schools in Sacramento County that were doing drug testing. However, Dixon High School in Sutter County was randomly testing their athletes.

3. **STAR Test Results - Jan Adams, Assistant Superintendent, Curriculum & Instruction**, presented information from the State Department of Education showing how changes in gathering information for API scores would be made over the next six years. The STAR test reflects an increased emphasis on the California Content Standards and a move away from the nationally normed standardized SAT9 test.

ORGANIZATION REPORTS

1. **Student Board Representatives:**
 - **Krystle Namet, McClellan HS**, reported that the first senior meeting with parents was held last on August 19. Student enrollment is up to 95 students this year which is higher than its been for several years; Back to School night will be on Tuesday, August 27 from 6:00-7:30 p.m.
 - **Elsa Tugade, Center High**, reported that this week is "Welcome Back" week. They will have dress-up days (P.J. Day, Tin Foil day, etc.) all week. Friday there will be a rally and a school dance in the gym from 8:00-11:00 p.m. Back to School Night will be Wednesday, August 28.
2. **CUTA - Candy Ray, President**, noted that it was good to be back.
3. **CSEA - no report**

CONSENT AGENDA - Approved Consent Agenda including items #5, #13, #37.

1. Approved Certificated Personnel Transactions
2. Approved Declaration of Need 2002/03 Classroom Teachers
3. Moved to Discussion
4. Approved Classified Personnel Transactions
5. Approved Language Change to Antelope View HCS Charter: Add Site Based Programs
6. Approved Language Change to Antelope View HCS Charter: Extend Length of Charter to a Maximum of Four Years or Length of the Charter
7. Tabled MOU between Center Unified and Antelope View Home Charter School
8. Declared as Surplus/Discard: Open Court's "Collection for Young Scholars" Materials K-6 English/Language Arts
9. Approved Out-of-State Travel: Dallas, TX - Journalism Conference - Pete LeBlanc, Publications Adviser, CHS
10. Ratified Individual Service Agreement: #2001/02-69 Valley Oak Academy @ \$1,376.60
11. Ratified Individual Service Agreement: #2001/02-70 Alicante School @ \$1,314.91
12. Approved Master Contract: Vista Therapy 2002/03
13. Approved Master Contract: Speech and Language Therapy 2002/03
14. Approved Master Contract: Integrated Rehabilitation Services 2002/03
15. Approved Master Contract: Easter Seals 2002/03
16. Approved Master Contract: Dyslexia Consultants 2002/03
17. Approved Master Contract: River Oak Center for Children 2002/03
18. Approved Master Contract: Lane Educational/Crossroads 2002/03
19. Approved Master Contract: Huntington Learning Center 2002/03
20. Approved Individual Service Agreement: #2002/03-1 to 2002/03-8 - Alicante School @ \$37,536.34 each

21. Approved Individual Service Agreement: #2002/03-09 Applied Behavior Consultants @ \$38,200.14
22. Approved Individual Service Agreement: #2002/03-10 Dyslexia Consultants @ \$23,754.44
23. Approved Individual Service Agreement: #2002/03-11 Easter Seal Society @ \$4,250.00
24. Approved Individual Service Agreement: #2002/03-12 Guiding Hands @ \$40,027.07
25. Approved Individual Service Agreement: #2002/03-13 Huntington Learning Center @ \$4,250.00
26. Approved Individual Service Agreement: #2002/03-14 to 2002/03-16 @ \$2,080.00; #2002/03-17 @ \$4,160.00; #2002/03-18 to #2002/03-28 @ \$2,080.00 Integrated Rehabilitation Services
27. Approved Individual Service Agreement: #2002/03-29 Jane Lathrop School @ \$33,635.52
28. Approved Individual Service Agreement: #2002/03-30 Milhous School @ \$39,183.90
29. Approved Individual Service Agreement: #2002/03-31 Paragon School @ \$41,002.80
30. Approved Individual Service Agreement: #2002/03-32 River Oak Center for Children @ \$24,226.10
31. Approved Individual Service Agreement: #2002/03-33 to 2002/03-38 Sierra School @ \$27,881.70 each
32. Approved Individual Service Agreement: #2002/03-39 to 2002/03-40 South Pointe Academy @ \$33,317.96 each
33. Approved Individual Service Agreement: #2002/03-41 @ \$5,580.00; #2002/03-42 @ \$13,500.00; #2002/02-43 @ \$9,000.00 Speech and Language Therapy Associates
34. Approved Individual Service Agreement: #2002/03-44 to 2002/03-45 Valley Oak Academy @ \$32,998.70 each
35. Approved Individual Service Agreement: #2002/03-46 Vista Child Therapy @ \$2,240.00
36. Approved Contract: Atkinson, Andelson, Loya, Ruud & Romo
37. Approved Professional Services Agreement: Joseph Phillips @ Antelope View Charter
38. Approved Resolution #1/02-03: CCDF School Age Resource Contract, #FSCC-1095
39. Approved Resolution #2/02-03: Local Agreement for Child Care Development Services #GCTR-2297
40. Approved Bids & Award Contract to Jacino Electrical for CHS Intellalab Electrical Infrastructure & Site Work
41. Approved Disposal of Surplus Vehicles: Forklifts: Allis Chalmers S/N LP-185496 Model AU 593 & Drexel S/N FL40E48V Model E-229
42. Ratified DSA Inspection Services: Vern Blansett - CHS Intellalab Project
43. Ratified Contract: CPM-On Call Construction Management
44. Approved Payroll Warrants - July 2001 through June 2002
45. Approved Payroll Warrants - July 2002 through July 2003
46. Approved Supplemental Agenda (Vendor Warrants)

Motion: Bender
Second: Reason

Vote: General Consent

CONSENT ITEMS PULLED FOR SEPARATE DISCUSSION

3. Approved Appointment of Joyce Duplissea as Vice Principal at Oak Hill Elementary School.

Motion: Ferguson **Vote:** General Consent
Second: Anderson

BUSINESS ITEMS

- A. APPROVED Resolution #3/02-03: Authorizing the Issuance of Tax and Revenue Anticipation Notes (TRANS), Series 2002-03, for the District and Requesting Issuance by the Board of Supervisors of the County of Sacramento

Motion: Anderson **Vote:** General Consent
Second: Ferguson

- B. CONDUCTED Biennial Review BB/E 9270 Conflict of Interest - Approved changes to designated positions/disclosure categories

Motion: Anderson **Vote:** General Consent
Second: Reason

- C. APPROVED BP 2120 Superintendent Recruitment & Selection

Motion: Reason **Vote:** General Consent
Second: Ferguson

- D. APPROVED Waiver: Science

Teacher: Randal Woods Site: Center Junior High School
Subject: Science-Math School Year: 2002-03

Motion: Bender **Vote:** General Consent
Second: Reason

- E. APPROVED Waiver: Specialist Instruction/Learning Handicapped

Teacher: Marcela Hernandez-Kerns Site: Dudley Elementary
Subject: Special Education School Year: 2002-03

Motion: Bender **Vote:** General Consent
Second: Reason

- F. APPROVED Waiver: Specialist Instruction/Learning Handicapped

Teacher: Lori Almquist Site: All sites
Subject: Roving Special Education School Year: 2002-03

Motion: Reason **Vote:** General Consent
Second: Anderson

- G. **APPROVED Waiver: Specialist Instruction/Learning Handicapped**
Teacher: Anne Cowan Site: Center High School
Subject: Special Education School Year: 2002-03

Motion: Bender Vote: General Consent
Second: Ferguson

- H. **DELETED Public Notice - Notice of Preparation Negative Declaration**

- I. **APPROVED Environmental Checklist Form - New Elementary School #5 - Countryside Equestrian Estates Subdivision**

Motion: Anderson Vote: General Consent
Second: Bender

- J. **APPROVED Notice of Preparation of Negative Declaration - New Elementary School #5 - Countryside Equestrian Estates Subdivision**

Motion: Ferguson Vote: General Consent
Second: Bender

- K. **APPROVED "Draft" Negative Declaration - New Elementary School #5 - Countryside Equestrian Estates Subdivision**

Motion: Anderson Vote: General Consent
Second: Bender

BOARD SUPERINTENDENT REPORTS

Mr. Reason

- reported that he and Mr. Rodowick attended a meeting with Supervisor Santucci of Placer County. Mr. Santucci gave them his assurance that he would meet with us on a regular basis. Mr. Santucci also suggested that our board continue to meet with the County Supervisor, himself, or whoever is in that position, on a quarterly basis to keep us apprised as to what developments were taking place up there and put us in contact with the developers themselves, so that we can build a relationship where they don't want to grab all of our property and move it into another school district.
- noted that he would be at All Staff Day next Friday.
- stated that he will be stepping down from the Board, probably in the first part of September due to his family's move to Roseville. He thanked the Board, Dr. Fortune, the administrators and everyone who has been a part of his experience as a board member for the last ten years. Mr Reason also noted that it has been a very interesting and very enjoyable experience for him and that it has been a privilege and honor to serve this district.

Mr. Bender

- noted that with the recent cut-backs to the sheriff's budget, there is a possibility that the county work crews, that are now working on weekends several times a month, will be cut back to once a month. Mr. Bender stated that he would try to get in touch with Sheriff Lou Blanas to petition to get some of the work program reinstated.

Nancy Anderson

- attended the Dudley Elementary Art show at the Crocker Art Museum. Also, congratulated Dudley on it ID Program for Students. They have hired a company that will make ID cards with pictures, descriptions and fingerprints for parents to keep on file.
- attended the Back To School night at North Country. This is third year in a row that they have won the Governor's Reading Award and also received a \$6900 grant for the development of technology staff development.

Teri Ferguson

- inquired about the busing issue for the Dudley students that lived across the street from WalMart. Mr. Loehr, Director MOT, reported that his department had checked into the situation and denied the request, because we do not have any extra buses available and adding these students would crowd the buses. He did talk to the people at "The Links" and they refused to open the gates to let the students walk through their property, citing recent occurrences of vandalism to their property.
- attended a workshop with Mr. Rodowick, hosted by the River Cats who wanted input from all the districts in the county on how to give back to the community. They are very interested in working with schools.
- inquired if there was a new state policy regarding cell phone use by students.
- congratulated Mrs. Jennie Loehr on her selection as CUSD Teacher of the Year.

Mr. Rodowick - no comments

Dr. Fortune

- reported that he had attended a meeting, with thirty other superintendents, called by the Secretary of Education to discuss the concept of smaller high schools. The Bill Gates Foundation and the Carnegie Foundation have funded, in part, planning initiatives in less than a dozen school districts around the country, three are in California, one of which is Sacramento City. They quote research that associates fewer conflicts, fewer dropouts, more staff to student positive interaction and better grades with smaller high schools. Assemblyman Steinberg has introduced a bill that would fund about eight school districts in the state that would be interested in going for smaller high schools. Dr. Fortune, noted that he was not sure where this would lead, but in San Francisco, Sacramento and San Diego there's movement already in this direction and he wanted the Board to be aware that this may be a trend in the future.

ADVANCE PLANNING

- A. Future meeting Date(s): September 4, 2002 Regular Meeting
B. Suggested Agenda Item(s): Proposition 47 Resolution

CONTINUATION OF CLOSED SESSION (Item III)

ADJOURNMENT - 8:45 p.m.

Respectfully submitted,



Teri Ferguson, Clerk
Board of Trustees



Rex Fortune, Superintendent
Secretary to the Board of Trustees

9-18-02
Adoption Date

CENTER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING,
North Country Elementary School - Multipurpose Room
3901 Little Rock Drive, Antelope, CA 95843

Wednesday, September 4, 2002 - 6:00 p.m.

STATUS

- I. CALL TO ORDER & ROLL CALL - 6:00 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
1. Student Expulsions/Readmissions
 2. Conference with Legal Counsel-Anticipated Litigation: Significant Exposure to Litigation Pursuant to § (b) of Govt. Code 54956.9 (1 case)
 3. Significant Exposure to Litigation Pursuant to Govt. Code 54956.9(2) and (3) (C): (1 Liability Claim)
 4. Conference with Counsel - Real Property Transactions
- III. CLOSED SESSION - 5:00 p.m.**
- IV. OPEN SESSION - CALL TO ORDER - 6:00 p.m.**
- V. FLAG SALUTE**
- VI. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** Info
- VII. ADOPTION OF AGENDA** Action
- VIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA** Public Comments Invited
- Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2.*
- IX. REPORTS/PRESENTATIONS** Info
1. **Staff Recognitions:**
 - Teachers that developed Math Monitoring Student Progress Forms
 - Teacher trainers for Open Court Reading Program
 - Teacher presenter at conferences
 2. **STAR Test Results - Jan Adams**
- X. CONSENT AGENDA** Action
1. Approve Certificated Personnel Transactions
 2. Approve Football Coaches: Center High School 2002
 3. Approve Disposal of Surplus Vehicles: Buses #3, #21, #22, #26
 4. Accept Donation: Computer Equipment from Mr. Fred Masure
 5. Approve Lease Agreement: 2 State Childcare Buildings @ Spinelli Elementary for 5 years (Latchkey Program)

6. Approve Field Trip: Outdoor Environmental Living Program
@ Alliance Redwoods - North Country Elementary, March & June 2003
7. Approve Field Trip: San Diego, CA - Center High School Media Communications
Academy October 2002
8. Approve Out-of-State Travel: Atlanta, GA - NABSE Conference, Audrey Lytle,
Director of Personnel, November 2002
9. Approve Professional Services Agreement: Skips Music, Inc. - Guitar Lessons,
Antelope View Home Charter School
10. Approve Professional Services Agreement: Carolee Birka - Violin Lessons,
Antelope View Home Charter School
11. Approve Lease Agreement: Pacific Coin Communications, Inc. for Pay Telephone @
McClellan High School & Pre-Ninth Academy
12. Ratify Resolution #4/02-03: In Support of Proposition 47
13. Deny Liability Claim (A. Tennell 9/13/02)
14. Approve Supplemental Agenda (Vendor Warrants)

XI. BUSINESS ITEMS

- A. Board Action on Offer of Temporary Employment to Certificated Employee Leslie Wolfson Action**
Pursuant to AR 41-12, no appointment of a certificated employee may be made until approved by an action of the Governing Board.
- B. Waiver: English Action**
Employee: Curtis Peterson
School Site: Centen Junior High School
School Year: 2002/03
- C. Declaration of Need for Fully Qualified Educators 2002/03 Action**
This item was placed on the Consent Agenda of the August 21, 2002 board meeting. The Commission on Teacher Credentialing requires that the Declaration of Need be placed on the discussion portion of the agenda.
- D. Call for Nominations: CSBA Directors-at-Large Asian/Pacific Islander and Hispanic Action**
Nominations will be accepted until Monday, September 30, 2002. Any CSBA member board is eligible to nominate board members for either or both of these Director-at-Large seats.
- E. Contract with California School Boards Association (CSBA) - Superintendent Search Action**
The Board will take action to acquire the services of an executive search firm in order employ a new superintendent for the 2003-04 school year. Consideration will be given to the proposal submitted by the California School Boards Association (CSBA).
- F. Resolution #5/02-03: Naming New Elementary School Action**
At the August 21, 2002 board meeting, a trustee suggested that the new proposed elementary school be named in honor of Dr. Fortune, who has served as superintendent of CUSD for fifteen years.

XII. BOARD/SUPERINTENDENT REPORTS

XIII. ADVANCE PLANNING

- a. Future Meeting Dates*
- b. Suggested Agenda Items*

Info

XIV. CONTINUATION OF CLOSED SESSION (Item III)

Action

XV. ADJOURNMENT

Action

CENTER UNIFIED SCHOOL DISTRICT

Resolution #5/2002-03

To Name the Newly Proposed Elementary School for Rex Fortune, Superintendent Center Unified School District

WHEREAS, Rex Fortune, Superintendent

- provided leadership necessary for the passage of a \$59.2 Million in general obligation bonds to construct new schools, repair existing schools and create infrastructure for high speed technology,

- established new schools for the District including: McClellan High School in 1988, North Country Elementary in 1990, Oak Hill Elementary in 1994, Antelope View Home Charter School in 2000 and the Center Adult School in 2001,

- provided direction for the construction of new schools and school additions North Country Elementary, Oak Hill Elementary and Center High School addition,

- supported staff in the creation of many new programs, such as the Teacher 2000 program, the Center Scholars Program and the Media & Communications Academy at Center High School; the Math Engineering Science Achievement Program at Center High School, Center Junior High School and two Elementary schools; created Teacher Collaboration and curriculum specialists at all four Elementary schools and the Open Court Reading Program at all Elementary schools,


- acquired new funding for Center District from the Packard Foundation (\$1,000,000), Project Pipeline Teacher Recruitment Center (\$20,000), federal grant for secondary school English and math instruction (\$460,000), federal legislation (\$727,000),

- participated in professional organizations outside the District including: past member of the Superintendent's Committee and chairman of the Urban Education Committee for Association of California School Administrators (ACSA), member of Superintendent's Advisory Committee for the California School Boards Association, Chairman of Board of Directors Project Pipeline, Chairman of the Board of Directors California State Leadership Academy, Capitol Sierra,

- served as chief administrator and executive secretary to the Board of Trustees for Center Unified School District Board of Trustees 1988-2003.

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Center Unified School District, adopts this resolution to Name the Newly Proposed Elementary School in honor of Dr. Rex Fortune, Superintendent on this 4th day of September, 2002.

BOARD OF TRUSTEES


Scott C. Rodowick, President


Teri Ferguson, Clerk


Nancy Anderson, Member


Raymond F. Bender, Member

RESIGNED.
Daniel S. Reason, Member

CENTER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING North Country Elementary School - Multipurpose Room

Wednesday, September 4, 2002 - 6:00 p.m.

MINUTES

CALL TO ORDER - President Rodowick called the meeting to order at 5:00 p.m.

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Student Expulsions/Readmissions
2. Conference with Legal Counsel-Anticipated Litigation: Significant Exposure to Litigation Pursuant to § (b) of Gov. Code 54956.9 (1 case)
3. Significant Exposure to Litigation Pursuant to Gov. Code 54956.9(2) and (3) (C): (1 Liability Claim)
4. Conference with Counsel - Real Property Transactions

CLOSED SESSION - The Board adjourned to closed session at 5:03 p.m.

ROLL CALL - Trustees Present: Mr. Rodowick, Mrs. Ferguson, Mrs. Anderson, Mr. Bender

Administrators Present: Dr. Fortune, Superintendent
Jan Adams, Assist. Supt. Instruction/PR

OPEN SESSION - President Rodowick called the open session to order at 6:00 p.m. Mr. Rodowick read a letter from Trustee Dan Reason announcing his resignation from the Board of Trustees which became effective August 28, 2002. (See Attachment A.)

FLAG SALUTE - led by Mr. Rodowick.

ANNOUNCEMENT OF ACTION(S) TAKEN IN CLOSED SESSION - Mr. Rodowick reported that Board had met in closed session and in the matter of:

1. Student Expulsions/Readmissions - none presented.
2. Conference with Legal Counsel-Anticipated Litigation: Significant Exposure to Litigation Pursuant to § (b) of Gov. Code 54956.9 (1 case) - no action taken.
3. Significant Exposure to Litigation Pursuant to Gov. Code 54956.9(2) and (3) (C): (1 Liability Claim) - no action taken.
4. Conference with Counsel - Real Property Transactions - no action taken.

ADOPTION OF AGENDA - Mr. Rodowick announced that a need existed to add an item to the agenda - Consent Agenda Item #15 - Out-of-State Travel to Washington, DC. The Board approved adoption of the agenda as amended.

Motion: Anderson
Second: Bender

Vote: General Consent

Trustee Anderson congratulated Dr. Fortune on his selection as one of the 2001-02 recipients of the Congressional Citation for Excellence in Educational Reform and Leadership by the National Alliance of Black School Educators.

PUBLIC COMMENTS

- **Jeff Rognlien, Substitute Teacher**, addressed the Board about issues related to disability harassment.
- **Dr. Betty Knopf, Principal, McClellan High School**, reported that McClellan High School has received the highest combined score on the SAT9 test of all the reporting continuation high schools in Sacramento County. She also noted that McClellan's score of 79 was higher than seventeen traditional high schools in the six counties.
- **Julle Opher, Vice Principal, Spinelli Elementary**, invited Board members and administrators to attend Spinelli on September 11 for a special recognition of the occurrences of last September 11, beginning at 8:30 a.m.
- **John Loehr, Director, MOFT**, as a follow-up to the Board's concerns about the traffic signal at the high school, reported that he had called the County and they are working on lengthening the timing of the light, at the beginning and ending of the day, so that traffic can get in and out of Center Court Lane. Mr. Loehr is also talking to the County about the possibility of changing two of the three lanes leaving Center Court Lane into left turn lanes, instead of right, left, and straight.

REPORTS AND PRESENTATIONS

1. **The Board presented Certificates of Recognition to:**
 - **Kim Baioni, GATE & English Teacher at Center Junior High**, for her presentation on "Differentiation" at the statewide conference of the California Association for the Gifted,
 - **Sue Saylor, Reading Department**, for her presentation on "Fluency" at the Asylomar Reading Conference.
 - **Trainers in the new Open Court Reading Program:** Matt Binaudi, Oak Hill; Steve Carlson, Spinelli; Karen Kennedy, Spinelli; Lacey Lopez, Spinelli; Gina Mulligan, Retired; Steve Jackson, North Country; Laurel Stolfus, Dudley; Maryann Wilson, Oak Hill; Lisa Coronado, Dudley; Lori Day, Spinelli; Pam Ewart, Dudley; Susan Erickson, Oak Hill
 - **Developers of the Math Monitoring Student Progress Forms:** Shelly Barth, Spinelli; Jason Farrel, Spinelli; Roberta Bergeron, Dudley; Lori Day, Spinelli; Mark Pollock, Dudley; Jean Anderson, North Country; Mary Wilson, Dudley; Paula Clement, North Country, Craig Deason, North Country; Kathy Curl, Reading Coach.
2. **STAR Test Results** - Jan Adams, Assistant Superintendent, Instruction, presented the Center District's 2002 STAR Test results in relation to the County and State scores.

CONSENT AGENDA

1. Approved Certificated Personnel Transactions
2. Approved Football Coaches: Center High School 2002
3. Approved Disposal of Surplus Vehicles: Buses #3, #21, #22, #26
4. Accepted Donation: Computer Equipment from Mr. Fred Masure
5. Approved Lease Agreement: 2 State Childcare Buildings @ Spinelli Elementary for 5 years (Latchkey Program)
6. Approved Field Trip: Outdoor Environmental Living Program @ Alliance Redwoods - North Country Elementary, March & June 2003
7. Approved Field Trip: San Diego, CA - Center High School Media Communications Academy, October 2002
8. Approved Out-of-State Travel: Atlanta, GA - NABSE Conference, Audrey Lytle, Director of Personnel, November 2002
9. Approved Professional Services Agreement: Skips Music, Inc. - Guitar Lessons, Antelope View Home Charter School
10. Approved Professional Services Agreement: Carolee Birka - Violin Lessons, Antelope View Home Charter School
11. Approved Lease Agreement: Pacific Coin Communications, Inc. for Pay Telephone @ McClellan High School & Pre-Ninth Academy
12. Ratified Resolution #4/02-03: In Support of Proposition 47
13. Denied Liability Claim (A. Tennell 9/13/02)
14. Approved Supplemental Agenda (Vendor Warrants)
15. Approved Out-of-State Travel: Washington, DC,

Motion: Bender **Vote:** General Consent
Second: Anderson

BUSINESS ITEMS

- A. REJECTED Offer of Temporary Employment to Certificated Employee Leslie Wolfson**

Motion: Ferguson **Vote:** General Consent
Second: Bender

- B. APPROVED Waiver: English**

Employee: Curtis Peterson
School Site: Center Junior High School
School Year: 2002/03

Motion: Anderson **Vote:** General Consent
Second: Ferguson

- C. APPROVED Declaration of Need for Fully Qualified Educators 2002/03**

Motion: Anderson **Vote:** General Consent
Second: Ferguson

D. **NO ACTION TAKEN -Call for Nominations: CSBA Directors-at-Large Asian/Pacific Islander and Hispanic**

E. **APPROVED Contracting with California School Boards Association (CSBA) for the Superintendent Search**

Motion: Anderson
Second: Ferguson

Vote: General Consent

F. **APPROVED Resolution #5/02-03: Naming New Elementary School after Dr. Rex Fortune**

Motion: Bender
Second: Ferguson

Vote: General Consent

BOARD SUPERINTENDENT REPORTS

Mr. Bender *detection*

- regarding drug testing, I would like to get some input from the sites, not just administrators, but the officers also. Do they think that we should have some sort of testing? I don't want us to be led down the path thinking that it's not a problem here. It's not a problem because we've been ardent and strict along the way. I'd rather be proactive up front than have a sullied reputation later on. Can we make this a topic of discussion at a future board meeting?

Mrs. Anderson

- asked what the policy was at the high school regarding kids caught smoking regular cigarettes on campus.

Mrs. Ferguson

- congratulated the high school for a very well run back-to-school night. She also plans to attend the back-to-school night tomorrow evening at the junior high school.

Mr. Rodowick

- noted that he had obtained the name of the property manager for Lawrence Links and had left a phone message for him. He wants to talk to him about the gates at Lawrence Links and the ability for students to walk through the gate and through the Lawrence Link complex to Dudley Elementary rather than have those children go out to Watt Avenue and down Elverta Road to Aztec. Mr. Rodowick stated that if we could not get some help from the Links manager, he planned seek help from Supervisors Roger Dickenson and Roger Niello.

- received an invitation to the "Beginning Support & Assessment Orientation" on September 11 from 4:00 to 6:00 p.m. and he is planning to stop by to say hello.

- commented that "All Staff Day" was a wonderful event this year. Everyone left feeling good.

Dr. Fortune

- announced that next Monday night, September 9, 2002, is the Teacher of the Year Dinner.

- reported that a formal signing of a Memorandum of Understanding between CSUS and CUSD would take place at a future meeting. The MOU will formalize a number of things we do with CSUS such as trips to their campus by CUSD students and having our students who are interested in becoming teachers concurrently enrolled at CSUS and CUSD.

ADVANCE PLANNING

- A. Future meeting Date(s): September 18, 2002 Regular Meeting
B. Suggested Agenda Item(s):

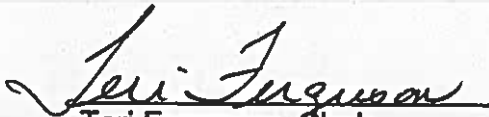
CONTINUATION OF CLOSED SESSION (Item III)

ADJOURNMENT - 7:35 p.m.

Respectfully submitted,



Rex Fortune, Superintendent
Secretary to the Board of Trustees



Teri Ferguson, Clerk
Board of Trustees

10-16-02

Adoption Date

Center Joint Unified School District

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|--|---|
| <p>Dept./Site: Superintendent's Office</p> <p>To: Board of Trustees</p> <p>Date: February 21, 2018</p> <p>From: Scott A. Loehr, Superintendent</p> <p>Principal/Administrator Initials: _____</p> | <p>AGENDA REQUEST FOR:</p> <p>Action Item <u> X </u></p> <p>Information Item <u> </u></p> <p># Attached Pages <u> </u></p> |
|--|---|

| | | |
|---|--|--|
| SUBJECT: Second Reading: Board Policies/Regulations/Exhibits | | |
| <p>Replace BP 0400</p> <p>Replace BP/AR 0420.4</p> <p>Replace BP/AR 0460</p> <p>Replace BP 0500</p> <p>Delete BP/AR 0520.2</p> <p>Delete BP 0520.3</p> <p>Replace BP/AR 1113</p> <p>Replace BP 1325</p> <p>Replace BP 3100</p> <p>Replace BP 3280</p> <p>Add BP 3513.4</p> <p>Replace AR 3515.6</p> <p>Replace BP 3515.7</p> <p>Delete BP 3517</p> <p>Add AR 3517</p> <p>Replace BP 4119.21/4219.21/4319.21</p> <p>Replace BP 4140/4240/4340</p> <p>Replace AR 4144/4244/4344</p> <p>Replace BP/AR 4200</p> <p>Replace BP/AR 5113.1</p> <p>Add BP/AR 5113.12</p> <p>Replace BP/AR 5117</p> <p>Replace AR 5125.2</p> <p>Replace BP 5131.6</p> <p>Delete E 5131.63</p> <p>Replace BP 5144</p> <p>Replace BP/AR 5144.1</p> <p>Replace AR 5148.2</p> <p>Replace BP/AR 6020</p> <p>Replace AR 6112</p> <p>Replace BP 6153</p> <p>Delete BP/AR/E(1)/E(2) 6162.52</p> <p>Replace BP 6170.1</p> <p>Replace AR 6173.1</p> <p>Replace BP/AR 6173.2</p> <p>Replace BB 9150</p> | <p>Comprehensive Plans</p> <p>Charter School Authorization</p> <p>Local Control and Accountability Plan</p> <p>Accountability</p> <p>Title I Program Improvement Schools</p> <p>Title I Program Improvement Districts</p> <p>District and School Web Sites</p> <p>Advertising and Promotion</p> <p>Budget</p> <p>Sale or Lease of District-Owned Real Property</p> <p>Drug and Alcohol Free Schools</p> <p>Criminal Background Checks for Contractors</p> <p>Firearms on School Grounds</p> <p>Facilities Inspection</p> <p>Facilities Inspection</p> <p>Professional Standards</p> <p>Bargaining Units</p> <p>Complaints</p> <p>Classified Personnel</p> <p>Chronic Absence and Truancy</p> <p>District School Attendance Review Board</p> <p>Interdistrict Attendance</p> <p>Withholding Grades, Diploma or Transcripts</p> <p>Alcohol and Other Drugs</p> <p>Steroids</p> <p>Discipline</p> <p>Suspension and Expulsion/Due Process</p> <p>Before/After School Programs</p> <p>Parent Involvement</p> <p>School Day</p> <p>School-Sponsored Trips</p> <p>High School Exit Examination</p> <p>Transitional Kindergarten</p> <p>Education for Foster Youth</p> <p>Education of Children of Military Families</p> <p>Student Board Members</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 0400(a)

COMPREHENSIVE PLANS

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement, and provide stability in district operations, **and be aligned to ensure consistency among district approaches for student academic growth and achievement.**

~~The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive Comprehensive plans adopted by the district shall include the local control and accountability plan (LCAP) and other plans required by law or determined by the Board to be in the best interest of the district. Such plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.~~

- ~~(cf. 0000 - Vision)~~
- ~~(cf. 0200 - Goals for the School District)~~
- ~~(cf. 0430 - Comprehensive Local Plan for Special Education)~~
- ~~(cf. 0440 - District Technology Plan)~~
- ~~(cf. 0450 - Comprehensive Safety Plan)~~
- ~~(cf. 0460 - Local Control and Accountability Plan)~~
- ~~(cf. 0500 - Accountability)~~
- ~~(cf. 1112 - Media Relations)~~
- ~~(cf. 2140 - Evaluation of the Superintendent)~~
- ~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~
- ~~(cf. 3543 - Transportation Safety and Emergencies)~~
- ~~(cf. 4141.6/4241.6 - Concurred Action/Work Stoppage)~~
- ~~(cf. 6171 - Title I Programs)~~
- ~~(cf. 6190 - Evaluation of the Instructional Program)~~
- ~~(cf. 7110 - Facilities Master Plan)~~

~~Comprehensive plans may be subject to review and approval by the Board.~~

The process for developing comprehensive plans shall ~~invite~~ **include** broad participation of school and community representatives. Committees may, **and when required by law shall**, be appointed to assist in the development of such plans. **District comprehensive plans are subject to review and approval by the Board.** ~~Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.~~

- ~~(cf. 1220 - Citizen Advisory Committees)~~
- ~~(cf. 2230 - Representative and Deliberative Groups)~~
- ~~(cf. 6020 - Parent Involvement)~~
- ~~(cf. 9130 - Board Committees)~~

COMPREHENSIVE PLANS (continued)

Note: In certain situations, school-level plans are required. For example, each school that participates in specified state and/or federal categorical programs must establish a school site council for the purpose of developing and approving a single plan for student achievement pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils. In districts with over 2,500 average daily attendance, each school must develop a school safety plan pursuant to Education Code 32281 and 32286; see BP/AR 0450 - Comprehensive Safety Plan. Other school-level plans may be required by law or Board policy or developed at the discretion of the school site.

~~In addition,~~ School-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, ~~district vision,~~ Board policies, ~~district~~ administrative regulations, ~~the district vision,~~ the LCAP, and other districtwide plans. School plans ~~may~~ **shall** be subject to review and approval of the Superintendent or designee ~~and/or the Board,~~ **except when law or Board policy requires Board approval of the plan.**

(cf. 0420 - School Plans/Site Councils)

Comprehensive plans shall be available to the public, and shall be reviewed **and updated** at regular intervals as specified within the plan **or required by law.**

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

35035 Powers and duties of the superintendent

35291 Rules (power of governing board)

39831.3 Transportation safety plan

52060-52077 Local control and accountability plan

56195-56195.10 Comprehensive local plans for special education

56205-56208 Requirements for special education plan

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

560 Civil defense and disaster preparedness plans

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>

(6/85 2/98) 10/17

Center USD

Board Policy

Strategic Plans

BP 0400

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Strategic plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop strategic plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, strategic plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 0440 - District Technology Plan)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0500 - Accountability)
- (cf. 1112 - Media Relations)
- (cf. 2123 - Evaluation of the Superintendent)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
- (cf. 6010 - Goals and Objectives)
- (cf. 6171 - Title I Programs)
- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 7110 - Facilities Master Plan)

Strategic plans may be subject to review and approval by the Board.

The process for developing strategic plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

- (cf. 0420.5 - School-Based Decision Making)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Board.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Coordinated Program)
(cf. 0420.2 - School Improvement Program)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0420.4(a)

CHARTER SCHOOL AUTHORIZATION

Note: The following optional policy may be revised to reflect district practice. Education Code 47600-47616.7 authorize the establishment of a capped number of public charter schools, which are generally exempt from Education Code provisions governing school districts unless otherwise specified in law. To establish a charter school, petitioners must submit to the Governing Board for approval a petition which includes all components required by law as described in the accompanying administrative regulation.

Charter petitions also may be submitted to other entities under certain circumstances. Education Code 47605.5-47605.6 authorize petitioners to submit a petition directly to the County Board of Education when (1) the charter school will serve students for whom the county office of education would otherwise be responsible for providing direct education and related services or (2) the countywide program will provide educational services to a student population that cannot be served as well by a charter school operating in only one district in the county.

In addition, Education Code 47605.8 authorizes petitioners to submit a petition directly to the State Board of Education (SBE) to approve a "statewide benefit charter school" that may operate at multiple sites throughout the state. 5 CCR 11967.6.1 requires the petitioner to provide prior written notice to the board of each district where the petitioner proposes to locate a school site and to notify the board of the date that the SBE will meet to consider the petition.

For further information regarding the submission and review of charter school petitions, see CSBA's publication Charter Schools: A Guide for Governance Teams.

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for ~~district~~ students. In considering any petition to establish a charter school within the district, the Board shall give ~~careful~~ **thoughtful** consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

Note: Education Code 47605 allows for the conversion of an existing public school into a charter school, provided that the school adopts and maintains a policy giving admission preference to students who reside within the former attendance area of that public school. The Board also may create a start-up charter school. Furthermore, when a school is identified by the California Department of Education (CDE) as meeting certain criteria specified in Education Code 53300 (the Parent Empowerment Act), parents/guardians may petition the district, in accordance with 5 CCR 4800-4808, to convert the school or close and reopen it as a charter school.

The Board also may create a start-up charter school. A start-up or conversion charter school that is created by the Board and operates in a close relationship with the district is often described as a "dependent" charter school, although that term does not appear in law. The Board may also act as the governing board for what are known as "dependent" charter schools. Although the term does not appear in law, the SBE includes "dependent" charter schools as a separate category in its inventory of charter schools operating in California. A dependent charter school is subject to the same petition requirements and approval process as an "independent" charter school, which is typically formed by parents/guardians, teachers, community members, or a charter management organization.

CHARTER SCHOOL AUTHORIZATION (continued)

Pursuant to Education Code 47606, a district may petition the Superintendent of Public Instruction and the SBE to convert all its schools to charter schools, provided that 50 percent of the district's teachers sign the petition, the petition contains all specified components, and arrangements are made for alternative attendance of students residing within the district who choose not to attend charter schools.

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community ~~or when state or federal law requires restructuring of the school because of low performance.~~ (Education Code 47605, 47606, 53300)

(cf. 0520.2 - Title I Program Improvement Schools)

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board. The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide

CHARTER SCHOOL AUTHORIZATION (continued)

comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but ~~are~~ ~~not~~ ~~be~~ limited to, fiscal accountability systems, multiple measures for evaluating the educational program, **including student outcomes aligned with state priorities as described in Education Code 52060**, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

Note: The following optional paragraph may be revised to reflect district practice. Although not required by law, CSBA's publication Charter Schools: A Guide for Governance Teams recommends one or more memoranda of understanding (MOUs) to address matters that are related to the charter petition but are not included in the petition, and to establish expectations for which the charter school can be held accountable. CSBA's manual provides examples of issues pertaining to business operations, administrative and support services, special education, and student assessment that might be addressed in an MOU.

A sample MOU between the SBE and a state-approved charter school, available on CDE's web site, may be adapted for use by districts.

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

Note: Education Code 47605 provides that a district cannot approve a charter school serving students in a grade level not offered by the district unless the charter school also serves all the grade levels offered by the district. Thus, an elementary district cannot approve a charter for a high school, but may approve a charter for a K-12 school since it includes all grade levels served by the district.

CHARTER SCHOOL AUTHORIZATION (continued)

The Board shall deny any petition to authorize the conversion of a private school to a charter school. **The Board shall also deny any petition for a charter school that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; 5 CCR 11965)**

Note: Pursuant to Education Code 47605, a charter petition can be denied only if certain factual findings are made, as specified in items #1-~~5~~⁶ below. **AB 1360 (Ch. 760, Statutes of 2017) amended Education Code 47605 to add that a petition may be denied if the petition does not include a declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining, as provided in item #6 below. 5 CCR 11967.5.1, which contains criteria that the SBE must consider in reviewing charter petitions, may be useful to the district in determining how it might evaluate whether a petition meets the conditions specified in items #1-~~5~~⁶ below.**

Any other charter petition shall be denied only if the Board ~~presents~~ **makes** written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
- 6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.**

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll ~~disabled~~ students **with disabilities** who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 - Comprehensive Local Plan for Special Education)

CHARTER SCHOOL AUTHORIZATION (continued)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

*Legal Reference:***EDUCATION CODE****200 Equal rights and opportunities in state educational institutions****220 Nondiscrimination****17078.52-17078.66 Charter schools facility funding; state bond proceeds****17280-17317 Field Act****17365-17374 Field Act, fitness for occupancy****33126 School Accountability Report Card****41365 Charter school revolving loan fund****42238.51-~~42238.3~~ 42238.2 Funding for charter districts****44237 Criminal record summary****44830.1 Certificated employees, conviction of a violent or serious felony****45122.1 Classified employees, conviction of a violent or serious felony****46201 Instructional minutes****47600-47616.7 Charter Schools Act of 1992****47640-47647 Special education funding for charter schools****47650-47652 Funding of charter schools****49011 Student fees****51745-~~51749.3~~ 51749.6 Independent study****52052 Numerically significant student subgroup, definition****52060-52077 Local control and accountability plan****~~53300-53303~~ Parent Empowerment Act****56026 Special education****56145-56146 Special education services in charter schools****CORPORATIONS CODE****5110-6910 Nonprofit public benefit corporations****GOVERNMENT CODE****3540-3549.3 Educational Employment Relations Act****CODE OF REGULATIONS, TITLE 5****~~4800-4808~~ Parent Empowerment Act****11700.1-11705 Independent study****11960-~~11969~~ 11968.5.5 Charter schools****CODE OF REGULATIONS, TITLE 24****~~401 et seq.~~ Part 2 California Building Standards Code****UNITED STATES CODE, TITLE 20****7223-7225 Charter schools****COURT DECISIONS****Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986****ATTORNEY GENERAL OPINIONS****89 Ops. Cal. Atty. Gen. 166 (2006)****80 Ops. Cal. Atty. Gen. 52 (1997)****78 Ops. Cal. Atty. Gen. 297 (1995)**

Management Resources: (see next page)

CHARTER SCHOOL AUTHORIZATION (continued)

Management Resources:

CSBA PUBLICATIONS

Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017

Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016

Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016

Charter Schools: A Guide for Governance Teams, rev. February 2016

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Charter School Authorization: Guidance and Technical Assistance for Prospective Charter School Authorizers, Webinar 2014

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, August 2016

Charter Schools Program, July 2004 January 2014

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011

The Impact of the New Title I Requirements on Charter Schools, July 2004

Applying Federal Civil Rights Laws to Public Charter Schools: Questions and Answers, May 2000

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

**National Association of Charter School Authorizers: <http://www.charterauthorizers.org>
<http://www.qualitycharters.org>**

U.S. Department of Education: <http://www.ed.gov>

(3/06 3/12) 12/17

Center Unified SD

Board Policy

Charter School Authorization

BP 0420.4

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community or when state or federal law requires restructuring of the school because of low performance.

(cf. 0520.2 - Title I Program Improvement Schools)

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; 5 CCR 11965)

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 - Comprehensive Local Plan for Special Education)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE.
(Education Code 47605)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

41365 Charter school revolving loan fund

42238.51-42238.53 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

51745-51749.3 Independent study

53300-53303 Parent Empowerment Act

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act
CODE OF REGULATIONS, TITLE 5
4800-4808 Parent Empowerment Act
11700.1-11705 Independent study
11960-11969 Charter schools
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code
UNITED STATES CODE, TITLE 20
6316 Program improvement
7223-7225 Charter schools
COURT DECISIONS
Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130
Cal.App.4th 986
ATTORNEY GENERAL OPINIONS
89 Ops.Cal.Atty.Gen. 166 (2006)
80 Ops.Cal.Atty.Gen. 52 (1997)
78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

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The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2009
Charter School Facilities and Proposition 39: Legal Implications for School Districts,
2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding
Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004
The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

CSBA: <http://www.csba.org>
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California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>
National Association of Charter School Authorizers: <http://www.charterauthorizers.org>
U.S. Department of Education: <http://www.ed.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: October 17, 2012 Antelope, California

CSBA Sample Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0420.4(a)

CHARTER SCHOOL AUTHORIZATION

Note: The following administrative regulation is optional.

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - ~~Permanent/Probationary~~ Probationary/Permanent Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Advisory Committee

Note: The following optional section may be revised to reflect district practice. CSBA's publication Charter Schools: A Guide for Governance Teams suggests that a petition review team is one method that a district may be used use to obtain input on proposed charters. Such a committee might include representatives of the district's human resources, fiscal services, risk management, student services, curriculum, special education, facilities, and other departments.

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code 47605 or the merits of a proposed educational program and to identify any concerns that should be addressed by the petitioners. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

CHARTER SCHOOL AUTHORIZATION (continued)*(cf. 2230 - Representative and Deliberative Groups)***Components of Charter Petition**

Note: CSBA's publication Charter Schools: A Guide for Governance Teams recommends specific content that might be included in the descriptions would constitute a reasonably comprehensive description of each component listed in items #1-16 below, as well as recommendations for additional content that may be requested, but not required, of the petitioners (e.g., school calendar, transportation arrangements, a sample of the curriculum and instructional materials).

The charter petition shall include affirmations of the conditions described in Education Code 47605(d) as well as that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; not charge tuition; and not discriminate against a student on the basis of characteristics listed in Education Code 220., and It shall also contain reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

1. The educational program of the proposed school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

Note: Education Code 47605 requires the charter petition to include annual goals for all students and for each numerically significant subgroup of students, as defined, identified pursuant to Education Code 52052 and specific actions to achieve those goals as described in Education Code 52060, similar to the local control and accountability plan that is required for districts and county offices of education pursuant to Education Code 52060, 52077. Pursuant to Education Code 52052, as amended by AB 104 (Ch. 13, Statutes of 2015), a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education (SBE).

Education Code 47605 requires that these annual goals be aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and (8) student outcomes in the specified course of study. See BP/AR 0460 - Local Control and Accountability Plan.

Unlike districts, charter schools are exempt from the requirements to solicit public comment, hold public hearings, and have their plans approved by the county office of education.

Education Code 47606.5 requires the charter school to annually update its goals and the specific actions identified to achieve the goals; see AR/E 0420.41 - Charter School Oversight.

CHARTER SCHOOL AUTHORIZATION (continued)

The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established ~~by the charter school for the proposed school~~, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. 0420.41 - Charter School Oversight)

(cf. 0460 - Local Control and Accountability Plan)

If the proposed school will serve high school students, the petition shall describe the manner in which the ~~charter~~-school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

Note: Education Code 47605 requires that the petition identify student outcomes that the charter school intends to use, including those that address increases in student achievement both schoolwide and for all groups of students served by the charter school, as defined in Education Code 47607. Education Code 47607 defines "all groups of students served by the charter school" to mean all numerically significant subgroups of students served by the charter school, as defined in Education Code 52052.

2. The measurable student outcomes identified for use by the charter school. *Student outcomes* means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

Note: As amended by AB 97 (Ch. 47, Statutes of 2013), Education Code 47605 requires that, to the extent practicable, the methods of measuring student outcomes for state priorities be consistent with the way information is reported on a school accountability report card pursuant to Education Code 33126.

3. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

CHARTER SCHOOL AUTHORIZATION (continued)*(cf. 0510 - School Accountability Report Card)*

4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.

Note: Pursuant to Education Code 47605, when the number of students who wish to attend the charter school exceeds the school's capacity, attendance must be determined by a public random drawing, with admission preference extending to students who currently attend the charter school and students who reside in the district. As amended by AB 1360 (Ch. 760, Statutes of 2017), Education Code 47605 provides that admission preferences may also include, but are not limited to, siblings of students admitted or attending the charter school and children of the school's teachers, staff, and founders identified in the initial charter. Education Code 47605, as amended, requires that the priority order for preference be determined in the charter petition as provided below.

8. ~~Admission requirements, if applicable~~ **The charter school's student admission policy. The petition shall, in accordance with Education Code 47605(d), specify procedures for determining enrollment when the number of applicants exceed the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Board approval.**
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Governing Board's satisfaction.

Note: Education Code 47605, as amended by AB 1360 (Ch. 760, Statutes of 2017), requires the petition to contain a comprehensive description of procedures by which a student can be suspended, expelled, or otherwise removed from the school, including how the school will comply with specified federal and state constitutional due process requirements.

10. The ~~A comprehensive description of~~ **procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due**

CHARTER SCHOOL AUTHORIZATION (continued)

process requirements as specified in Education Code 47605(b). Such procedures shall also include processes by which the charter school will notify the superintendent of a district and request to be notified by a district about a student when the circumstances specified in Education Code 47605(d) exist.

11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.
13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

Note: Education Code 47605 requires charter petitions to contain the declaration specified in item #15 below regarding responsibilities for collective bargaining. If the charter school is not deemed the public school employer for purposes of collective bargaining under Government Code 3540-3549.3, the district where the charter school is located shall be deemed the public school employer for these purposes, pursuant to Education Code 47611.5. Education Code 47611.5 further provides that, if the charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees.

15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

Note: Education Code 47605 and 5 CCR 11962 require the charter petition to include procedures to be used in the event that the charter school closes for any reason, as provided in item #16 below. Duties of the district pertaining to charter school closures include notification requirements pursuant to Education Code 47604.32 and 5 CCR 11962.1; see BP 0420.41 - Charter School Oversight.

16. The procedures to be used if the charter school closes, including, but not limited to: (5 CCR 11962)
 - a. Designation of a responsible entity to conduct closure-related activities

CHARTER SCHOOL AUTHORIZATION (continued)

- b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
 - (1) The effective date of the closure
 - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - (3) The students' districts of residence
 - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above
- d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
- e. Transfer and maintenance of personnel records in accordance with applicable law
- f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school
- g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962
- h. Completion and filing of any annual reports required pursuant to Education Code 47604.33
- i. Identification of funding for the activities identified in item #16a-h above

CHARTER SCHOOL AUTHORIZATION (continued)

Note: Education Code 47605 requires that petitioners provide to the Governing Board the information listed in items #1-4 below. The Board may require additional information.

As outlined in CSBA's publication Charter Schools: A Guide for Governance Teams, some districts request a school calendar, information regarding transportation arrangements, staff development plans, assurances that the school will provide appropriate services for English language learners and students with disabilities, or any other information that will assist the Board in understanding the proposal. Districts that wish to require additional information in the charter may list those items below.

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

Note: Education Code 47605 requires that information on school facilities, listed in item #1 below, must specify where the school intends to locate. Unless otherwise exempted, the school must be located within the geographic boundaries of the chartering district; see section "Location of Charter School" below.

1. The facilities to be used by the school, including where the school intends to locate
(cf. 7160 - Charter School Facilities)
2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

Location of Charter School

Note: Education Code 47605 and 47605.1 establish geographic and site requirements for charter schools. Pursuant to Education Code 47605, a charter school granted by either the County Board of Education or the SBE following initial denial by the district also must locate within the geographic boundaries of the district that denied the petition.

The Attorney General has opined, in 89 Ops.Cal.Atty.Gen. 166 (2006), that online charter schools are subject to the restrictions and conditions placed upon independent study programs, including the requirement that students reside in the charter school's home county or an adjacent county.

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

CHARTER SCHOOL AUTHORIZATION (continued)

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)

1. The district is notified prior to approval of the petition.
2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.
3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

(10/13 10/15) 12/17

Center Unified SD

Administrative Regulation

Charter School Authorization

AR 0420.4

Philosophy, Goals, Objectives and Comprehensive Plans

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - Permanent/Probationary Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Components of Charter Petition

A petition shall include affirmations of the conditions described in Education Code 47605(d) as well as reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

If the proposed school will serve high school students, the petition shall describe the manner in which the charter school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

2. The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each "numerically significant" subgroup of students served by the charter school, as defined in Education Code 52052.
3. The method by which student progress in meeting the identified student outcomes is to be measured.
4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.
8. Admission requirements, if applicable.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Governing Board's satisfaction.
10. The procedures by which students can be suspended or expelled.
11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.

13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.

14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

16. The procedures to be used if the charter school closes, including, but not limited to: (5 CCR 11962)

a. Designation of a responsible entity to conduct closure-related activities

b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:

(1) The effective date of the closure

(2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure

(3) The students' districts of residence

(4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above

d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity

e. Transfer and maintenance of personnel records in accordance with applicable law

f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5

CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school

- g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962
- h. Completion and filing of any annual reports required pursuant to Education Code 47604.33
- i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

- 1. The facilities to be used by the school, including where the school intends to locate

(cf. 7160 - Charter School Facilities)

- 2. The manner in which administrative services of the school are to be provided
- 3. Potential civil liability effects, if any, upon the school and district
- 4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

Location of Charter School

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)

- 1. The district is notified prior to approval of the petition.
- 2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.
- 3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school

chooses to locate, or the site is needed for temporary use during a construction or expansion project.

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

Petition Review Committee

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to review submitted petitions and supporting documentation. Such a committee may be used to evaluate the completeness of proposals, the merits of the proposed educational programs, and any concerns that should be addressed by the petitioners, taking into consideration the criteria specified in law and Board policy for approval or denial of petitions. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

(cf. 1220 - Citizen Advisory Committees)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: April 17, 2013 Antelope, California

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: The following policy is optional. Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership. See the accompanying administrative regulation for further information about the required content of the LCAP.

The LCAP is a key component of the state accountability system. Pursuant to Education Code 52064.5, the State Board of Education (SBE) has adopted evaluation rubrics (called the "California School Dashboard") which will assist districts in evaluating their progress toward the goals in their LCAP. Under the flexibility provided by the federal Every Student Succeeds Act (ESSA) (P.L. 114-95), California has begun to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and school improvement and support.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

Note: A template for the LCAP and related requirements are contained in 5 CCR 15494-15497.5. According to California Department of Education (CDE) correspondence dated January 18, 2017, for the 2017-18 school year, districts scheduled for Federal Program Monitoring and/or applying for Title III funds must also complete an LCAP Addendum that was developed by the CDE to ensure alignment of local, state, and federal planning efforts. Districts may use an electronic template, accessible on the CDE's web site, to create their LCAP. Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.

The Board shall adopt a districtwide local control and accountability plan (LCAP), following based on the template provided in 5 CCR 15497.5 adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, **52064**; 5 CCR ~~15497.5-15494-15497~~)

(cf. 3100 - Budget)

Note: Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the SBE. In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" ~~and other~~ or are part of any numerically significant student subgroup that is at risk of or is underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, ~~and are counted only once~~ as defined in Education Code 42238.01 for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI). (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

Note: ~~Education Code 52062 requires the district to ensure that the specific actions included in the LCAP are consistent with strategies in the single plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils for SPSA requirements. In addition, the LCAP template in 5 CCR 15497.5 allows for the LCAP to be supplemented with information contained in other plans, including the Title I local educational agency plan required by 20 USC 6312 (see BP/AR 6171 - Title I Programs).~~

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

*(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)*

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, students with disabilities, socioeconomically disadvantaged students, English learners, foster youth, and homeless students, when there are at least 30 students in the subgroup (or 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval of the SBE. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations.

The district may expand the following paragraph to reflect district practice.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 6020 - Parent Involvement)

Public Review and Input

Note: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee that is composed of a majority of parents/guardians and includes at least one parent/guardian of an unduplicated student. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board is required to establish an English learner parent advisory committee which, pursuant to 5 CCR 15495 as amended, must include a majority of parents/guardians of English learners. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15495. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by the law.

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Education Code 305, as amended by Proposition 58 (November 2016) and effective July 1, 2017, the LCAP parent and community engagement process must include solicitation of input as described in the following paragraph. Also see BP/AR 6174 - Education for English Language Learners for further information regarding the types of language acquisition programs that may be offered to students.

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

Note: Pursuant to Education Code 42127, the Board cannot must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**Submission of Plan to County Superintendent of Schools**

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent. The County Superintendent may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. He/she is required to approve the LCAP on or before October 8 if he/she determines that (1) the LCAP adheres to the template in ~~5 CCR 15497.5~~ adopted by the SBE; (2) the district budget includes expenditures sufficient to implement the specific actions in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

Note: The following optional paragraph may be revised to reflect the district's timeline for reviewing ~~evaluations~~ of the progress and effectiveness of strategies included in the LCAP. ~~Such~~ Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance ~~based on evaluation rubrics adopted by the State Board of Education pursuant to Education Code 52064.5~~ **reported on the California School Dashboard**. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**Technical Assistance/Intervention**

Note: Pursuant to Education Code 52071, the Board may, at its discretion and at the district's expense, request technical assistance as described in items #1-3 below. In addition, the County Superintendent is required to provide such technical assistance whenever he/she does not approve the district's LCAP and/or the district fails to improve student achievement across more than one state priority described in Education Code 52060, as determined using the ~~SBE evaluation rubric~~ **Dashboard**.

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities, and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of bond repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497.5, 15497 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title I funds, local plans

Management Resources:

GSBA PUBLICATIONS

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

Every Student Succeeds Act – Update #6, January 18, 2017

Family Engagement Framework: A Tool for California School Districts, 2014

California Career Technical Education Model Curriculum Standards, 2013

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Management Resources: (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

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Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), following the template provided in 5 CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; 5 CCR 15497.5)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497.5 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

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Impact of Local Control Funding Formula on Board Policies, November 2013
Local Control Funding Formula 2013, Governance Brief, August 2013
State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: October 21, 2015 Antelope, California

CSBA Sample Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

Goals and Actions Addressing State and Local Priorities

Note: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, as amended by AB 104 (Ch. 13, Statutes of 2015), a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the State Board of Education (SBE).

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

- c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision-making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, **and students with disabilities**

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

Note: Pursuant to Education Code 52060, the LCAP must address student achievement as measured by specified indicators, including the Academic Performance Index (API), as applicable. However, the API has been replaced by the California School Dashboard, which examines the performance of schools, districts, and defined student groups on measures of academic performance, high school graduation rate, English learner progress, college/career preparation, suspension rate, and chronic absenteeism. Thus, item #1d below does not include the API. Districts may use data from the Dashboard, along with the other specified indicators, to develop goals related to student achievement.

- d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

~~(2) Academic Performance Index~~

~~(3)~~ (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

~~(4)~~(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- ~~(5)~~ (4) The English learner reclassification rate
- ~~(6)~~ (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- ~~(7)~~ (6) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

~~*(cf. 6146.1 - High School Graduation Requirements)*~~
~~*(cf. 5113.1 - Chronic Absence and Truancy)*~~
~~*(cf. 5147 - Dropout Prevention)*~~
~~*(cf. 6146.1 - High School Graduation Requirements)*~~

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

~~*(cf. 5137 - Positive School Climate)*~~
~~*(cf. 5144 - Discipline)*~~
~~*(cf. 5144.1 - Suspension and Expulsion/Due Process)*~~
~~*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*~~

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration **grant** funding pursuant to Education Code 42238.02 and 42238.03

~~*(cf. 6143 - Courses of Study)*~~
~~*(cf. 6159 - Individualized Education Program)*~~

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

Note: In addition to goals aligned with the state priorities described in item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. Optional item #2 below may be revised to reflect local priorities.

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

Note: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the SPI, with approval of the SBE and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Increase or Improvement in Services for Unduplicated Students

Note: The following section is for use by districts that receive LCFE supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

students; see BP 3100 - Budget. 5 CCR 15494-15496, ~~as amended by Register 2015, No. 2~~, specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

~~Note: Whenever a district chooses to expend supplemental or concentration funds on a districtwide or schoolwide basis, it is required pursuant to 5 CCR 15496, as amended by Register 2015, No. 2, to include the following components in its LCAP.~~

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (~~5 CCR 15496~~)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template in ~~5 CCR 15497.5~~ adopted by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment

Note: Pursuant to Education Code 52061, the annual update to the LCAP must include expenditures for specific actions included in the LCAP and expenditures serving unduplicated students. Education Code 52061 requires that the expenditures specified in items #3-4 below be classified in accordance with the California School Accounting Manual.

3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

Note: Education Code 52065 requires the district to post its LCAP and annual update or revisions to the LCAP on the district web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Center USD

Administrative Regulation

Local Control And Accountability Plan

AR 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement
- (2) Academic Performance Index
- (3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
- (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (5) The English learner reclassification rate
- (6) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for

unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template in 5 CCR 15497.5 and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: January 20, 2016 Antelope, California

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0500(a)

ACCOUNTABILITY

Note: The following optional policy may be revised to reflect district practice.

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3460 - Financial Accountability and Reports Reports and Accountability)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9400 - Board Self-Evaluation)

Note: California's accountability system, which is based on both state and federal requirements, including the calculation of an Academic Performance Index (API) pursuant to Education Code 52052-52052.1 and a determination as to whether schools and districts make "adequate yearly progress" (AYP) pursuant to 20 USC 6311. Both the API and AYP incorporate multiple measures, including, but not limited to, student performance on statewide assessments. However, as amended by AB 484 (Ch. 489, Statutes of 2012), Education Code 52052 authorizes the State Board of Education to suspend the API in the 2013-14 and 2014-15 school years while the state assessment system is transitioning from the Standardized Testing and Reporting program to the California Measurement of Academic Performance and Progress. measures district and school performance on a variety of indicators of school success. 20 USC 6311, as amended by the Every Student Succeeds Act (P.L. 114-95), requires each state to have an accountability system that incorporates multiple measures, including, but not limited to, statewide assessment results for all students as well as numerically significant subgroups. The California Accountability and Continuous Improvement System consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the local control and accountability plan (LCAP). The degree to which districts and schools are meeting these criteria is reflected in the California School Dashboard, which is a color-coded chart that includes the status of performance on the indicators as well as the change in performance from year to year.

Beginning in the 2018-19 school year, the California Department of Education (CDE) will notify schools identified for comprehensive and/or targeted support and improvement pursuant to 20 USC 6311. Until then, the CDE encourages schools previously identified for program improvement to utilize the

ACCOUNTABILITY (continued)

Dashboard to determine areas of improvement in preparation for implementation of support and improvement requirements.

Further information about the Accountability and Continuous Improvement System and the Dashboard can be found on the CDE web site.

~~Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system. District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.~~

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

Note: The following paragraph should be revised to reflect the types of alternative schools maintained by the district. Pursuant to Education Code 52052, alternative schools serving high-risk student populations are subject to an alternative accountability system. Commencing in the fall of 2018, alternative accountability indicators will be incorporated into the Dashboard Alternative School Status (DASS) program, as a replacement for the Alternative Schools Accountability Model. The schools described in the following paragraph will automatically qualify for this alternative status. In addition, schools approved through the former Alternative Schools Accountability Model process between July 1, 2016 and June 30, 2017 are considered active DASS schools. Other schools serving high-risk students may apply to establish eligibility for DASS. Further information regarding the DASS and participation/withdrawal instructions and forms are available on the CDE web site.

~~The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)~~

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6160 - Continuation Education)

(cf. 6165 - Community Day School)

~~Note: Education Code 52052 requires that schools and districts demonstrate comparable improvement in academic achievement by all numerically significant student subgroups, as defined below. AB 104 (Ch. 13, Statutes of 2015) amended Education Code 52052 to add homeless students to the list of student subgroups.~~

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically

ACCOUNTABILITY (continued)

disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

Note: The following optional paragraph may be revised to reflect district practice. ~~AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 52056, which had required an annual discussion of the results of each school's API ranking at a regularly scheduled Governing Board meeting. Nevertheless, reporting~~ **Providing regular reports** to the public and receiving input from the public in regard to school and district progress are key components of accountability.

Education Code 52060 and 52061, ~~as added by AB 97 and amended by SB 97 (Ch. 357, Statutes of 2013), requires that the district to consult with parents/guardians, students, teachers, principals, administrators, other school personnel, and employee bargaining units in the development and annual update of the district's local control and accountability plan (LCAP); see BP 0460 - Local Control and Accountability Plan.~~

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the ~~local control and accountability plan (LCAP).~~

~~(cf. 0460 - Local Control and Accountability Plan)~~

~~(cf. 0510 - School Accountability Report Card)~~

~~(cf. 1100 - Communication with the Public)~~

~~(cf. 1113 - District and School Web Sites)~~

~~(cf. 1112 - Media Relations)~~

~~(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. 6020 - Parent Involvement)~~

Note: ~~A school or district that receives federal Title I funds may be identified for program improvement if it does not meet AYP criteria for two consecutive years within specific areas; see BP/AR 0520.2 - Title I Program Improvement Schools and BP/AR 0520.3 - Title I Program Improvement Districts.~~

Pursuant to Education Code 52071, ~~as added by AB 97 (Ch. 47, Statutes of 2013), a district will receive technical assistance whenever the County Superintendent of Schools does not approve the district's LCAP or annual update to the LCAP, the district fails to improve student achievement across more than one state priority identified in Education Code 52060, or the district requests technical assistance. AB 97 also added Education Code 52072 which provides that, under specified conditions, the Superintendent of Public Instruction may intervene to revise the district's LCAP or budget and/or to stay or rescind any district action, not required by local collective bargaining agreement, that is preventing the district from improving outcomes for all student subgroups and is not required by a collective bargaining agreement. See BP/AR 0460 - Local Control and Accountability Plan.~~

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

ACCOUNTABILITY (continued)

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. ~~0520.2~~ - Title I Program Improvement Schools)
(cf. ~~0520.3~~ - Title I Program Improvement Districts)
(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability
33400-33407 California Department of Education evaluation of district programs
44660-44665 Evaluation of certificated employees
51041 Evaluation of the educational program
52052-52052.1 ~~Academic Performance Index~~ Public school performance accountability program
~~52055.57-52055.59~~ Districts identified or at risk of identification for program improvement
52060-52077 Local control and accountability plan
56366 Nonpublic, nonsectarian schools
60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments
~~15440-15463~~ 15464 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

6311 Accountability, ~~adequate yearly progress~~ state plan
6312 Local educational agency plan
~~6316~~ School and district improvement

CODE OF FEDERAL REGULATIONS, TITLE 34

~~200.13-200.20~~ 200.12-200.24 Adequate yearly progress State accountability system
~~200.30-200.53~~ 200.48 Program improvement State and LEA report cards and plans

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>
California School Dashboard: <http://www.caschooldashboard.org>
U.S. Department of Education: <http://www.ed.gov>

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Center USD

Board Policy

Accountability

BP 0500

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3460 - Financial Accountability and Reports)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9400 - Board Self-Evaluation)

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students

with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability

33400-33407 California Department of Education evaluation of district programs

44660-44665 Evaluation of certificated employees

51041 Evaluation of the educational program

52052-52052.1 Academic Performance Index

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments

15440-15463 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.53 Program improvement

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>

U.S. Department of Education: <http://www.ed.gov>

Delete

Center USD

Board Policy

Title I Program Improvement Schools

BP 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the district shall provide support and assistance to increase student achievement in any school that receives federal Title I funding and has been identified by the California Department of Education as a program improvement (PI) school.

- (cf. 6011 - Academic Standards)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)
- (cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that school improvement strategies developed for any PI school are coordinated, aligned, and effectively implemented in accordance with administrative regulation and the Board-approved school improvement plan.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 5116.1 - Intradistrict Open Enrollment)
- (cf. 6179 - Supplemental Instruction)

As necessary, the Board shall determine corrective actions for schools in Year 3 of PI and/or restructuring options for schools in Year 4 of PI or beyond.

Whenever a school is identified for Year 4 PI but is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the Board to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

Program Evaluation

The Superintendent or designee shall develop an annual report card that includes the information specified in 20 USC 6311 for each district school and for the district as a whole. The required information may be incorporated into each school's school accountability report card. (20 USC 6311)

(cf. 0510 - School Accountability Report Card)
(cf. 6190 - Evaluation of the Instructional Program)

The report card shall be concise, presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. It shall be made accessible to the public on the district's web site. (20 USC 6311)

(cf. 1113 - District and School Web Sites)

As necessary based on the results of this evaluation, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

EDUCATION CODE

35256 School accountability report card

53200-53203 Persistently lowest achieving schools

53300-53303 Parent Empowerment Act

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

4800-4808 Parent Empowerment petitions

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 State plan; state and local educational agency report cards

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

7912 Persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

200.49-200.51 State responsibilities
200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages
64436-64513

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions,
rev. May 4, 2016

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education: <http://www.ed.gov>

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Administrative Regulation

Title I Program Improvement Schools

AR 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

Year 1 Program Improvement

For any district school in its first year of program improvement (PI), the Superintendent or designee shall implement a school improvement plan that was approved by the Governing Board.

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the school receives technical assistance from the district, California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in:

1. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
2. Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

Year 2 Program Improvement

For any district school in its second year of PI, the Superintendent or designee shall continue to implement the school improvement plan and to provide for technical assistance in accordance with the section "Year 1 Program Improvement" above.

In addition, the Superintendent or designee shall arrange for the provision of alternative supports to eligible students from low-income families, as described below in the section

"Alternative Supports."

Year 3 Program Improvement: Corrective Action

After the second full school year after identification for PI, the Superintendent or designee shall continue to implement all elements of Year 1 and Year 2 PI specified above, as well as the corrective action(s) determined by the Board, which may include:

1. Replacing school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

2. Implementing a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6141 - Curriculum Development and Evaluation)

3. Significantly decreasing management authority at the school level

4. Appointing an outside expert to advise the school

5. Extending the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

6. Restructuring the internal organization of the school

Year 4 Program Improvement and Beyond: Restructuring

For any school in Year 4 of PI or beyond, the Superintendent or designee shall continue to implement all elements of Year 1 and Year 2 PI specified above, as well as one of the following options for alternative governance and restructuring, as determined by the Board:

1. Reopening the school as a charter school

2. Replacing all or most of the school staff relevant to the failure

3. Entering into a contract with an entity with a demonstrated record of effectiveness to operate the school

4. Turning the operation of the school over to the CDE
5. Instituting any other major restructuring of the school's governance arrangements that makes fundamental reforms

Alternative Supports

In any school identified for Year 2 PI or beyond, eligible students from low-income families shall be offered district-selected alternative supports designed to improve their academic achievement. Alternative supports may include, but are not limited to, any of the following:

1. Academic support offered during school hours, before school, after school, during intercession, and/or during summer learning programs

(cf. 5148.2 - Before/After School Programs)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

2. Small group instruction and/or pull-out interventions offered during the regular school day
3. Interventions offered during After School Education and Safety or 21st Century Community Learning Center programs
4. High quality academic tutoring
5. Provision of supplemental materials that support alternative support services
6. Provision of a crisis, intervention, and/or academic counselor to meet with eligible students
7. Services and programs that remove barriers to promote academic achievement of eligible students

The types of alternative supports and the criteria used to identify eligible students may be included in the district's local control and accountability plan and shall be consistent and aligned with local priorities.

(cf. 0460 - Local Control and Accountability Plan)

If the district contracts with outside entities or community partners to provide alternative supports to eligible students, the Superintendent or designee shall ensure that no electronic device or other items of value are given, retained, or used as an incentive or achievement award and that funds are expended only on direct services to eligible

students.

The district shall set aside a reasonable amount of Title I, Part A funds for alternative supports. Whenever the district does not have sufficient funds to serve all eligible students, it may give priority to the lowest achieving PI schools or the lowest achieving eligible students attending a PI school. The Superintendent or designee may identify the lowest achieving eligible students based on assessment scores, grades, teacher evaluations, or another locally defined measure.

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Board Policy

Title I Program Improvement Districts

BP 0520.3

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board shall annually review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. 0500 - Accountability)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - Standardized Testing and Reporting Program)

Early Warning Program

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district participate in the program, the district shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

(cf. 6171 - Title I Programs)

Year 1-2 PI: Revision and Implementation of LEA Plan

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify

specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

Year 3 PI: Corrective Action

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

Legal Reference:

EDUCATION CODE

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITED STATES CODE, TITLE 20

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan
6316 School and district improvement
6321 Fiscal responsibilities
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Blueprint for District Assistance and Intervention, 2008

2007 Adequate Yearly Progress Report Information Guide, August 2007

A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006

U.S. DEPARTMENT OF EDUCATION GUIDANCE

LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

CSBA Sample Board Policy

Community Relations

BP 1113(a)

DISTRICT AND SCHOOL WEB SITES

Note: The following optional policy is for use by districts that maintain their own web site(s) and may be revised to reflect district practice. District strategies for effective use of web sites may be incorporated into the district's comprehensive communications plan; see BP 1100 - Communication with the Public.

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Design Standards

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

Note: Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134), the district must ensure that individuals with disabilities are not discriminated against or excluded from participation in public services, programs, or activities. A U.S. Department of Justice (USDOJ) technical assistance publication, Accessibility of State and Local Government Websites to People with Disabilities, affirms that this statute applies to district-sponsored web sites. Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134) and Section 504 of the Rehabilitation Act of 1973 (29 USC 705, 794; 34 CFR 104.1-104.39), districts have an obligation to provide an equal opportunity to individuals with disabilities to participate in and receive the benefits of the educational program, and must provide accommodations or modifications when necessary to ensure equal treatment. Such obligations have been interpreted by the U.S. Department of Education's Office for Civil Rights (OCR) to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters. Thus, the districts should must consider the needs of individuals with disabilities and identify features that would enable such persons to access all the information on district and school web sites. site's information. For example, hearing-impaired individuals may not be able to access information in Internet videos or other multimedia presentations that do not have captions, and visually impaired individuals who use screen readers or other assistive technology may not be able to "read" images or photographs without corresponding text. Examples of technical standards for web site accessibility are available from the World Wide Web Consortium, the California Department of Education's standards for state web sites, and other sources.

DISTRICT AND SCHOOL WEB SITES (continued)

The ~~USDOJ's~~ A U.S. Department of Justice technical assistance publication, **Accessibility of State and Local Government Websites to People with Disabilities**, states that an agency with ~~an inaccessible web site~~ a web site that is otherwise inaccessible to individuals with disabilities may also meet its legal obligations by providing an alternative accessible way for ~~individuals with disabilities~~ them to use the programs or services (e.g., a staffed telephone information line), but points out that these alternatives are unlikely to provide an equal degree of access in terms of hours of operation or range of options and programs available. **See the accompanying administrative regulation for accessibility guidelines.**

The district's design standards shall address the accessibility of district-sponsored and school web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0-110 - Nondiscrimination in District Programs and Activities)

Guidelines for Web Site Content

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Note: ~~The district may determine whether or not to post advertising of a commercial nature on district and school web sites. The following optional paragraph provides that the district will apply the same policy it has established for advertising in school-sponsored publications (see BP 1325 - Advertising and Promotion) and may be revised to reflect district practice. The following optional paragraph ensures consistency of district policies regarding advertising and may be revised to reflect district practice.~~

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

Privacy Rights

Note: Business and Professions Code 22580-22582 prohibit an operator of a web site from knowingly using, disclosing, compiling, or allowing a third party to use, disclose, or compile the personal information of a minor for the purpose of marketing or advertising specified types of products or services. Business and Professions Code 22584-22585 prohibit the operator of a web site that provides services to K-12 students from selling or disclosing specified student information or knowingly using that student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a student. Business and Professions Code 22586, as added by AB 2799 (Ch. 620, Statutes of 2016), provides a similar prohibition for the operator of a web site used, designed, and marketed primarily for preschool or prekindergarten purposes from knowingly engaging in specified activities, including targeted advertising, selling or disclosing a student's information, and using specified information to amass a profile about a student except in furtherance of preschool or prekindergarten purposes. See BP 5125 - Student Records for further information regarding protection of student information.

DISTRICT AND SCHOOL WEB SITES (continued)

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Note: The following optional paragraph may be revised to reflect district practice. The district should carefully consider whether to place personally identifiable information on district or school web sites since release of such information may put individuals, including students, at risk and also may violate Education Code 49073 which prohibits disclosure of student directory information to any private profit making entity; see BP/AR/E 5125.1 Release of Directory Information.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Note: The following options address the use of students' photographs on district or school web sites. Option 1 is for use by districts that, pursuant to Education Code 49061 and 34 CFR 99.3, have included photographs in the definition of directory information, as specified in AR 5125.1 - Release of Directory Information, and thus allow parents/guardians the opportunity to request that their child's photograph not be released publish student photographs along with their names unless a parent/guardian requested in writing that no photographs of their child be released without their prior written consent. Option 2 is for use by districts that do not wish to allow students' photographs to be published along with their names without unless specific consent for such publication is received from the parent/guardian.

OPTION 1: ~~Photographs of individual students may be published, together with their names, except when their~~ **The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with his/her name, may be published on district or school web sites unless the student's parent/guardian has notified the district in writing to not release the student's photograph without prior written consent, in accordance with BP/AR 5125.1 Release of Directory Information.**

OPTION 2: ~~Because of the wide accessibility of the Internet and potential risk to students,~~ **Photographs of individual students shall not be published on district or school web sites with their names accompanied by the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.**

Note: The remainder of this policy is for use by all districts.

DISTRICT AND SCHOOL WEB SITES (continued)

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district web sites provided that students' names are not included.

Note: The following optional paragraph may be revised to reflect district practice. It is recommended that districts not post employees' home addresses, personal telephone numbers, or personal email addresses on district or school web sites, in order to maintain employee privacy and safety. If such information is posted, employees should be informed that using a personal account or device to receive communications regarding district business does not categorically exclude these records from disclosure upon request under the California Public Records Act (Government Code 6250-6270), pursuant to the California Supreme Court's decision in City of San Jose v. Superior Court. See BP 1340 - Access to District Records, AR 3580 - District Records, and BB 9012 - Board Member Electronic Communications.

Staff members' Employees' home addresses, or personal telephone numbers, and personal email addresses shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

Legal Reference:

EDUCATION CODE

35182.5 *Contracts for advertising*

35258 *Internet access to school accountability report cards*

48907 *Exercise of free expression; rules and regulations*

48950 *Speech and other communication*

49061 *Definitions, directory information*

49073 *Release of directory information*

60048 *Commercial brand names, contracts or logos*

BUSINESS AND PROFESSIONS CODE

22580-22582 *Digital privacy*

22584-22585 *Student Online Personal Information Protection Act*

22586 *Preschool and prekindergarten privacy*

Legal Reference continued: (see next page)

DISTRICT AND SCHOOL WEB SITES (continued)*Legal Reference: (continued)***GOVERNMENT CODE**

3307.5 Publishing identity of public safety officers
 6254.21 Publishing addresses and telephone numbers of officials
 6254.24 Definition of public safety official
 11135 Nondiscrimination; accessibility to state web sites

PENAL CODE

14029.5 Prohibition against publishing personal information of person in witness protection program

UNITED STATES CODE, TITLE 17

~~101-1101 Federal copyright law~~

101-122 Subject matter and scope of copyright

504 Penalties for copyright infringement

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

104.1-104.61 Nondiscrimination on the basis of disability

COURT DECISIONS

City of San Jose v. Superior Court, (2017) 2 Cal.5th 608

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

*Management Resources:***U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS**

Dear Colleague Letter, May 26, 2011

Joint Dear Colleague Letter: Electronic Book Readers, June 2010

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Web Accessibility Standards:

<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>

California School Public Relations Association: <http://www.calspra.org>

U.S. Department of Education, Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

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Board Policy

District And School Web Sites

BP 1113

Community Relations

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Design Standards

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

The district's design standards shall address the accessibility of district-sponsored web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Guidelines for Content

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Because of the wide accessibility of the Internet and potential risk to students, photographs of individual students shall not be published with their names or other personally identifiable information without the prior written consent of the student's parent/guardian.

Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

Staff members' home addresses or telephone numbers shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

Legal Reference:

EDUCATION CODE

35182.5 Contracts for advertising

35258 Internet access to school accountability report cards

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication
49061 Definitions, directory information
49073 Release of directory information
60048 Commercial brand names, contracts or logos
GOVERNMENT CODE
3307.5 Publishing identity of public safety officers
6254.21 Publishing addresses and telephone numbers of officials
6254.24 Definition of public safety official
11135 Nondiscrimination; accessibility to state web sites
PENAL CODE
14029.5 Prohibition against publishing personal information of person in witness protection program
UNITED STATES CODE, TITLE 17
101-1101 Federal copyright law
UNITED STATES CODE, TITLE 20
1232g Federal Family Educational Rights and Privacy Act
UNITED STATES CODE, TITLE 29
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.12 Children's Online Privacy
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
COURT DECISIONS
Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

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Accessibility of State and Local Government Websites to People with Disabilities, June 2003

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CSBA: <http://www.csba.org>

California Department of Education, Web Accessibility Standards:

<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>

California School Public Relations Association: <http://www.calspra.org>

U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: October 19, 2011 Antelope, California

CSBA Sample Administrative Regulation

Community Relations

AR 1113(a)

DISTRICT AND SCHOOL WEB SITES

Note: The following optional administrative regulation is for use by districts that maintain their own web site(s) and ~~may~~ should be revised to reflect district practice.

Design Standards

The Superintendent or designee shall develop design standards for district and school web sites that include, but are not limited to, guidelines to ensure the clear organization of the material, readability of the font type and size, and simplicity of the navigation structure linking the content on the web site. Such standards shall take into consideration the ease of use on a wide range of devices.

Note: Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134) and Section 504 of the Rehabilitation Act of 1973 (29 USC 705, 794; 34 CFR 104.1-104.39), districts have an obligation to provide an equal opportunity to individuals with disabilities to participate in and receive the benefits of the educational program. Such obligations have been interpreted by the U.S. Department of Education's Office for Civil Rights (OCR) to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters.

While there are no explicit standards detailed in law or regulations addressing accessible features, the World Wide Web Consortium's Web Content Accessibility Guidelines 2.0 and Web Accessibility Initiative Accessible Rich Internet Applications Suite are widely used tools that may serve as guidelines for district and school web sites. Additionally, examples of technical standards for accessibility are available on the California Department of Education's web site.

In accordance with the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act of 1973, district and school web sites shall contain features that ensure accessibility for individuals with disabilities, which may include, but are not limited to, captions for videos and multimedia presentations, text alternatives to images, provision of sufficient time to use the content, avoidance of flashing images, adequate contrast in visual presentations, and/or other features that meet applicable standards for web site accessibility. The Superintendent or designee shall regularly review district and school web sites and modify them as needed to ensure legal compliance with accessibility standards.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Guidelines for Web Site Content

Note: The following section may be revised to reflect district practice.

DISTRICT AND SCHOOL WEB SITES (continued)

For all Governing Board meetings occurring on and after January 1, 2019, Government Code 54954.2, as amended by AB 2257 (Ch. 265, Statutes of 2016), requires the district to post a "prominent, direct link" to the current Board meeting agenda on the primary homepage of the district's web site. However, districts that use an integrated agenda management platform (i.e., a web site dedicated to providing the entirety of the agenda information for the Board) are exempt from this requirement if a direct link to the platform is posted on the homepage and the current agenda is the first agenda available at the top of the platform. Government Code 54954.2 specifies that agendas posted either through a direct link or through use of an integrated agenda management platform must be (1) retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications; (2) platform independent and machine readable; and (3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

As applicable, ~~d~~District and school web sites shall provide current information regarding ~~district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include the~~ district's mission and goals, **district/school programs and operations**, district/~~or school~~ news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

(cf. 0440 - District Technology Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
~~*(cf. 1112 - Media Relations)*~~
~~*(cf. 6020 - Parent Involvement)*~~
(cf. 9322 - Agenda/Meeting Materials)

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Note: ~~In determining who will be allowed~~ **whether to limit or allow the ability of certain groups or individuals** to provide content for district or school web sites, districts should consult with legal counsel on matters pertaining to protected speech and equal access; ~~In the event of litigation on this issue, one approach a court might use would be to draw analogies with protections that currently exist for the print medium (see BP/AR 5145.2 - Freedom of Speech/Expression and) and regulations regarding equal access (see BP/AR 6145.5 - Student Organizations and Equal Access).~~

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

Note: Federal copyright law (17 USC ~~107~~ 106) grants a copyright owner the exclusive rights to reproduce, distribute, make derivative works of, publicly perform, or publicly display the copyrighted work or to authorize others to do so. However, pursuant to 17 USC 107, "fair use" (i.e., the

DISTRICT AND SCHOOL WEB SITES (continued)

reproduction of limited portions of copyrighted materials without the copyright owner's permission) is allowed for such purposes as criticism, comment, news reporting, teaching, scholarship, or research; and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of published materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income; see BP/AR 6162.6 - Use of Copyrighted Materials. Even if use of certain copyrighted materials in the district meets the criteria for a fair use exception, Unless there is a clear statement that text, art, or photos that are not clearly stated to be in the "public domain" and available for free use, such material should not be replicated on a district or school web site without prior permission of the copyright owner of the copyright.

The Superintendent or designee shall ensure that copyright laws are not violated in the use of materials on district and school web sites. If any copyrighted material is posted a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted. Any copyrighted material to be posted on a district or school web site shall be submitted to the Superintendent or designee together with the permission of the copyright owner to reprint the material. Any copyrighted material submitted without the copyright owner's permission shall only be posted on a district or school web site if the Superintendent or designee determines that the material is in the public domain or that the intended use meets the criteria for fair use or another exception pursuant to 17 USC 107-122. When any copyrighted material is posted, the web site shall include a notice crediting the copyright owner and, as necessary, shall note that permission to reprint the material was granted.

(cf. 4132/4232/4332 - Publication or Creation of Materials)
(cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

Roles and Responsibilities

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the web site(s) upon approval of the Superintendent or designee. He/she shall review district and school web sites to ensure consistency of the material with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct an editorial reviews of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

DISTRICT AND SCHOOL WEB SITES (continued)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Security

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

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(3/00 7/11) 10/17

Center USD

Administrative Regulation

District And School Web Sites

AR 1113

Community Relations

Guidelines for Content

District and school web sites shall provide current information regarding district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include district mission and goals, district or school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

- (cf. 0440 - District Technology Plan)
- (cf. 0510 - School Accountability Report Card)
- (cf. 1100 - Communication with the Public)
- (cf. 1112 - Media Relations)
- (cf. 6020 - Parent Involvement)

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

All copyright laws are adhered to in the use of materials on district and school web sites. If any copyrighted material is posted, a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted.

- (cf. 4132/4232/4332 - Publication or Creation of Materials)
- (cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

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(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Security

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

CSBA Sample Board Policy

Community Relations

BP 1325(a)

ADVERTISING AND PROMOTION

Note: The following ~~optional~~ policy addresses the distribution of commercial and noncommercial materials as well as advertising in school-sponsored publications, on district and school web sites, and on school facilities and grounds by outside/nonschool groups. Student speech, including the distribution of printed materials by students, is addressed in BP/AR 5145.2 - Freedom of Speech/Expression.

The Governing Board establishes this policy to ensure effective and consistent implementation of its directions related to standards for advertisements and promotions by nonschool groups in school-sponsored publications, on district and school web sites, and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

Note: School facilities and school-sponsored publications are public property and are subject to freedom of expression rights granted by the First Amendment to the United States Constitution and Article 1, Section 2 of the California State Constitution. However, because school facilities and school-sponsored publications are generally for school purposes, they are regarded as "nonpublic fora" and the Governing Board typically has extensive authority to regulate them. In exercising this authority, the Board may decide not to accept any form of advertising or distribution of materials (nonpublic forum), as stated in Option 1 below, or to accept some advertising and/or distribution of materials, but only from certain groups or on certain topics (limited public forum), as stated in Option 2. In addition, the Board may maintain a "nonpublic forum" for advertising in school publications or on school facilities while designating a "limited public forum" for distribution of materials at district schools or a "nonpublic forum" at its elementary schools and a "limited public forum" at its high schools. It is also possible for the Board to prohibit advertisement by nonschool groups in some types of district forums (Option 1), while allowing nonschool groups to advertise at other forums (Option 2). For example, a K-12 district could decide not to allow any advertisement on its elementary school sites, while allowing advertisements of a nonpolitical and nonreligious nature on its high school campuses. When a districtwide policy would involve adopting both options, the Board must include clarifying statements in the policy to specify when and where each option would apply.

Whichever option(s) the district chooses, school officials should ensure that they enforce the policy in a consistent manner, as courts look beyond the district's intent as stated in its policy and look to the actual practice of school officials in determining whether a district facility or publication is a "nonpublic" or "limited public" forum. See *(Board of Education of the Westside Community Schools v. Mergens)*. Because this area of law is complex, it is strongly recommended that legal counsel be consulted prior to the adoption of policy in this area.

ADVERTISING AND PROMOTION (continued)**OPTION 1: ~~Nonpublic Forum~~**

~~The Board believes that in order to maintain focus on academic achievement in district schools, students' exposure to the persuasive influence of marketing should be minimized. The Superintendent or designee shall not allow any advertisement from any nonschool group to be included in any district or school sponsored publication, web site, or social media, or to be posted on any school property such as school buildings, athletic fields, scoreboards, or and billboards. In addition, no nonschool group's announcement, flyer, or other promotional material shall be disseminated by the district or distributed at any school facility or on school grounds.~~

Note: Districts that have created a "nonpublic forum" must delete the remainder of this policy in order to ensure that their "nonpublic forum" status is maintained.

OPTION 2: Limited Public Forum

Note: When the Board chooses Option 2, it may adopt any reasonable rules that are reasonable to achieve its intended purpose for the forum, as long as the rules do not discriminate against members of the public based on their viewpoints. It is recommended that districts maintain limits on the scope of the topics and/or groups permitted in order to avoid creating a designated public forum for use by the general public. Districts with questions about how to maintain a limited public forum should consult legal counsel.

Items #1-5 below present examples of the types of materials and/or advertising that the district may allow, and should be revised to reflect district practice. See section "Criteria for Approval" below for examples of permissible restrictions on the content of the advertising. In *Hills v. Scottsdale Unified School District 48*, the Ninth Circuit Court of Appeals held that the district discriminated against the plaintiff on the basis of his religious viewpoint and violated his First Amendment right when the district refused to distribute the plaintiff's brochure for summer camps because it included some religious classes, though it permitted the distribution of similar literature by secular groups.

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

Note: The Board may select any or all of optional items #1-5 below to reflect the types of materials and/or advertising that it will allow:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6162.8 - Research)

ADVERTISING AND PROMOTION (continued)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including, but not limited to, advertisements on school buildings, athletic fields, scoreboards, and billboards and scoreboards
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Note: Generally, courts have upheld procedures that place reasonable "time, place, and manner" restrictions on materials to be distributed, as long as the same restrictions were are placed on all materials. See (Henry v. School Board of Colorado Springs). ~~The district might want to consider developing p~~ Procedures that limit the "time, place, and manner" of distributions, such as limiting distribution to before or after school hours or creating a central location for the distribution of all materials, may be developed, but districts should consult legal counsel should be consulted as appropriate when creating such restrictions.

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

Note: ~~The district might also consider requiring~~ Districts may require sponsoring entities to include a disclaimer on all materials to be distributed. For example, a disclaimer might state that "this event is not school-sponsored or approved" or that "opinions are not necessarily those of the school district or school personnel." The district should consult legal counsel as appropriate.

As necessary, the Superintendent, principal, or designee ~~shall~~ may require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

ADVERTISING AND PROMOTION (continued)**Criteria for Approval**

Note: The following ~~optional~~ section is for use by districts that select Option 2 (limited public forum) above and may be revised to reflect criteria established by the Board.

The Superintendent, principal, or designee shall not accept for distribution, **or allow on school property**, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools

Note: **Optional item #3** below prohibits the distribution of political materials or political advertising except under certain circumstances. Pursuant to Education Code 7058, the Board may conduct a political forum if it is made available to all sides on an equitable basis.

3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Note: In DiLoreto v. Downey Unified School District, the Ninth Circuit Court of Appeals held that a district's refusal to post a paid religious advertisement featuring the Ten Commandments on an athletic field fence reserved for commercial advertising was a reasonable way for the district to avoid being placed on one side of a controversial issue. The court concluded that, as a nonpublic forum, the district had the right to regulate content since it did not open the forum (the fence) to all expressive activities but, in fact, had reserved it for commercial speech. Districts wishing to establish policy dealing with the distribution of religious materials should consult legal counsel. Districts wishing to establish policy dealing with the distribution of religious materials should consult legal counsel.

In Hills v. Scottsdale Unified School District, the Ninth Circuit Court of Appeals held that a district may only reject advertising with religious content if the advertising exceeds the subject matter of the limited forum created by the district. The court held that a district could not reject a camp brochure with religious content since the district had permitted distribution of similar literature by secular groups. To avoid viewpoint discrimination, a district must allow an advertisement on an otherwise permissible topic even if cast from a religious viewpoint.

The court explained, however, that a district may reject advertisements that contain "proselytizing language" to the extent that the language exceeds the scope of the district's limited forum. For example, in DiLoreto v. Downey Unified School District, the court held that a district could reject an advertisement that contained a posting of the Ten Commandments where the district had only opened a baseball field fence to commercial advertising. In addition, the court in DiLoreto held that the district had an inherent right to control its property, including the right to close a previously open forum to avoid the appearance of government endorsement of religion.

ADVERTISING AND PROMOTION (continued)

4. ~~Proselytize or position the district on any side of a controversial issue~~ **Contain prayer or proselytizing language**

5. **Position the district on any side of a controversial issue**

(cf. 6144 - Controversial Issues)

~~5.6.~~ Discriminate against, attack, or denigrate any group on account of any unlawful consideration

(cf. 0410 - Nondiscrimination in District Programs and Activities)

~~6.7.~~ Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, ~~non-nutritious foods and beverages,~~ and movies or products unsuitable for children

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

Note: Education Code 49431.9, as added by AB 841 (Ch. 843, Statutes of 2017), prohibits schools, districts, and charter schools that participate in the National School Lunch or Breakfast Program from advertising any food or beverage during the school day, as defined, including on any property or facility owned or leased by the district or school and used for school-related activities, unless the food or beverage meets nutritional standards to be served or sold on the school campus during the school day. Schools and districts are not required to replace durable nonconsumable items, such as scoreboards or team uniforms in use as of January 1, 2018, but must comply with this prohibition as items are replaced or contracts are renegotiated.

8. **Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)**

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

7.9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

ADVERTISING AND PROMOTION (continued)

(cf. 1321 - Solicitation of Funds from and by Students)

8-10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee **also** may **also** consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

Legal Reference: (see next page)

ADVERTISING AND PROMOTION (continued)

Legal Reference:

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-~~38138~~ 38139 Civic Center Act

49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

UNITED STATES CODE, TITLE 42

1751-1769) School Lunch Program

1773 School Breakfast Program

COURT CASES

Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit, Court of Appeals, No. 96-1623-131 F.3d 241

Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1000, 18 Cal. 3d 350 450

Lehman v. Shaker Heights, (1974) 418 U.S. 298

Management Resources:

CSBA PUBLICATIONS

School Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

WEB SITES

CSBA: <http://www.csba.org>

(11/01 4/13) 12/17

Center Unified SD

Board Policy

Advertising And Promotion

BP 1325

Community Relations

The Governing Board establishes this policy to ensure effective and consistent implementation of its directions related to advertisements and promotions by nonschool groups in school-sponsored publications, web sites, and social media and on school facilities. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 1330 - Use of School Facilities)
- (cf. 5145.2 - Freedom of Speech/Expression)
- (cf. 6145.5 - Student Organizations and Equal Access)

Limited Public Forum

The Board desires to promote positive relationships between district schools and the community in order to enhance community support and involvement in the schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

- (cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including, but not limited to, advertisements on billboards and scoreboards

4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media

5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly

promote the donor or any commercial activity or product

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

4. Discriminate against, attack, or denigrate any group on account of any unlawful consideration

(cf. 0410 - Nondiscrimination in District Programs and Activities)

5. Promote the use or sale of materials or services that are illegal or inconsistent with

school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, non-nutritious foods and beverages, and movies or products unsuitable for children

(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)

6. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

7. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

Legal Reference:

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT CASES

Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856
Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090,
18 Cal. 3d 350
Lehman v. Shaker Heights, (1974) 418 U.S. 298

Management Resources:

CSBA PUBLICATIONS

**School-Based Marketing of Foods and Beverages: Policy Implications for School
Boards, Policy Brief, March 2006**

WEB SITES

CSBA: <http://www.csba.org>

**Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: November 20, 2013 Antelope, California**

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3100(a)

BUDGET

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3300 - Expenditures and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

Note: AB 2585 (Ch. 309, Statutes of 2014) amended Education Code 42127 to eliminate the "dual budget" adoption process, whereby the Governing Board could elect to hold a second public hearing and adopt a September 8 budget that would formally replace its July 1 adopted budget. Thus, district budgets for 2015-16 and beyond must be developed in accordance with the "single budget" adoption process.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

Note: Education Code 42103 and 42127 require the district to hold a public hearing prior to adoption of the budget; see the accompanying administrative regulation for requirements pertaining to the public hearing. A public hearing on the district's local control and accountability plan (LCAP) must occur at the same meeting; see BP 0460 - Local Control and Accountability Plan.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

BUDGET (continued)

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting **held scheduled** on a date after the public hearing on the budget, the Board shall, **adopt the budget following its adoption of the LCAP or an annual update to the LCAP, adopt the budget at the same meeting.** The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

Note: Pursuant to Education Code 42126, the district budget must be in a format prescribed by the Superintendent of Public Instruction (SPI). The SPI has established a requirement that districts use the Standardized Account Code Structure (SACS). SACS ensures that districts meet state and federal reporting guidelines and comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB). The California Department of Education's (CDE) California School Accounting Manual provides guidance regarding coding of revenues and expenditures.

At its discretion, the district may use a different format for communicating the budget to the Board, staff, and public but, according to the CDE, the budget that the Board formally adopts must be in the SACS format.

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Note: Education Code 42127 requires the district to file the adopted budget with the County Superintendent of Schools as described below. If the district fails to submit a budget by July 1, the County Superintendent will, at district expense, develop a budget by September 15 and transmit that budget to the Board.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

Note: Pursuant to Education Code 42127, as amended by SB 78 (Ch. 19, Statutes of 2015), on or before September 15, the County Superintendent must approve, conditionally approve, or disapprove the district's adopted budget. Education Code 42127 requires that this determination be based on a consideration of

BUDGET (continued)

whether the district's adopted budget complies with state standards and criteria, will allow the district to meet its current and future financial obligations, satisfies all conditions established by the County Superintendent in the case of a conditionally approved budget, will enable the district to satisfy its multiyear financial commitments, includes the expenditures necessary to implement the LCAP or the annual update to the LCAP, and, when applicable, complies with the requirements pertaining to ending fund balances that exceed the state minimum recommended reserve. Education Code 42127 also requires the County Superintendent to consider other studies, reports, evaluations, or audits that may indicate that the district is in fiscal distress; see the Fiscal Crisis and Management Assistance Team's Fiscal Oversight Guide and BP 3460 - Financial Reports and Accountability.

~~SB 78 amended Education Code 42127 to require the Board to review and respond to the County Superintendent's recommendations by October 8. The County Superintendent must then either approve or disapprove the revised budget by November 8.~~

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

Note: The following optional section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed exclusively of Board members (Option 3). Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.

This committee is different from the budget review committee that is required in the event that the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.

OPTION 1: The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

~~**OPTION 2:** The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.~~

~~**OPTION 3:** The Board may establish a budget subcommittee composed exclusively of Board members.~~

Note: The following paragraph is for use by districts that selected either Option 1, 2, or 3 above.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

BUDGET (continued)

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3350 - Travel Expenses)
(cf. 9130 - Board Committees)
(cf. 9140 - Board Representatives)

Budget Criteria and Standards

Note: Education Code 33129 requires the district to develop its budget and manage its expenditures in accordance with criteria and standards adopted by the State Board of Education pursuant to Education Code 33127-33128. These criteria and standards, along with certain other required supplemental information, are specified in 5 CCR 15440-15451, which, as amended by Register 2013, No. 49, reflect the requirements of the local control funding formula (LCFF) applicable to district budgets starting in 2014-15.

While 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's average daily attendance (ADA), Education Code 42127.01, as added by SB 858 (Ch. 32, Statutes of 2014), limits the amount of the reserve if certain conditions are met. In a fiscal year immediately after a fiscal year in which the state makes a deposit of any amount into the state Public School System Stabilization Account created by Proposition 2 in November 2014, the reserve balance is limited to two times the minimum recommended reserve for districts with an ADA of 400,000 or less, or three times the minimum recommended reserve for districts with an ADA over 400,000. The County Superintendent may grant an exemption of this requirement for up to two consecutive fiscal years within a three-year period to any district that provides documentation of extraordinary fiscal circumstances (e.g., multi-year infrastructure or technology projects) that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

Note: The following paragraph is for use by districts that receive supplemental and concentration funding within the local control funding formula (LCFF) based on the number and concentration of "unduplicated students" (i.e., students who are eligible for free or reduced-price meals, English learners, and foster youth) pursuant to Education Code 42238.02 and 42238.03. 5 CCR 15494-15496, as amended by Register 2015, No. 2, addresses the method of determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year. Pursuant to 5 CCR 15496, the district's LCAP must include evidence demonstrating how LCFF funding apportioned on the basis of unduplicated students is used to support such students; see AR 0460 - Local Control and Accountability Plan.

BUDGET (continued)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. *Unduplicated students* are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Fund Balance

Note: The following section should be revised to reflect district practice. Governmental Accounting Standards Board (GASB) Statement 54 addresses the way fund balances (i.e., the gross differences between assets and liabilities reflected on the balance sheet) in governmental funds are reported in external financial reports. Fund balances must be classified as nonspendable, restricted, committed, assigned, and unassigned in accordance with GASB 54 definitions; also see AR 3460 - Financial Reports and Accountability. Pursuant to GASB 54, the Board has sole authority to specify purposes of funds classified as "committed" and also must express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance. The Board may modify the following section to reflect its fund balance policy or may adopt a formal resolution containing the required components.

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. *Nonspendable fund balance* includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. *Restricted fund balance* includes amounts constrained to specific purposes by their providers or by law.

Note: For purposes of the committed fund balance, GASB 54 requires that the Board commit funds no later than the end of the reporting period. In New Requirements for Reporting Fund Balance in Governmental Funds, the CDE clarifies that for districts the end of the reporting period is June 30.

BUDGET (continued)

3. *Committed fund balance* includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. *Assigned fund balance* includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. *Unassigned fund balance* includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

Note: Although not required by GASB 54, the Government Finance Officers Association (GFOA) recommends that public agencies adopt a minimum fund balance policy that establishes an appropriate level of unrestricted fund balance that will be maintained in the general fund. The GFOA's Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund describes a variety of factors that should be considered when developing a minimum fund balance policy, such as the predictability of its revenue and volatility of its expenditures, perceived exposure to significant one-time outlays, potential drain upon the general fund from other funds as well as the availability of resources in other funds, liquidity of resources, and portion of unrestricted fund balance already committed or assigned for a specific purpose.

~~Pursuant to Education Code 42127.01, as added by SB 858 (Ch. 32, Statutes of 2014), in any fiscal year following a transfer of funds by the state into the Public School System Stabilization Account, the district cannot have a combined assigned and unassigned ending fund balance that exceeds the amount specified in Education Code 42127.01. In order to prevent Board policy from being outdated in the event that these provisions become effective, the following paragraph expresses Board intent to maintain a sufficient unassigned fund balance, but does not include a specific amount or percentage.~~

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

Note: The GFOA recommends that the minimum fund policy address both the circumstances under which the unrestricted fund balance can be spent down and the procedure for replenishing deficiencies. The district may revise the following optional paragraph to specify the rate at which the district will attempt to recover

BUDGET (continued)

the fund balance (e.g., the Board shall develop a plan to recover the fund balance at a rate of at least one percent each year).

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

Note: 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's average daily attendance (ADA). The minimum reserve balance is the greater of five percent or \$55,000 for districts with 0-300 ADA; the greater of four percent or \$55,000 for districts with 301-1,000 ADA; three percent for districts with 1,001-30,000 ADA; two percent for districts with 30,001-400,000 ADA; and one percent for districts with over 400,000 ADA. The following paragraph may be revised to reflect the minimum reserve applicable to the district's ADA.

Education Code 42127.01 establishes, under certain conditions, a maximum amount of local reserve balance for economic uncertainties. Pursuant to Education Code 42127.01, as amended by SB 751 (Ch. 674, Statutes of 2017), if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year. Basic aid districts, as defined in Education Code 42238.02, and districts with 2,500 or less ADA are exempted from this requirement. Other districts may also be exempted from this requirement by the County Superintendent for up to two consecutive fiscal years within a three-year period upon providing documentation of extraordinary fiscal circumstances (e.g., multiyear infrastructure or technology projects) that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year that the district is notified by the Superintendent of Public Instruction that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds. (Education Code 41202, 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities

BUDGET (continued)

projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 7210 - Facilities Financing)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

Note: The following two optional paragraphs are for use by districts that provide "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits to retired employees or Board members) and should be revised to reflect district practice; see BP/AR 4154/4254/4354 - Health and Welfare Benefits and BB 9250 - Remuneration, Reimbursement and Other Benefits. CSBA recommends that districts adopt a specific funding strategy for addressing their OPEB obligations. The district may pay the premiums as they fall due ("pay-as-you-go"), but in such a case the district would then accrue a deficit with respect to future retirees which can be expected to grow as a result of an increasing retiree population and increases in benefit costs. Therefore, it is recommended that the district prefund the debt to the extent possible using a method and level to be determined by the Board. For example, the district may contribute a set amount or percentage of the actuarially determined "annual required contributions" to an irrevocable trust or designated fund each year.

~~GASB Statement 75, which replaces Statement 45 for fiscal years beginning after June 15, 2017, or sooner at the district's discretion,~~ requires districts that do not provide OPEB through a trust to report the total unfunded liability (i.e., OPEBs that are not prefunded) in the district's financial statements; see AR 3460 - Financial Reports and Accountability.

CSBA's OPEB Solutions Program provides access to qualified actuaries and consultants and a GASB 75-compliant trust to prefund future obligations. See CSBA's web site for further information.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

Note: The following optional paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.

BUDGET (continued)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

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| Note: The following section is optional and should be revised to reflect district practice. |
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No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

*Legal Reference:***EDUCATION CODE**1240 *Duties of county superintendent of schools*33127-33131 *Standards and criteria for local budgets and expenditures***41202** *Determination of minimum level of education funding*42103 *Public hearing on proposed budget; requirements for content of proposed budget*42122-42129 *Budget requirements*42130-42134 *Financial certifications*42140-42141 *Disclosure of fiscal obligations*

Legal Reference continued: (see next page)

BUDGET (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

15494-15496 Local control funding formula, expenditures

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

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Center Unified SD

Board Policy

Budget

BP 3100

Business and Noninstructional Operations

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board shall adopt the budget following its adoption of the LCAP or an annual update to the LCAP at the same meeting. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

Budget Criteria and Standards

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal

obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

- 1240 Duties of county superintendent of schools
- 33127-33131 Standards and criteria for local budgets and expenditures
- 42103 Public hearing on proposed budget; requirements for content of proposed budget
- 42122-42129 Budget requirements
- 42130-42134 Financial certifications
- 42140-42141 Disclosure of fiscal obligations
- 42238-42251 Apportionments to districts, especially:
 - 42238.01-42238.07 Local control funding formula
- 42602 Use of unbudgeted funds
- 42610 Appropriation of excess funds and limitation thereon
- 45253 Annual budget of personnel commission
- 45254 First year budget of personnel commission
- 52060-52077 Local control and accountability plan

GOVERNMENT CODE

- 7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

15494-15496 Local control funding formula, expenditures

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: January 20, 2016 Antelope California

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3280(a)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

Note: The following optional policy and accompanying administrative regulation detail the procedures that govern the district's sale or lease of surplus real property.

When district properties are not being utilized for school purposes after specific time periods, Education Code 17219-17224 authorize the State Allocation Board (SAB) to charge an "unused site fee." The Office of Public School Construction has developed a guide, the Unused Site Program Handbook, to assist districts with non-use payments. For further information regarding non-use payments, see the Office of Public School Construction's Unused Site Program Handbook.

Education Code 17455 authorizes the sale, or lease of up to 99 years, of any district real property together with any personal property located thereon without taking a vote of the electors of the district. To do so, the property must not or will not be needed by the district and the district must follow the procedures under Education Code 17387-17391. When a district is selling any property or leasing it with an option to purchase, Education Code 17464 lists the public entities that have priority to lease or purchase surplus district properties and the types of notice that the district must provide such entities before disposing of the property. Pursuant to Education Code 17457.5, as amended by AB 86 (Ch. 48, Statutes of 2013), an offer to sell the property must first be extended to a charter school that: (1) projects an in-district average daily attendance of at least 80 students for the following fiscal year, (2) submitted a written request to the district to be notified of surplus property offered for sale or lease by the district, and (3) intends to use the property exclusively to provide instruction or instructional support.

Under certain circumstances, districts may also need to comply with Education Code 17485-17500 (the Naylor Act), which require the granting of priority to public agencies when disposing of any district property that includes a playground, playing field, or land with an outdoor recreational purpose. Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230.

When proposing the sale or lease of surplus property, the district must also comply with the California Environmental Quality Act, Public Resources Code 21000-21177.

The Governing Board believes that the district should utilize its facilities and resources should be utilized in the most an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

Note: Pursuant to Education Code 17388 17387-17391, before surplus real property is sold or leased, the Governing Board must appoint an advisory committee to advise the Board on the disposition of such property. Education Code 17388 and 17391 establish exceptions from this requirement for rentals not exceeding 30 days and for the lease or rental of a district facility to a private educational institution

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

for the purpose of offering summer school. In addition, Education Code 17391, as amended by AB 1157 (Ch. 717, Statutes of 2017), provides that an advisory committee need not be appointed prior to the sale, lease, or rental of excess real property if it is to be used for teacher or other employee housing.

Education Code 17389 requires that the advisory committee be representative of specific groups within the community and be composed of not less than seven nor more than 11 members (commonly referred to as a "7-11 committee"). See the accompanying administrative regulation for further information on the composition and duties of this committee.

~~Prior to the sale or lease of any surplus real property,~~ The Board shall appoint a district advisory committee **prior to the sale or lease of any surplus real property** to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. **Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a district advisory committee.** (Education Code ~~17388-17389~~ **17387-17391**)

(cf. 1220 - Citizen Advisory Committees)

Note: Pursuant to Government Code 65402, ~~before disposing of any real property, the district is required to submit a report to its local planning agency for comparison with the local planning agency's general plan. If the county or city has adopted a general plan which is applicable in the area where the district property is located, the district must notify the county or city planning agency of the location, purpose, and extent of the proposed disposition of district property so that the agency can determine and report on the extent to which the disposition conforms with the local planning agency's general plan. The planning agency has 40 days during which it may raise objections. If objections are not raised within 40 days, the lack of response is deemed acceptance of the district report. If objections are timely raised, the Board may either make adjustments to accommodate such objections or take further steps to override these objections.~~ **to be a finding that the district's proposed disposition of the property is in conformity with the local planning agency's adopted general plan.**

~~Upon determination that district property is no longer needed, or may not be needed until some future time,~~ **If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall first submit a report to the local planning agency as to what real property the district intends to offer for sale or lease describing the location of the surplus property and the purpose and extent of the proposed sale or lease.** (Government Code 65402)

Note: When proposing the sale or lease of surplus property, the district must also comply with Public Resources Code 21000-21177 (the California Environmental Quality Act) (CEQA), when applicable. Pursuant to 14 CCR 15061, the sale or lease of property is exempt from detailed CEQA review if there is no possibility that the sale or lease will have a significant environmental effect. In such cases, the district must adopt a notice of exemption in accordance with 14 CCR 14062.

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

Note: When a district is selling any surplus property or leasing it with an option to purchase, Education Code 17464 lists the public entities that have must be given priority to lease or purchase surplus district properties the property and the types of notice that the district must provide such entities before disposing of the property. Under certain circumstances, districts may also need to comply with the Naylor Act (Education Code 17485-17500 (the Naylor Act), which requires that the granting of priority be given to public agencies when disposing of any district property that includes a playground, playing field, or land with an outdoor recreational purpose. Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230. Pursuant to Education Code 17457.5, as amended by AB 86 (Ch. 48, Statutes of 2013), an offer to sell the property must first be extended to a charter school that: (1) projects an in-district average daily attendance of at least 80 students for the following fiscal year, (2) submitted a written request to the district to be notified of surplus property offered for sale or lease by the district, and (3) intends to use the property exclusively to provide instruction or instructional support. The requirement to first offer surplus property to a charter school with a projected in-district average daily attendance of at least 80 students expired July 1, 2016 pursuant to the terms of Education Code 17457.5.

~~Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of~~ **When selling or leasing** district real property, the Board shall ~~offer to sell or lease district-owned real property in accordance with~~ **comply with the** priorities and procedures specified in applicable law. (Education Code 17230, ~~17387-17391, 17457.5, 17464, 17485-17500-17499~~; Government Code 54222; 65402)

(cf. 5148 - Child Care and Development)
 (cf. 5148.2 - Before/After School Programs)
 (cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to Education Code 17462.3, as amended by AB 308 (Ch. 496, Statutes of 2013), the SAB may require a district selling real property purchased, constructed improved, or modernized with funds received from a state school facilities funding program to return those funds if: (1) the state funds were received and the property purchased or improved within the previous 10 years; (2) the proceeds from the sale are not used for capital outlay; and (3) the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services.

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)**Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)

(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, the Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it.

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

Use of Proceeds

Note: Pursuant to Education Code 17462, the proceeds derived from the sale or lease of surplus property or lease with an option to purchase must generally be used for capital outlay or maintenance, except as provided below. However, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied. In addition, Education Code 17462 requires that the proceeds be used for one-time expenditures and prohibits the use for ongoing expenditures such as salaries and general operating expenses. 2 CCR 1700 defines "ongoing expenditures" as costs paid by a district's general or special fund in support of salaries. However, 2 CCR 1700 creates an exception and authorizes the use of such proceeds, if approved by the SAB, for one-time funding to reduce a district's unfunded liability for other postemployment benefits (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). For information about prefunding OPEBs and reporting the district's liability for OPEBs, see BP 3100 - Budget and AR 3460 - Financial Reports and Accountability.

The law does not place limitations on the use of proceeds for a lease of surplus property that does not include an option to purchase.

The Superintendent or designee shall ensure that the proceeds from the sale, or lease with an option to purchase, of district surplus district property are used in accordance with law for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462)

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. (Education Code 17462)

Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

Note: Pursuant to Education Code 17462, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied.

If the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period. (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

~~Note: As amended by AB 86 (Ch. 48, Statutes of 2013), Education Code 17463.7 has extended, until January 1, 2016, the authority to use the proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose. Districts that choose to exercise this authority will be ineligible for hardship funding from the SAB for five years after the proceeds are deposited.~~

~~Prior to exercising this authority, Education Code 17463.7 requires the Board to adopt a plan for expending the resources and to make specific certifications to the SAB, as specified below. Education Code 17463.7 contains additional requirements applicable to the sale of property purchased with proceeds from a local general obligation bond or revenue from developer fees.~~

~~Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Before the district exercises this authority: (Education Code 17463.7)~~

~~1. The Board shall submit documents to the SAB certifying that:~~

~~a. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.~~

~~b. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.~~

~~*(cf. 7214 - General Obligation Bonds)*~~

~~e. The real property is not suitable to meet projected school construction needs for the next 10 years.~~

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

2. ~~The Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district.~~

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments, exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

~~17457.5 Offer to charter school~~

17462.3 State Allocation Board program to reclaim funds

~~17463.7 Proceeds for general fund purposes~~

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

Management Resources: (see next page)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008 December 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

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Center USD

Board Policy

Sale Or Lease Of District-Owned Real Property

BP 3280

Business and Noninstructional Operations

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

- (cf. 1330 - Use of School Facilities)
- (cf. 7110 - Facilities Master Plan)
- (cf. 7111 - Evaluating Existing Buildings)
- (cf. 7160 - Charter School Facilities)

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388-17389)

- (cf. 1220 - Citizen Advisory Committees)

Upon determination that district property is no longer needed, or may not be needed until some future time, the Board shall first submit a report to the local planning agency as to what real property the district intends to offer for sale or lease. Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of district real property, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in applicable law. (Education Code 17230, 17387-17391, 17457.5, 17464, 17485-17500; Government Code 54222, 65402)

- (cf. 5148 - Child Care and Development)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 5148.3 - Preschool/Early Childhood Education)

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)
(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, the Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it.

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance

of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

Use of Proceeds

The Superintendent or designee shall ensure that the proceeds from the sale, or lease with an option to purchase, of district surplus property are used in accordance with law. (Education Code 17462; 2 CCR 1700)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Before the district exercises this authority: (Education Code 17463.7)

1. The Board shall submit documents to the SAB certifying that:
 - a. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.
 - b. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.

(cf. 7214 - General Obligation Bonds)

c. The real property is not suitable to meet projected school construction needs for the next 10 years.

2. The Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district.

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts
17387-17391 Advisory committees for use of excess school facilities
17400-17429 Leasing property
17430-17447 Leasing facilities
17453 Lease of surplus district property
17455-17484 Sale or lease of real property, especially:
17457.5 Offer to charter school
17462.3 State Allocation Board program to reclaim funds
17463.7 Proceeds for general fund purposes
17485-17500 Surplus school playground (Naylor Act)
17515-17526 Joint occupancy
17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division:

<http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: November 19, 2014 Antelope, California

New

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3513.4(a)

DRUG AND ALCOHOL FREE SCHOOLS

Note: The following policy prohibits the possession, use, or sale of drugs or alcohol by any person on district property. For policy addressing the prevention and intervention of alcohol and drug use among students, see BP 5131.6 - Alcohol and Other Drugs. For policy prohibiting employees from possessing, using, or being under the influence of a controlled substance in the workplace, see BP 4020 - Drug and Alcohol Free Workplace.

The Governing Board recognizes the need to keep district schools free of drugs and alcohol in order to create a safe and healthy environment conducive to learning and promote student health and well-being. The Board prohibits the possession, use, or sale of drugs and alcohol at any time in district-owned or leased buildings, on district property, and in district vehicles, unless otherwise permitted by law.

(cf. 1325 - Advertising and Promotion)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 6142.8 - Comprehensive Health Education)

The following substances are prohibited on all district property:

1. Any substance which may not lawfully be possessed, used, or sold in California

Note: Although Health and Safety Code 11362.1, as amended by Proposition 64 (2016), authorizes persons age 21 years and older to possess and use specified amounts of cannabis, Health and Safety Code 11362.3 prohibits possession or use of cannabis by persons under age 21 and prohibits all persons from possessing, smoking, or ingesting cannabis or cannabis products on the grounds of a school, day care center, or youth center while children are present.

2. Cannabis or cannabis products (Health and Safety Code 11362.3; 21 USC 812, 844)

Note: Pursuant to Business and Professions Code 25608, it is a misdemeanor to possess, consume, sell, give, or deliver any alcoholic beverage to any person in a school building or on school grounds unless a specified exception applies. Such exceptions include, but are not limited to, alcohol served during a special event, pursuant to a license or permit obtained under the Alcohol Beverage Control Act, at district-owned facilities at a time when students are not present. Districts that do not allow any of the specified exceptions should revise item #3 accordingly. See AR 1330 - Use of School Facilities.

3. ~~Alcoholic beverages, unless approved by the Superintendent or designee for limited purposes specified in Business and Professions Code 25608~~

DRUG AND ALCOHOL FREE SCHOOLS (continued)

(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

Note: Pursuant to various state laws, prescribed medication may be administered at school with written statements from the student's parent/guardian and authorized health care provider; see BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions. However, Health and Safety Code 11362.79 prohibits a person who has been authorized for medical use of cannabis from smoking cannabis on the grounds of or within 1,000 feet of a school, recreation center, or youth center or on a school bus, and Health and Safety Code 11362.3 prohibits cannabis on district property while children are present as noted in item #2 above. In addition, federal law (21 USC 812, 844) continues to prohibit the possession of cannabis, even by medical users.

Prescription medication, except for prescribed cannabis, may be administered at school in accordance with law, district policy and regulations, and written statements by the parent/guardian and the student's authorized health care provider as applicable.

(cf. 5141.21 - Administering Medications and Monitoring Health Conditions)

Information about the district's drug- and alcohol-free schools policy and the consequences for violations shall be communicated clearly to employees, parents/guardians, students, and the community.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate the possession, use, or sale of alcohol and other drugs and related paraphernalia in district facilities, on district property, in district vehicles, or at school-sponsored activities. As appropriate, he/she may direct anyone violating this policy to leave school property and/or refer the matter to law enforcement.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

(cf. 5145.12 - Search and Seizure)

Students and employees who violate the terms of this policy may be subject to discipline and/or referred to assistance programs in accordance with law and Board policy.

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

(cf. 4117.7/4217.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

DRUG AND ALCOHOL FREE SCHOOLS (continued)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

44940 *Compulsory leave of absence for certificated persons*
44940.5 *Procedures when employees are placed on compulsory leave of absence*
45123 *Employment after conviction of controlled substance offense*
45304 *Compulsory leave of absence for classified persons*
48900 *Suspension or expulsion (grounds)*
48900.5 *Suspension, limitation on imposition; exception*
48901 *Smoking or use of tobacco prohibited*
48901.5 *Prohibition of electronic signaling devices*
48902 *Notification of law enforcement authorities; civil or criminal immunity*
48909 *Narcotics or other hallucinogenic drugs*
48915 *Expulsion; particular circumstances*

BUSINESS AND PROFESSIONS CODE

25608 *Alcohol on school property; use in connection with instruction*

GOVERNMENT CODE

8350-8357 *Drug-free workplace*

HEALTH AND SAFETY CODE

11053-11058 *Standards and schedules*
11353.6 *Juvenile Drug Trafficking and Schoolyard Act*
11362.1 *Possession and use of cannabis, persons age 21 and over*
11362.3 *Limitations on possession and use of cannabis*
11362.79 *Limitations on medical use of cannabis*
104559 *Tobacco use prohibition*

PENAL CODE

13860-13864 *Suppression of drug abuse in schools*

VEHICLE CODE

13202.5 *Drug and alcohol related offenses by person under age of 21, but aged 13 or over;*

UNITED STATES CODE, TITLE 20

7101-7122 *Student Support and Academic Enrichment Grants*

UNITED STATES CODE, TITLE 21

812 *Schedules of controlled substances*

844 *Penalties for possession of controlled substance*

UNITED STATES CODE, TITLE 41

8101-8106 *Drug-Free Workplace Act*

COURT DECISIONS

Ross v. RagingWire Telecommunications, Inc., 42 Cal. 4th 920 (2008)

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3515.6(a)

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Note: ~~Education Code 45125.1 requires entities having contracts with districts, as specified below, to submit fingerprints to the Department of Justice (DOJ) for processing. As amended by AB 2102 (Ch. 840, Statutes of 1998), Education Code 45125.1 has been narrowed to require the fingerprinting of only those contract employees who are working at a school site.~~

Pursuant to Education Code 45125.1(i), this regulation also applies to charter schools.

Education Code 45125.1 and 45125.2 require certain employees of entities contracting to provide services to the district, as specified below, to obtain a criminal background check. Pursuant to Education Code 45125.1, as amended by AB 949 (Ch. 84, Statutes of 2017), the requirement for a criminal background check also applies to any individual operating as a sole proprietor who contracts with the district. In the case of a sole proprietor, Education Code 45125.1, as amended, provides that it is the responsibility of the district to prepare and submit the employee's fingerprints to the Department of Justice (DOJ) for processing.

~~Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not~~ **When the employees of any entity contracting with the district to provide specified services will have contact with students, the entity shall certify in writing to the Superintendent or designee that none of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon. In the case of a sole proprietor, the Superintendent or designee shall prepare and submit the employee's fingerprints to the Department of Justice. If any contracting employee who may have contact with students has been convicted of a violent or serious felony as defined, a certificate of rehabilitation and a pardon as required pursuant to Education Code 45125.1 shall be submitted to the Superintendent or designee before the contracting employee is authorized to perform the work for the district. (Education Code 45125.1)**

These requirements shall apply to a sole proprietor or entity contracting with the district to provide any of the following services: (Education Code 45125.1, 45125.2)

1. **School and classroom janitorial services**
2. **School site administrative services**
3. **School site grounds and landscape maintenance services**
4. **Student transportation services**

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

5. School site food-related services

6. Construction, reconstruction, rehabilitation, or repair of a school facility

~~Note: Pursuant to Education Code 45125.1, as amended by AB 2102 (Ch. 840, Statutes of 1998), a contractor may employ a person who has been convicted of a serious felony, as long as (1) the serious felony is not a violent felony and (2) the employee can prove to the sentencing court that he/she has been rehabilitated, for the purposes of school site employment, for at least one year.~~

(cf. 3540 - Transportation)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3600 - Consultants)
(cf. 7140 - Architectural and Engineering Services)

~~Note: Education Code 45125.1, as amended by AB 2102 (Ch. 840, Statutes of 1998), allows districts to determine on a case-by-case basis that entities providing other school site services should also submit fingerprints, unless the district determines that the employees will have limited contact with students as defined below.~~

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements. (Education Code 45125.1)

~~Note: As amended by AB 2102 (Ch. 840, Statutes of 1998), Education Code 45125.1 no longer requires the contracting entity to present to the Board a list of employees who may come into contact with students.~~

~~These requirements shall not apply~~ **The Superintendent or designee may determine that criminal background checks will not be required if:**

1. ~~if the Superintendent or designee determines that~~ **The contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)**

2. ~~In addition, these requirements shall not apply if the Superintendent or designee determines that~~ **The employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors such as: 1. The length of time the contractors will be on school grounds, 2. Whether students will be in proximity with the site where the contractors will be working, and 3. Whether the contractors will be working by themselves or with others. (Education Code 45125.1)**

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

~~Note: If it is determined that the employee will have limited contact with students, the employee is not required to submit a fingerprint identification card to the DOJ.~~

Upon a determination that an employee ~~shall~~ **will** have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any students who may come in contact with this employee. (Education Code 45133.1)

Note: The following paragraph may be revised to reflect district practice.

These steps may include, but ~~are~~ **not be** limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds, and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police/Security Department)

3. **The contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and either item #1 or #2 above applies or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)**

~~Other Facility Contractors~~

~~Note: Education Code 45125.2, as added by AB 2102 (Ch. 840, Statutes of 1998) requires districts contracting with an entity for construction, reconstruction, rehabilitation or repair of a school facility to ensure the safety of students by complying with the following requirements. If the district utilizes one of the three methods listed below, the contracting entity is not required to comply with the requirement to submit fingerprints pursuant to Education Code 45125.1.~~

~~When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods: (Education Code 45125.2)~~

- ~~1.a.~~ **1.a.** The installation of a physical barrier at the worksite to limit contact with students.
- ~~2.b.~~ **2.b.** Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

~~The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.~~

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

3-c. Surveillance of employees of the entity by school personnel-

~~These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing construction, reconstruction, rehabilitation, or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.2)~~

Legal Reference:

EDUCATION CODE

41302.5 School districts, definition

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors

45125.2 Criminal background checks for construction

PENAL CODE

667.5 Prior prison terms, enhancement of prison term

1192.7 Plea bargaining limitation

Management Resources:

WEB SITES

Department of Justice: <https://oag.ca.gov/fingerprints>

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(10/97 10/98) 10/17

Center USD

Administrative Regulation

Criminal Background Checks For Contractors

AR 3515.6

Business and Noninstructional Operations

Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food-related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not been convicted of a felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon. (Education Code 45125.1)

(cf. 3540 - Transportation)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3600 - Consultants)

(cf. 7140 - Architectural and Engineering Services)

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements. (Education Code 45125.1)

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)

In addition, these requirements shall not apply if the Superintendent or designee determines that the employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors: (Education Code 45125.1)

1. The length of time the contractors will be on school grounds
2. Whether students will be in proximity with the site where the contractors will be working
3. Whether the contractors will be working by themselves or with others

Upon a determination that an employee shall have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any

student who may come in contact with this employee. (Education Code 45125.1)

These steps may include, but not be limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police Department)

Other Facility Contractors

When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods: (Education Code 45125.2)

1. The installation of a physical barrier at the worksite to limit contact with students.
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.

3. Surveillance of employees of the entity by school personnel.

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing construction, reconstruction, rehabilitation or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.2)

Legal Reference:

EDUCATION CODE

41302.5 School districts, definition

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors

45125.2 Criminal background checks for construction

PENAL CODE

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: May 5, 1999 Antelope, California

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3515.7(a)

FIREARMS ON SCHOOL GROUNDS

~~Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.~~

~~Note: The following optional Board policy should be revised to reflect district practice:~~

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, ~~insurance carriers,~~ and other appropriate individuals and agencies to address the security of school campuses.

~~(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)~~

~~District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.~~

~~(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District Sponsored Social Media)~~

Note: Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a firearm on school grounds or within 1,000 feet of a school is prohibited, ~~unless the person obtains the written permission of the Superintendent or designee or except by a person who meets one of the exceptions specified in law (e.g., is a law enforcement or honorably retired peace officer, a member of the military force engaged in the performance of his/her duties, a security guard, or participating at a participant in an existing shooting range at a school or in a school-sanctioned shooting sport or activity).~~ Another exception in Penal Code 626.9 allows a person with a valid Carry Concealed Weapon (CCW) license to carry a firearm within 1,000 feet of a school. However, as amended by AB 424 (Ch. 779, Statutes of 2017), Penal Code 626.9

FIREARMS ON SCHOOL GROUNDS (continued)

eliminates the authority of the Superintendent or designee to provide written permission for a person who holds a valid CCW license to possess a firearm on school grounds.

SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a holder of a valid Carry Concealed Weapon (CCW) license applies only to the area within 1,000 feet of a school, not on school grounds. Thus, a holder of a valid CCW license may possess a firearm and/or ammunition on school grounds only if he/she obtains the written permission of the Superintendent or designee.

Pursuant to Education Code 35160 and 35161, the Board is authorized to make rules for the governance of the district. Option 1 below reflects the Board's authority to prohibit the Superintendent or designee from permitting any person who is not specifically listed in Penal Code 626.9 or 30310 from carrying a firearm and/or ammunition onto school grounds. Option 2 reflects the Board's authority to allow the Superintendent or designee to grant permission, on a case-by-case basis, to holders of valid CCWs within the parameters set forth in law.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. Any person specified in Penal Code 626.9(l) (e) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

OPTION 1:

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Note: Education Code 48902 requires the principal or designee to notify law enforcement authorities when any student possesses a firearm or explosive or sells or furnishes a firearm at school. In addition, pursuant to 20 USC 7961, as renumbered by P.L. 114-95, districts are mandated to develop a policy to notify law enforcement whenever a student brings a firearm to school. For policy implementing this mandate, see BP 5131.7 - Weapons and Dangerous Instruments. The following paragraph requires that law enforcement be notified when any person, whether a student or nonstudent, is observed or suspected of possessing a firearm at school.

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

District policy regarding The prohibition against the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

FIREARMS ON SCHOOL GROUNDS (continued)

[ALL OF OPTION 2 DELETED]

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

~~*35160 Powers and duties of the board*~~

~~*35161 Powers and duties of the board; authority to delegate*~~

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

~~*7151*~~ *7961 Gun-Free Schools Act; student expulsions for possession of firearm*

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Center Unified SD

Board Policy

Firearms On School Grounds

BP 3515.7

Business and Noninstructional Operations

Cautionary Notice:Â SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

- (cf. 3515 - Campus Security)
- (cf. 3515.2 - Disruptions)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 4158/4258/4358 - Employee Security)
- (cf. 5131.4 - Student Disturbances)
- (cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 1112 - Media Relations)
- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not

limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 19, 2016 Antelope, California

Delete

Center Unified SD

Board Policy

Facilities Inspection

BP 3517

Business and Noninstructional Operations

The Governing Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean, and functional, as defined in Education Code 17002.

(cf. 0510 - School Accountability Report Card)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3111 - Deferred Maintenance Funds)

(cf. 3514 - Environmental Safety)

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that school facilities are maintained in good repair in accordance with law. At a minimum, the program shall analyze those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including the following:

1. **Gas Leaks:** Gas systems and pipes appear safe, functional, and free of leaks.
2. **Mechanical Systems:** Heating, ventilation, and air conditioning systems as applicable are functional and unobstructed.
3. **Windows/Doors/Gates/Fences (interior and exterior):** Conditions that pose a safety and/or security risk are not evident.
4. **Interior Surfaces (floors, ceilings, walls, and window casings):** Interior surfaces appear to be clean, safe, and functional.
5. **Hazardous Materials (interior and exterior):** There does not appear to be evidence of hazardous materials that may pose a threat to students or staff.
6. **Structural Damage:** There does not appear to be structural damage that could create hazardous or uninhabitable conditions.
7. **Fire Safety:** The fire equipment and emergency systems appear to be functioning properly.
8. **Electrical (interior and exterior):** There is no evidence that any portion of the school has a power failure and electrical systems, components, and equipment appear to

be working properly.

9. **Pest/Vermin Infestation:** Pest or vermin infestation is not evident.
10. **Drinking Fountains (inside and outside):** Drinking fountains appear to be accessible and functioning as intended.
11. **Restrooms:** Restrooms appear to be accessible during school hours, are clean, functional, and in compliance with Education Code 35292.5 (operational and supplied).
12. **Sewers:** Sewer line stoppage is not evident.
13. **Roofs (observed from the ground, inside/outside the building):** Roof system appears to be functioning properly.
14. **Playground/School Grounds:** The playground equipment and school grounds appear to be clean, safe, and functional.
15. **Overall Cleanliness:** School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.

The Superintendent or designee shall ensure that any necessary repairs identified during the inspection are made in a timely and expeditious manner. The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17002 Definitions

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17565-17591 Property maintenance and control, especially:

17584 Deferred maintenance

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

CODE OF REGULATIONS, TITLE 2

1859.300-1859.330 Emergency Repair Program

Management Resources:

CSBA PUBLICATIONS

Williams Settlement and the Emergency Repair Program, Policy Brief, January 2008

COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS

Facility Inspection Tool Guidebook, February 2008

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association:

<http://www.ccsesa.org>

California Department of Education, Williams Case:

<http://www.cde.ca.gov/eo/ce/wc/index.asp>

Coalition of Adequate School Housing: <http://www.cashnet.org>

State Allocation Board, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 15, 2008 Antelope, California

Add

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3517(a)

FACILITIES INSPECTION

Note: As part of the Williams litigation settlement, Education Code 17070.75 requires that each school district participating in the state's School Facility Program or the Deferred Maintenance Program have a facility inspection system in place for all schools to ensure that school facilities are kept in good repair. Education Code 17002 defines "good repair" to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional as determined pursuant to the Facility Inspection Tool (FIT) developed by the Office of Public School Construction (OPSC) or a local evaluation instrument that uses the same criteria.

~~The information gathered on the FIT is also used to comply with other Williams settlement requirements. Education Code 33126 requires the information to be part of the assessment of school facility conditions on the school accountability report card (SARC); see BP 0510 - School Accountability Report Card. In addition, Education Code 35186 requires districts to establish a complaint procedure relative to the condition of school facilities; see A.R.E 1312.4 - Williams Uniform Complaint Procedures.~~

~~The following policy is optional:~~

~~The Governing Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean, and functional, as defined in Education Code 17002.~~

~~(cf. 0510 - School Accountability Report Card)~~

~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~

~~(cf. 3514 - Environmental Safety)~~

Note: Education Code 17002 specifies the conditions that must be evaluated as part of the FIT. Items #1-15 below reflect the broad categories of conditions listed on the FIT.

The Superintendent or designee shall ~~develop a facilities inspection and maintenance program to ensure that inspect~~ school facilities to ensure that they are maintained in good repair in accordance with law. At a minimum, ~~the program he/she shall analyze-assess~~ those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, **but not limited to**, the following: (Education Code 17002, 35292.5)

1. Gas Leaks: Gas systems and pipes appear **and smell** safe, functional, and free of leaks.
2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; **appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.**

FACILITIES INSPECTION (continued)

3. **Windows and Doors:** ~~Gates/Fences (interior and exterior):~~ ~~Conditions that pose a safety and/or security risk are not evident.~~ **Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.**
4. **Fences and Gates:** **Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.**
- 4.5. **Interior Surfaces (walls, floors, ceilings, walls, and window easings):** ~~Interior surfaces appear to be clean, safe, and functional, are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.~~
- 5.6. **Hazardous Materials (interior and exterior):** **Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.**
- (cf. 3514 - Environmental Safety)*
- 6.7. **Structural Damage:** ~~Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components. There does not appear to be structural damage that could create hazardous or uninhabitable conditions.~~
- 7.8. **Fire Safety and Emergency Equipment:** ~~The fire equipment and emergency~~ **Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.**
- 8.9. **Electrical Systems (interior and exterior):** ~~There is no evidence that any portion of the school has a power failure and~~ **Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.**

FACILITIES INSPECTION (continued)

10. Lighting: Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.

~~9.~~ **11. Pest/Vermin Infestation:** ~~Pest or vermin infestation is not evident.~~ No visible or odorous indicators of pest or vermin infestation are evident.

~~10.~~ **12. Drinking Fountains (inside and outside):** ~~Drinking fountains appear to be accessible and functioning as intended.~~ Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.

~~11.~~ **13. Restrooms:** ~~Restrooms appear to be accessible during school hours are clean, functional, and in compliance with Education Code 35292.5 (operational and supplied).~~ Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

Note: Although not reflected on the FIT, Education Code 35292.6, as added by AB 10 (Ch. 687, Statutes of 2017), requires a school that serves any of grades 6-12 and meets a 40 percent student poverty threshold, as defined in 20 USC 6314, to stock 50 percent of the school's restrooms with feminine hygiene products for use in connection with the menstrual cycle, and to not charge students for such products. The following paragraph may be revised to reflect the grade levels served by the district.

In addition, in a school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, at least 50 percent of the school's restrooms are stocked with feminine hygiene products, for which students are not charged. (Education Code 35292.6; 20 USC 6314)

~~12.~~ **14. Sewers:** ~~Sewer line stoppage is not evident.~~ The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.

~~13.~~ **15. Roofs (observed from the ground, inside/outside the building):** ~~Roof system appears~~ Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building.

FACILITIES INSPECTION (continued)

16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.

14. 17. Playground/School Grounds: The playground equipment and school grounds appear to be clean, safe, and functional. Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.

15. 18. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

Note: Although the FIT does not specifically require districts to test for the presence of lead in drinking water, soil, and painted surfaces, such testing is recommended by the U.S. Environmental Protection Agency due to the health risks posed by lead exposure, especially for young children. Schools and child care facilities that maintain their own public water systems must test for lead pursuant to the Safe Drinking Water Act (42 USC 300f-300j-27). In addition, Health and Safety Code 116277, as amended by AB 746 (Ch. 746, Statutes of 2017), requires a community water system that serves a school with a building constructed before January 1, 2010 to test for lead in the drinking water system before January 1, 2019. If the school's lead level exceeds specified levels, the district must notify the parents/guardians of students at that school and take immediate steps to shut down all fountains and faucets where excess lead levels may exist. See AR 3514 - Environmental Safety for further information about lead testing and abatement in schools.

In addition, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

(cf. 0510 - School Accountability Report Card)

Note: Education Code 35186 provides that the Williams uniform complaint procedures should be used for any complaint alleging a school facility condition that poses an emergency or urgent threat,

FACILITIES INSPECTION (continued)

as defined in Education Code 17592.72, or any complaint that a school restroom is not clean, maintained, or kept open, as defined in Education Code 35292.5. See/E AR 1312/4 - Williams Uniform Complaint Procedures.

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Note: ~~For schools ranked in deciles 1-3 on the Academic Performance Index,~~ Education Code 1240 requires the County Superintendent of Schools to visit ~~these low-performing~~ schools to determine (1) the status of any facility condition that may create an emergency or urgent threat to the health or safety of students or staff and (2) the accuracy of data reported on the ~~SARC school accountability report card~~ with respect to the safety, cleanliness, and adequacy of school facilities. Education Code 1240 requires that the County Superintendent provide a quarterly report to the Board on the results of any county office visit. Education Code 1240 provides that, if the County Superintendent determines that a facility condition poses an emergency or urgent threat, he/she may return to the school to verify repairs and/or prepare a report that identifies areas of noncompliance if the district has not provided evidence that the repairs will be made within 30 days or, for major repairs, in a timely manner. The County Superintendent may then present the report to the Board at a public meeting and post the report on the county office's web site.

The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

Legal Reference: (see next page)

FACILITIES INSPECTION (continued)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17002 Definitions

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17565-17591 Property maintenance and control

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5-35292.6 School maintenance

HEALTH AND SAFETY CODE

116277 Lead testing in drinking water

CODE OF REGULATIONS, TITLE 2

1859.300-1859.330 Emergency Repair Program

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide program

UNITED STATES CODE, TITLE 42

300f300j-27 Safe Drinking Water Act

Management Resources:

CSBA PUBLICATIONS

Williams Settlement and the Emergency Repair Program, Policy Brief, January 2008

COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS

Facility Inspection Tool Guidebook, February 2008

STATE ALLOCATION BOARD, OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PUBLICATIONS

Facility Inspection Tool: School Facility Conditions Evaluation

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams Case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

Coalition of Adequate School Housing: <http://www.cashnet.org>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

U.S. Environmental Protection Agency: <http://www.epa.gov>

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CSBA Sample Board Policy

All Personnel

BP 4119.21(a)

4219.21

PROFESSIONAL STANDARDS

4319.21

Note: The following optional policy should be revised to reflect district practice and/or any related provisions of collective bargaining agreements.

The Governing Board expects district employees to maintain the highest ethical standards, ~~exhibit professional behavior~~ **behave professionally**, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. ~~Employee conduct should enhance~~ **Employees shall engage in conduct that enhances** the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

Note: The following optional paragraph encourages district employees to abide by standards developed by their professional associations. These standards are reproduced at E 4119.21 (certificated personnel), E 4219.21 (classified personnel), and E 4319.21 (administrative and supervisory personnel).

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)

(cf. 9005 - Governance Standards)

Each employee ~~should make a commitment~~ **is expected** to acquire the knowledge and skills necessary to fulfill his/her responsibilities and ~~should focus on his/her contribution to~~ **contribute** to the learning and achievement of district students.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

PROFESSIONAL STANDARDS (continued)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 4158/4258/4358 - Employee Security)

Note: Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), requires school personnel who witness acts of discrimination, harassment, intimidation, and bullying based on specified characteristics to take immediate steps to intervene when safe to do so; see BP 5145.3 - Nondiscrimination/Harassment.

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, **on district property**, or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

PROFESSIONAL STANDARDS (continued)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. **Being dishonest** with students, parents/guardians, staff, or members of the public, including, but not limited to, **falsification of falsifying** information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons **or entities** not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

PROFESSIONAL STANDARDS (continued)

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Note: Discipline of employees is a subject of collective bargaining. For information about the range of disciplinary actions that may be taken, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

Education Code 44242.5 and 5 CCR 80303 require ~~that, when the status of a certificated employee changes as a result of alleged misconduct,~~ the Superintendent is required to notify the Commission on Teacher Credentialing (CTC) when the status of a certificated employee changes as a result of alleged misconduct. Although "alleged misconduct" is not defined in the law, the CTC states that conduct affecting classroom safety, student safety, or the integrity of the school environment is the type of misconduct that must be reported. See AR 4117.7/4317.7 - Employment Status Reports.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

PROFESSIONAL STANDARDS (continued)

Notifications

Note: Beginning January 1, 2018, Education Code 44050, as added by AB 500 (Ch. 580, Statutes of 2017), requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's web site, or the district web site if a school does not maintain one. Beginning July 1, 2018, at the beginning of each school year, the district must also provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

PROFESSIONAL STANDARDS (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

~~44050 Employee code of conduct; interaction with students~~

44242.5 Reports and review of alleged misconduct

48980 Parental notifications

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

~~California Professional Standards for Educational Leaders, February 2014~~

~~California Standards for the Teaching Profession, 2009~~

~~California Professional Standards for Educational Leaders, February 2014~~

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

~~Educational Leadership Policy Standards: ISELG 2008, 2008~~

~~Professional Standards for Educational Leaders, 2015~~

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

~~Code of Ethics of the Education Profession, 1975~~

WESTED PUBLICATIONS

~~Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003~~

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.wested.org>

(7/09 7/12) 12/17

Center Unified SD

Board Policy

Professional Standards

BP 4119.21, 4219.21, 4319.21

Personnel

The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

(cf. 0200 - Goals for the School District)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4158/4258/4358 - Employee Security)

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged

Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Reports)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

44242.5 Reports and review of alleged misconduct

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession, 2009

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

Educational Leadership Policy Standards: ISLLC 2008, 2008

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

Code of Ethics of the Education Profession, 1975

WESTED PUBLICATIONS

Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003

WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

PUBLICATIONS

California Professional Standards for Educational Leaders, 2001

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.WestEd.org>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 17, 2012 Antelope, California

CSBA Sample Board Policy

All Personnel

BP 4140(a)

BARGAINING UNITS

4240

4340

Note: Pursuant to Government Code 3544, an employee organization may become the employees' exclusive representative for negotiations by filing a request with the district providing proof that a majority of the employees in an appropriate unit wish to be represented by that organization. Notice of such request must be immediately posted conspicuously on all employee bulletin boards in each district facility in which members of the unit are employed. Government Code 3544.1 requires the district to grant the request for recognition unless (1) the district doubts the appropriateness of the unit, (2) another employee organization files a challenge to the appropriateness of the unit or submits a competing claim of representation within 15 work days of the posting of notice of the written request, or (3) the district currently has a lawful written agreement with another employee organization representing the same employees.

~~AB 501 (Ch. 674, Statutes of 2011) amended Pursuant to Government Code 3540.1, to expand the definition of "exclusive representative" to include representation of "all public school employees" other than management and confidential employees, as defined. Thus, employees such as noon-time aides who are neither certificated nor classified employees (e.g., noon-time duty aides) now have the right to may be represented.~~

~~In addition, AB 501 amended Government Code 3540.1, to expand the definition of "public school employer" to include a joint powers agency (JPA) provided that the JPA is a separate entity with its own employees and meets one of the following criteria: (1) it provides educational services primarily performed by school districts, county boards of education, or county superintendents of schools; (2) a school district, county board of education, or county superintendent of schools is designated as a party to the joint powers agreement pursuant to Government Code 6503.5; or (3) the JPA is comprised solely of educational agencies.~~

~~Education Government Code 3543 provides that public school employees have the right to represent themselves individually in their employment relations with the district except that, once an exclusive representative has been recognized, an employee in that unit is prohibited from meeting and negotiating with the district.~~

The Governing Board recognizes the right of district employees to form a bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

BARGAINING UNITS (continued)

Note: Government Code 3550, as added by SB 285 (Ch. 567, Statutes of 2017), prohibits a district from deterring or discouraging employees from becoming or remaining members of an employee organization.

The district shall not deter or discourage employees from becoming or remaining members of an employee organization. Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, ~~3543.6~~ **3550**)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)

For this purpose, *supervisory employee* means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Note: Pursuant to Government Code ~~3540.1~~ 3543.4, management and confidential employees, as defined in Government Code 3540.1, are excluded from the right to be represented in negotiations by an employee organization. The Public Employment Relations Board ultimately determines, based upon the duties of the position, which positions qualify as "management" or "confidential" and thus are excluded from bargaining, as detailed below.

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves

BARGAINING UNITS (continued)

individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but ~~When represented by an employee organization,~~ that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. *Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. *Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Access to Employee Orientations and Contact Information

Note: Pursuant to Government Code 3556, as added by AB 119 (Ch. 21, Statutes of 2017), districts are required to provide recognized employee organizations access to new employee orientations, as defined, and to give at least 10 days' notice in advance of any such orientation. However, shorter notice may be provided if an unforeseeable urgency critical to the district's operations prevents giving the required 10 days' notice.

Government Code 3556 and 3557, as added by AB 119, require that the structure, time, and manner of access to new employee orientations be determined by mutual agreement of the district and employee organization. If the parties fail to reach an agreement regarding the new employee orientation, the negotiations become subject to compulsory interest arbitration. Although districts are required to negotiate how access is provided to employees, they are not required to negotiate the manner in which onboarding is conducted.

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative, following a request to negotiate by either party. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations

BARGAINING UNITS (continued)

and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

~~Note: Government Code 6254.3 authorizes disclosure of an employee's home address and home telephone number to an employee organization unless the district receives a written request by the employee to not disclose the information. The appeals court in County of Los Angeles v. Service Employees International Union, Local 721 clarified that nonmembers or agency fee payers have a reasonable expectation of privacy and thus are entitled to notice and an opportunity to object before the disclosure of their personal information. This case has been appealed to the California Supreme Court.~~

Pursuant to Government Code 3558, as added by AB 119 (Ch. 21, Statutes of 2017), districts are required to provide recognized employee organizations with specified contact information for new employees in the bargaining unit, as provided below. The information required by Government Code 3558 must be provided in a manner consistent with Government Code 6254.3, which authorizes disclosure of an employee's home address, home telephone number(s), and personal cell phone number to an employee organization unless the district receives a written request by the employee to not disclose the information. Pursuant to Government Code 6254.3, as amended by AB 119, the personal email address of an employee is not disclosable unless used by the employee to conduct public business. The following paragraph should be revised if districts have an agreement with their employee organization(s) requiring more frequent or more detailed contact lists.

In County of Los Angeles v. Service Employees International Union, Local 721, the California Supreme Court held that (1) an employer has a duty to provide information relevant to collective bargaining to the applicable bargaining unit and failure to do so is a violation of the employer's obligation to bargain in good faith; (2) the disclosure of an employee's home address and phone number(s) by an employer to the union does not violate the employee's constitutional right of privacy; and (3) other avenues for implementing privacy safeguards are available, such as bargaining for a notice and opt-out procedure or drafting employment contracts that will notify employees that their home contact information is subject to disclosure to the union and that they may request nondisclosure.

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement related functions and any employees who provide written request that the information not be disclosed for this purpose. shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information on all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

BARGAINING UNITS (continued)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor shall he/she disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or any employees who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

(cf. 1340 - Access to District Records)

Payment of Dues or Service Fee

Note: Pursuant to Government Code 3546, all employees in a classification represented by an employee organization are required to pay a fee to the employee organization to cover the costs of negotiations, contract administration, and other activities that are germane to its function as the exclusive bargaining representative (i.e., "agency fee" arrangements, which require employees to either join the union or pay a "fair share service fee"). However, the constitutionality of agency fee statutes such as Government Code 3546 is a legal issue currently before the U.S. Supreme Court in Janus v. American Federation of State, County, and Municipal Employees.

Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each employee represented by that employee organization and shall pay that amount to the employee organization. (Education Code 45060, 45168; Government Code 3546)

Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)

(cf. 3460 - Financial Reports and Accountability)

BARGAINING UNITS (continued)

Legal Reference:

EDUCATION CODE

- 45060-45061.5 Deduction of fees from salary or wage payment, certificated employees
- 45100.5 Senior management positions
- 45104.5 Abolishment of senior classified management positions
- 45108.5 Definitions of senior classified management employees
- 45108.7 Waiver of provisions of 45108.5
- 45168 Deduction of fees from salary or wage payment, classified employees
- 45220-45320 Merit system, classified employees

GOVERNMENT CODE

- 3540-3549.3 Educational Employment Relations Act, especially:
 - 3540.1 Definitions
 - 3543.4 Management position; representation
 - 3545 Appropriateness of unit; basis
 - 3550-3552 Prohibition on public employers deterring or discouraging union membership
 - 3555-3559 Public employee communication, information and orientation
- 6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking
 - 6254.3 Disclosure of employee contact information to employee organization
- 6503.5 Joint powers agencies

53260-53264 Employment contracts
CODE OF REGULATIONS, TITLE 8

- 33015-33490 Recognition of exclusive representative; proceedings
- 33700-33710 Severance of established unit
- 34020 Petition to rescind organizational security arrangement
- 34055 Reinstatement of organizational security arrangement

COURT DECISIONS

- Janus v. American Federation of State, County and Municipal Employees, Council 31, (7th Cir. 2017) 851 F.3d 746, cert granted Sept. 28, 2017, No. 16-1466
- Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083
- County of Los Angeles v. Service Employees International Union, Local 721, (2011), 192 Cal.App.4th 1409 (2013) 56 Cal. 4th 905
- Abood v. Detroit Board of Education, (1977) 431 U.S. 209

Management Resources:

CSBA PUBLICATIONS

- Collective Bargaining DVD-ROM
- Before the Strike: Planning Ahead in Difficult Negotiations, 1996

WEBSITES

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Center USD

Board Policy

Bargaining Units

BP 4140

Personnel

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3543.6)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Payment of Dues or Service Fee

Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each employee represented by that employee organization and shall pay that amount to the employee organization. (Education Code 45060, 45168; Government Code 3546)

Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)

(cf. 3460 - Financial Reports and Accountability)

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement-related functions and any employees who provide written request that the information not be disclosed for this purpose. (Government Code 6254.3)

(cf. 1340 - Access to District Records)

Legal Reference:

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45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definitions of senior classified management employees

45108.7 Waiver of provisions of 45108.5

45168 Deduction of fees from salary or wage payment, classified employees

45220-45320 Merit system, classified employees

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

6254.3 Disclosure of employee contact information to employee organization

6503.5 Joint powers agencies

53260-53264 Employment contracts

CODE OF REGULATIONS, TITLE 8

33015-33490 Recognition of exclusive representative; proceedings

33700-33710 Severance of established unit

34020 Petition to rescind organizational security arrangement

34055 Reinstatement of organizational security arrangement

COURT DECISIONS

County of Los Angeles v. Service Employees International Union, Local 721, (2011),
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California Teachers Association: <http://www.cta.org>
Public Employment Relations Board: <http://www.perb.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: April 18, 2012 Antelope, California

Center USD

Board Policy

Bargaining Units

BP 4240

Personnel

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3543.6)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Formation of Bargaining Units

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1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Payment of Dues or Service Fee

Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each employee represented by that employee organization and shall pay that amount to the employee organization. (Education Code 45060, 45168; Government Code 3546)

Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)

(cf. 3460 - Financial Reports and Accountability)

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement-related functions and any employees who provide written request that the information not be disclosed for this purpose. (Government Code 6254.3)

(cf. 1340 - Access to District Records)

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45220-45320 Merit system, classified employees

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

6254.3 Disclosure of employee contact information to employee organization

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53260-53264 Employment contracts

CODE OF REGULATIONS, TITLE 8

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Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: April 18, 2012 Antelope, California

Center USD

Board Policy

Bargaining Units

BP 4340

Personnel

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(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

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(cf. 3460 - Financial Reports and Accountability)

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(cf. 1340 - Access to District Records)

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Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: April 18, 2012 Antelope, California

CSBA Sample Administrative Regulation

All Personnel

AR 4144(a)

COMPLAINTS

4244

4344

Note: The following administrative regulation is optional. Government Code 53296-53299 grant district employees and job applicants the right to file a "whistleblower" complaint regarding issues specified below. Pursuant to Education Code 44112-44113, the district is prohibited from retaliating against, or otherwise interfering with, an employee for exercising his/her right to file such a complaint. See BP 4119.1/4219.1/4319.1 - Civil and Legal Rights.

~~Except as specified below, the following~~ The procedure specified in this administrative regulation shall be used ~~for to investigate and resolve~~ any complaint by an employee alleging misapplication of the district's policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper district activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

~~Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for complaints regarding discrimination in employment.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

~~Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's Uniform Complaint Procedures. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, or an urgent or emergency facility condition, or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12 shall be resolved in accordance with the district's Williams Uniform Complaint Procedures. (Education Code 35186; 5 CCR 4621)~~

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

~~For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.~~

Note: Any of the timelines in the following procedure may be modified to reflect district practice.

COMPLAINTS (continued)

Any of the time limits specified in ~~this~~ **the following** procedure may be extended by written agreement between the district and complainant.

Note: Any of the timelines in the following procedure may be modified to reflect district practice.

Step 1: Informal Complaint Process

Prior to instituting a formal, written complaint, the employee shall first discuss the issue with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

Step 2: Site Level Formal Complaint Process

Note: Pursuant to Government Code 53297, an employee has the right to file a "whistleblower" complaint within 60 days of the date of the act or event that is the subject of the complaint. The following paragraph establishes a 60-day limit for all complaints filed pursuant to this procedure. Districts that ~~want~~ **choose** to create a separate timeline for complaints not covered by Government Code 53297 (non-whistleblower complaints) should modify the following section accordingly.

If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with his/her immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered **settled resolved** on the basis of the ~~answer given at the~~ preceding step.

In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

Within 10 working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the written response from the immediate supervisor or the principal. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

COMPLAINTS (continued)

Within 10 working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the immediate supervisor or principal at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 4: Appeal to the Governing Board

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Superintendent or designee's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

Note: Government Code 54957 authorizes the Board to meet in closed session regarding certain personnel matters. However, when the Board is discussing specific "complaints or charges" against an employee, that employee must be given at least 24-hour written notice of the meeting and he/she may request the matter be heard in open session. See BB 9321 - Closed Session Purposes and Agendas.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

Alternate Procedures

Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for ~~complaints regarding discrimination in employment~~ in **BP/AR 4030 - Nondiscrimination in Employment**.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Complaints regarding unlawful discrimination in district programs or the district's failure to

AR 4144(d)
4244
4344

COMPLAINTS (continued)

comply with state or federal laws regarding educational programs shall be resolved in accordance with ~~the district's~~ **BP/AR 1312.3 - Uniform Complaint Procedures**. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, or an urgent or emergency facility condition, ~~or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12~~ shall be resolved in accordance with ~~the district's~~ **AR 1312.4 - Williams Uniform Complaint Procedures**. (Education Code 35186; 5 CCR 4621)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.

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Center Unified SD

Administrative Regulation

Complaints

AR 4144, 4244, 4344

Personnel

Except as specified below, the following procedure shall be used for any complaint by an employee alleging misapplication of the district's policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper district activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for complaints regarding discrimination in employment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's Uniform Complaint Procedures. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, an urgent or emergency facility condition, or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12 shall be resolved in accordance with the district's Williams Uniform Complaint Procedures. (Education Code 35186; 5 CCR 4621)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.

Any of the time limits specified in this procedure may be extended by written agreement between the district and complainant.

Step 1: Informal Complaint Process

Prior to instituting a formal, written complaint, the employee shall first discuss the issue with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

Step 2: Site Level Formal Complaint Process

If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with his/her immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given at the preceding step.

In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

Within 10 working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the written response from the immediate supervisor or the principal. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

Within 10 working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the immediate supervisor or principal at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 4: Appeal to the Governing Board

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Superintendent or designee's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: June 18, 2008 Antelope, California

CSBA Sample Board Policy

Classified Personnel

BP 4200(a)

CLASSIFIED PERSONNEL

Note: The following Board policy may be revised for consistency with district collective bargaining agreements and, for districts that have incorporated the merit system pursuant to Education Code 45220-45320, with Merit system districts should consult the rules and regulations of the personnel commission in order to ensure consistency of Board policies with those rules and regulations.

The Governing Board shall fill each of its classified positions with qualified persons, consistent with position requirements. The primary role of recognizes that classified personnel is to provide essential services that support and enhance the district's educational program. The Board shall fill each of its classified positions with qualified persons, consistent with position requirements.

(cf. 0200 - Goals for the School District)
(cf. 4211 - Recruitment and Selection)

Each classified staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

(cf. 4215 - Evaluation/Supervision)

Classification of Employees

Note: The following paragraphs reflect requirements of Education Code 45103-45104 and are for use by non-merit system districts. In merit system districts, classification of positions is a responsibility of the personnel commission pursuant to Education Code 45256.

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

(cf. 4211 - Recruitment and Selection)
(cf. 4212 - Appointment and Conditions of Employment)

Note: AB 2849 (Ch. 1100, Statutes of 2002) amended Education Code 45103 to require the classification of "short-term" employees as follows:

CLASSIFIED PERSONNEL (continued)

~~Before employing a short-term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 75 percent of the school year, as defined. (Education Code 45103)~~

Each **classified** position shall have a designated title and regular minimum number of assigned hours per day, days per week, and months per year. ~~A job description shall be established for each position.~~

Assignment

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

~~Each classified staff-member employee shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.~~

(cf. 4215 - Evaluation/Supervision)

Substitute and Short-Term Employees

~~The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103)~~

~~If the district is in the process of hiring a permanent employee to fill a classified position, the Board may fill the vacancy with one or more substitute employees for no more than 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time. (Education Code 45103)~~

Note: Pursuant to Education Code 45103, the district may employ short-term employees for no more than 75 percent of the school year. As defined in Education Code 45103, 75 percent of the school year is 195 work days, which is equivalent to 75 percent of the number of work days in a full calendar year.

~~The district may employ a short-term employee to perform a service for the district when that service or similar services will not be extended or needed on a continuing basis. Before employing a short-term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and~~

CLASSIFIED PERSONNEL (continued)

shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 75 percent of the school year, as defined 195 work days per year, including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day. (Education Code 45103)

Legal Reference:

EDUCATION CODE

- 45100-45139 Employment of classified staff*
- 45160-45169 Salaries and differential compensation*
- 45190-45210 Resignation and leaves of absence*
- 45220-45320 Merit system*
- 49406 Examination for tuberculosis*
- 51760-51769.5 Work experience education*

Management Resources:

WEB SITES

California School Employees Association: <http://www.csea.com>

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Center Unified SD

Board Policy

Classified Personnel

BP 4200

Personnel

The Governing Board shall fill each of its classified positions with qualified persons, consistent with position requirements. The primary role of classified personnel is to provide services that support and enhance the district's educational program.

(cf. 0200 - Goals for the School District)

(cf. 4211 - Recruitment and Selection)

Each classified staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

(cf. 4215 - Evaluation/Supervision)

Classification of Employees

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

(cf. 4211 - Recruitment and Selection)

(cf. 4212 - Appointment and Conditions of Employment)

Before employing a short-term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 75 percent of the school year, as defined. (Education Code 45103)

Each position shall have a designated title and regular minimum number of assigned hours per day, days per week and months per year. A job description shall be established for each position.

Assignment

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)
(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

45100-45139 Employment of classified staff
45160-45169 Salaries and differential compensation
45190-45210 Resignation and leaves of absence
45220-45320 Merit system
49406 Examination for tuberculosis
51760-51769.5 Work experience education

Management Resources:

WEB SITES

California School Employees Association: <http://www.csea.com>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: April 23, 2003 Antelope, California

CSBA Sample Administrative Regulation

Classified Personnel

AR 4200(a)

CLASSIFIED PERSONNEL

Exemption from Classified Service

Note: Education Code provisions related to exemption from the classified service vary depending on whether or not the district has incorporated the merit system pursuant to Education Code 45220-45320. The district should select the appropriate option below.

OPTION 1: Districts Not Incorporating the Merit System

Note: Pursuant to Education Code 45103, all positions not requiring certification qualifications are part of the classified service, unless specifically exempted by law. AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption for part-time playground positions, thereby making such positions a part of the classified service.

Individuals hired solely for the following purposes are exempt from the classified service: (Education Code 45103)

1. Substitute or short-term employees, as defined, who are employed and paid for less fewer than 75 percent of the school year 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day.

Substitute employee means any person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the Governing Board may fill the vacancy through the employment, for not more than 60 calendar days, of one or more substitute employees, except to the extent that a collective bargaining agreement then in effect provides for a different period of time.

Short term employee means any person who is employed to perform a service for the district, upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.

Seventy five percent of the school year means 195 working days, including holidays, sick leave, vacation and other leaves of absences, irrespective of the number of hours worked per day.

Note: As amended by AB 2849 (Ch. 1100, Statutes of 2002), Education Code 45103 provides that part time playground employees are exempt from classified service only when they are not otherwise employed in classified positions at the district. Pursuant to non codified Section 4 of AB 2849, effective January 1, 2003, districts may not reduce the hours or terminate a part time playground position as a result of this legislation.

CLASSIFIED PERSONNEL (continued)

- ~~2.~~ 2. Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district
- ~~3.~~ 2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment
- ~~4.~~ 3. Full-time students employed part time
- ~~5.~~ 4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district, and which is financed by state or federal funds

~~OPTION 2: Merit System Districts~~

~~Individuals hired solely for the following purposes are exempt from the classified service: (Education Code 45256, 45258)~~

Note: As amended by AB 2849 (Ch. 1100, Statutes of 2002), Education Code 45256 provides that part-time playground employees are exempt from classified service only when they are not otherwise employed in classified positions at the district. Pursuant to non-codified Section 4 of AB 2849, effective January 1, 2003, districts may not reduce the hours or terminate a part-time playground position as a result of this legislation. Although AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption of part-time playground positions from the classified service in non-merit system districts, as described in Option 1 above, part-time playground positions continue to be exempt from classified service in merit system districts pursuant to Education Code 45256.

- ~~1.~~ Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district (Education Code 45256)
- ~~2.~~ Apprentices (Education Code 45256)
- ~~3.~~ Professional experts employed on a temporary basis for a specific project (Education Code 45256)
- ~~4.~~ Full-time students employed part time (Education Code 45256)
- ~~5.~~ Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760 et seq. and which is financed by state or federal funds (Education Code 45256)
- ~~6.~~ Positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 working days or 720 hours in a fiscal year,

CLASSIFIED PERSONNEL (continued)

~~provided the authorized duties are not those normally assigned to a class of positions in the classified service, are approved by the personnel commission in advance of employment, and a regular classified district employee does not receive a concurrent appointment to such a position (Education Code 45258)~~

Note: The following paragraph is for use by all districts. Pursuant to Education Code 45106, persons hired solely for purposes which are exempted from the classified service ~~still~~ are subject to the requirements of Education Code 45122-45125 and 49406 as described below. Education Code 45106 mandates the Governing Board, by rule or regulation, to provide for the implementation of this law.

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Restricted Positions

Note: The following ~~optional paragraph~~ section is for use by either merit system or non-merit system districts that have established "restricted" positions, pursuant to Education Code 45105 or 45108, which are available only to persons in low-income groups or residing in specific areas of the community.

Persons employed in restricted positions shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. They shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service, and only upon the subsequent satisfactory completion of the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

(10/96 11/02) 12/17

Center Unified SD

Administrative Regulation

Classified Personnel

AR 4200
Personnel

Exemption from Classified Service

Individuals hired solely for the following purposes are exempt from the classified service:
(Education Code 45103)

1. Substitute or short-term employees, as defined, who are employed and paid for less than 75 percent of the school year

Substitute employee means any person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the Governing Board may fill the vacancy through the employment, for not more than 60 calendar days, of one or more substitute employees, except to the extent that a collective bargaining agreement then in effect provides for a different period of time.

Short term employee means any person who is employed to perform a service for the district, upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.

Seventy-five percent of the school year means 195 working days, including holidays, sick leave, vacation and other leaves of absences, irrespective of the number of hours worked per day.

2. Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district
3. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment
4. Full-time students employed part time
5. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district. and which is financed by state or federal funds

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical

examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4212.5 - Criminal Record Check)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Restricted Positions

Persons employed in restricted positions shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. They shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service, and only upon the subsequent satisfactory completion of the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: April 23, 2003 Antelope, California

CSBA Sample Board Policy

Students

BP 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Note: The following optional policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school and/or being tardy without a valid excuse. Education Code 48260 defines a "valid excuse" for purposes of classifying students as truants; see the accompanying administrative regulation. Also see BP/AR 5113 - Absences and Excuses for information about methods of verification of student absences.

The Governing Board believes that ~~excessive absenteeism, whether caused by excused or unexcused absences whatever the cause,~~ may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

(cf. 5113.11 - Attendance Supervision)

Note: The following paragraph may be revised to reflect district practice. Districts must monitor unexcused absences for the purpose of identifying students who are classified as truants pursuant to Education Code 48260-48273. In addition, Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP); (see BP/AR 0460 - Local Control and Accountability Plan), and **chronic absence will be one of the state accountability indicators in the California School Dashboard beginning in the fall of 2018 (see BP 0500 - Accountability).** Pursuant to 5 CCR 15497.5, as added by Register 2015, No. 2, the chronic absence rate reported in the LCAP is Pursuant to the LCAP template adopted by the State Board of Education, "chronic absence" is the number of students who are absent on 10 percent or more of the school days in the academic year (July 1 through June 30) divided by the total enrollment during the academic year.

Other tools to calculate chronic absence are available, such as the [District Attendance Tracking Tool](#) and [School Attendance Tracking Tool](#) from Attendance Works.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for ~~all district students~~ **districtwide**, for each school, and **disaggregated** for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be ~~disaggregated and~~ used in the development of annual goals and specific actions for student attendance and engagement ~~and for inclusion to be included~~ in the district's local control and accountability plan and other applicable school and district plans.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

CHRONIC ABSENCE AND TRUANCY (continued)*(cf. 0500 - Accountability)*

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)**(cf. 5126 - Awards for Achievement)**(cf. 5131 - Conduct)**(cf. 5131.2 - Bullying)**(cf. 5137 - Positive School Climate)**(cf. 5141.6 - School Health Services)**(cf. 5145.3 - Nondiscrimination/Harassment)*

Note: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the California Healthy Kids Survey and/or the California School Climate, Health, and Learning Survey System available from WestEd.

The Superintendent or designee shall ~~work~~ **consult** with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. He/she also The Superintendent or designee also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that ~~make~~ alternative educational programs and nutrition, health care, and other support services ~~are~~ available for students and families and to intervene as necessary when students have serious attendance problems.

*(cf. 1020 - Youth Services)**(cf. 5030 - Student Wellness)**(cf. 5146 - Married/Pregnant/Parenting Students)**(cf. 5147 - Dropout Prevention)**(cf. 6158 - Independent Study)**(cf. 6164.2 - Guidance/Counseling Services)**(cf. 6164.5 - Student Success Teams)**(cf. 6173 - Education for Homeless Children)*

CHRONIC ABSENCE AND TRUANCY (continued)

- (cf. 6173.1 - Education for Foster Youth)
 (cf. 6173.2 - Education of Children of Military Families)
 (cf. 6175 - Migrant Education Program)
 (cf. 6179 - Supplemental Instruction)
 (cf. 6181 - Alternative Schools/Programs of Choice)
 (cf. 6183 - Home and Hospital Instruction)
 (cf. 6184 - Continuation Education)
 (cf. 6185 - Community Day School)

Note: State law establishes a series of interventions that the district is required or authorized to impose depending on the number of trancies committed by a student; see the accompanying administrative regulation. Habitually truant students, as defined in Education Code 48262, may be referred to a school attendance review board (SARB) if established by the county office of education or to a SARB established by the district Governing Board pursuant to Education Code 48321; see **BP/AR 5113.12 - District School Attendance Review Board**. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Education Code 48264.5 authorizes, but does not require, students who continue to be truant after receiving these interventions to be referred to a juvenile court. Parents/guardians of students who are identified as truants may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1, and/or Penal Code 272.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

Note: Education Code 48900 expresses legislative intent that alternatives to suspension or expulsion be used with students who are truant, tardy, or otherwise absent from assigned school activities; see BP 5144 - Discipline and BP 5144.1 - Suspension and Expulsion/Due Process.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall periodically report to the Board regarding the district's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to make changes as needed. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in ~~identification~~ **the determination** of how to best allocate available community resources.

[SECTION ON "SCHOOL ATTENDANCE REVIEW BOARD" DELETED]

CHRONIC ABSENCE AND TRUANCY (continued)

Legal Reference:

EDUCATION CODE

- 1740-1742 *Employment of personnel to supervise attendance (county superintendent)*
- 37223 *Weekend classes*
- ~~41601 Reports of average daily attendance~~
- 46000 *Records (attendance)*
- 46010-46014 *Absences*
- 46110-46119 *Attendance in kindergarten and elementary schools*
- 46140-46147 *Attendance in junior high and high schools*
- 48200-48208 *Children ages 6-18 (compulsory full-time attendance)*
- 48225.5 *Work permits, entertainment and allied industries*
- 48240-48246 *Supervisors of attendance*
- 48260-48273 *Truants*
- 48290-48297 *Failure to comply; complaints against parents*
- 48320-48325 *School attendance review boards*
- 48340-48341 *Improvement of student attendance*
- 48400-48403 *Compulsory continuation education*
- 48900 *Suspension and expulsion*
- 49067 *Unexcused absences as cause of failing grade*
- 52052 *Academic Performance Index; numerically significant student subgroups*
- 60901 *Chronic absence*

GOVERNMENT CODE

- 54950-54963 *The Ralph M. Brown Act*

PENAL CODE

- 270.1 *Chronic truancy; parent/guardian misdemeanor*
- 272 *Parent/guardian duty to supervise and control minor child; criminal liability for truancy*
- 830.1 *Peace officers*

VEHICLE CODE

- 13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*

WELFARE AND INSTITUTIONS CODE

- 256-258 *Juvenile hearing officer*
- 601-601.4 *Habitually truant minors*
- 11253.5 *Compulsory school attendance*

CODE OF REGULATIONS, TITLE 5

- 306 *Explanation of absence*
- 420; 421 *Record of verification of absence due to illness and other causes*
- ~~15497.5 Local control and accountability plan template~~

COURT DECISIONS

- L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976*

Management Resources:

CSBA PUBLICATIONS

- Attendance Awareness Month, Fact Sheet, September 2014*

ATTENDANCE WORKS PUBLICATIONS

- Count Us In! Working Together to Show that Every School Day Matters, 2014*
- The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014*

CHRONIC ABSENCE AND TRUANCY (continued)

Management Resources: (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.casowa.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

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Center USD

Board Policy

Chronic Absence And Truancy

BP 5113.1

Students

The Governing Board believes that excessive absenteeism, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for all district students, for each school, and for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion in the district's local control and accountability plan and other applicable school and district plans.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5126 - Awards for Achievement)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

(cf. 1020 - Youth Services)
(cf. 5030 - Student Wellness)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 6158 - Independent Study)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall periodically report to the Board regarding the district's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to make changes as needed. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in identification of how to best allocate available community resources.

School Attendance Review Board

In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SARB).

The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district; county probation department; county welfare department; county office of education; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

41601 Reports of average daily attendance

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48225.5 Work permits, entertainment and allied industries

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-482967 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48900 Suspension and expulsion

49067 Unexcused absences as cause of failing grade

52052 Academic Performance Index; numerically significant student subgroups

60901 Chronic absence

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

15497.5 Local control and accountability plan template

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:

CSBA PUBLICATIONS

Attendance Awareness Month, Fact Sheet, September 2014

ATTENDANCE WORKS PUBLICATIONS

Count Us In! Working Together to Show that Every School Day Matters, 2014

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE:

Priority Early Outreach for Positive Linkages and Engagement, 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance:

<http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

OnTrackCA: <http://www.ontrackca.org>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 21, 2015 Antelope, California

CSBA Sample Administrative Regulation

Students

AR 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Note: The following administrative regulation may be revised to reflect the district personnel responsible for duties related to attendance supervision and matters related to chronic absence and truancy. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or contract with the County Superintendent of Schools to supervise the attendance of district students. See AR 5113.11 - Attendance Supervision.

Education Code 48273 mandates that the district adopt rules and regulations related to reports of district referrals to a school attendance review board (SARB). See the section on "Reports" below for language fulfilling this mandate.

Definitions

Note: The following definition of "chronic absentee" is provided in Education Code 60901 for purposes of reporting student attendance within the California Longitudinal Pupil Achievement Data System and in 5 CCR 15497.5, as added by Register 2015, No. 2, for reporting the chronic absence rate in the local control and accountability plan. This definition is also used in the template adopted by the State Board of Education to assist districts in completing the local control and accountability plan. Chronic absence includes absence for any reason (i.e., excused and/or unexcused absences).

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district exclusive of Saturdays and Sundays. (Education Code 60901; 5 CCR 15497.5)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian **after either of the two previous reports**. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

CHRONIC ABSENCE AND TRUANCY (continued)

Note: As provided above, definitions of the various categories of truancy are based on the number of absences from school without a valid excuse. ~~As amended by AB 2616 (Ch. 432, Statutes of 2012),~~ Education Code 48260 defines a "valid excuse," for purposes of classifying a student as a truant, as any of the reasons specified in Education Code 48205 (i.e., illness, quarantine, health services appointments, funeral service attendance, jury duty, illness or medical appointment of student's child, justifiable personal reasons, service on precinct board, time with family member called to active duty or on leave from active duty, and religious exercises), Education Code 48225.5 (i.e., entertainment or allied industries work permits and nonprofit organization performances), or other reasons at the discretion of school administrators. AR 5113 - Absences and Excuses reflects the reasons that students may be excused from school pursuant to Education Code 48205 and provides information about methods of verification of student absences.

For purposes of classifying a student as a truant, *valid excuse* includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse ~~also~~ may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)

(cf. 5113.2 - Work Permits)

Attendance Supervisor(s)

Note: The following ~~optional~~ section may be revised to reflect district practice. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or, with approval of the County Board of Education, contract with the County Superintendent of Schools to supervise the attendance of district students. The following section may be revised to specify which duties will be assumed by the attendance supervisor:

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

Addressing Chronic Absence

Note: The following optional section may be revised to reflect district practice.

For further information about strategies to address chronic absence, see CSBA's policy brief Improving Student Achievement by Addressing Chronic Absence and the California Department of Education's (CDE) School Attendance Improvement Handbook. Also see AR 5113 - Absences and Excuses for language requiring students with frequent absences due to illness to provide written verification from a health care practitioner.

CHRONIC ABSENCE AND TRUANCY (continued)

When a student is identified as a chronic absentee, the ~~attendance supervisor~~ **Superintendent or designee** shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 5113.11 - Attendance Supervision)
(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

(cf. 6158 - Independent Study)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6178.1 - Work-Based Learning)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the ~~attendance supervisor~~ **Superintendent or designee** may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

(cf. 1020 - Youth Services)
(cf. 5141.6 - School Health Services)

Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during

CHRONIC ABSENCE AND TRUANCY (continued)

school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The ~~attendance supervisor~~ **Superintendent or designee** shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy
 - a. The student shall be reported to the ~~attendance supervisor~~ **Superintendent or designee**. (Education Code 48260)

Note: When a student is classified as truant, Education Code 48260.5 requires notification of his/her parents/guardians by the most cost-effective method possible, which may include email or a telephone call. The CDE's web site and School Attendance Improvement Handbook provide sample letters.

- b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

- (1) The student is truant.

The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.

- (3) Alternative educational programs are available in the district.
 - (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
 - (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator **or designee**, or attendance supervisor or his/her designee under pursuant to

CHRONIC ABSENCE AND TRUANCY (continued)

Education Code 48264 if found away from home and absent from school without a valid excuse.

- (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
- (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

Note: AB 2616 (Ch. 432, Statutes of 2012) amended Education Code 48264.5 to add the following strategy for addressing initial truancy:

- d. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

Note: The following optional item is for use by districts in which there is no county school attendance review board (SARB) and the county's district attorney or probation officer has elected to participate in a truancy mediation program pursuant to Education Code 48260.6.

- e. The ~~attendance supervisor~~ **Superintendent or designee** may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians. (Education Code 48260.6)

2. Second Truancy

Any student who has once been reported as a truant shall again be reported to the ~~attendance supervisor~~ **Superintendent or designee** as a truant if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

CHRONIC ABSENCE AND TRUANCY (continued)

Note: Education Code 48262 provides that a student cannot be classified as a habitual truant (item #3 below) until the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after the attendance supervisor has been notified of either the first or second truancy. Education Code 48262 defines "conscientious effort," for purposes of this section, as attempting to communicate with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. Thus, the following paragraph requires such communication in the event of the second truancy.

- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

Note: As amended by AB 2616 (Ch. 432, Statutes of 2012), Education Code 48264.5 eliminated a written warning by a peace officer as a response to initial truancy and instead provides that the peace officer's warning may be a response to the second truancy, as provided below:

- e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

Note: The following optional item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program. Pursuant to Education Code 48260.6, if the district notifies the district attorney and/or probation officer that a student continues to be classified as a truant after proper notification to the parents/guardians as described in item #1b above, the district attorney or probation officer may request a meeting with the student and his/her parents/guardians to discuss the possible legal consequences of the student's truancy.

- f. The ~~attendance supervisor~~ **Superintendent or designee** may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

Note: Education Code 48263 and 48264.5 authorize the district to refer habitual truants to a SARB, a county truancy mediation program, or a comparable program for services. The district should revise the following items to reflect the option(s) available in the district.

According to the CDE's School Attendance Improvement Handbook, prior to referring a truant student to a SARB or county truancy mediation program, some districts initiate an intermediate step, such as a school-site attendance review team or student success team. Districts that have established such an intermediate step may revise the following item accordingly.

CHRONIC ABSENCE AND TRUANCY (continued)

- a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the ~~district's attendance supervisor~~ **Superintendent or designee**. (Education Code 48263, 48264.5)

(cf. 5113.12 - District School Attendance Review Board)

- b. Upon making a referral to the SARB or the probation department, the ~~attendance supervisor~~ **Superintendent or designee** shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

Note: Pursuant to Education Code 48263, the SARB or probation officer may direct a student and/or the student's parents/guardians to make use of available community services and may require satisfactory evidence of participation. If the SARB or probation officer determines that available community resources cannot resolve the problem, or if the student and/or parents/guardians have failed to respond to the directives of the SARB or probation officer, the SARB may so notify the district attorney and/or probation officer, or the probation officer may notify the district attorney provided the district attorney or probation officer participates in a truancy mediation program. If the county has not established a SARB, the district may make this finding and notification.

The following paragraph is for use by districts in which the county has not established a SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program.

- d. If the ~~attendance supervisor~~ **Superintendent or designee** determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the ~~attendance supervisor~~ **Superintendent or designee** may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

CHRONIC ABSENCE AND TRUANCY (continued)

Note: AB 2616 (Ch. 432, Statutes of 2012) amended Education Code 48264.5 to authorize, rather than require, a student to be referred to the jurisdiction of the juvenile court upon the fourth truancy report.

- a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

Note: Pursuant to Education Code 48264.5 and Welfare and Institutions Code 601, a student coming within the jurisdiction of the juvenile court may be adjudged a ward of the court and required to perform community service, pay a fine, attend a court-approved truancy prevention program, and/or lose driving privileges. AB 2616 (Ch. 432, Statutes of 2012) amended Education Code 48264.5 to lower the maximum amount of the fine that can be imposed from \$100 to \$50.

In *L.A. v. Superior Court of San Diego County*, a court of appeal held that juvenile court judges have the authority to imprison a truant as a last resort if the student commits an egregious violation of a court order, less restrictive alternatives have proved ineffective, and the student is confined separately from youths held for criminal violations.

- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the ~~attendance supervisor~~ **Superintendent or designee** shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

Note: Item #5 below is for use by districts that offer any of grades K-8. Penal Code 270.1 states that a parent/guardian of a "chronic truant" who is at least ~~age 6 years~~ **six years old** and is in any of grades K-8 is guilty of a misdemeanor punishable by a fine and/or imprisonment if he/she has failed to reasonably supervise and encourage the student's school attendance and has been offered language-accessible support services to address the student's truancy. Pursuant to Penal Code 270.1, a parent/guardian found guilty of a misdemeanor may participate in a program established by a superior court, if available, which includes periodic meetings with district representatives and service referrals.

5. **Chronic truancy (unexcused absence for 10 percent of school days (chronic truancy))**

- a. The ~~attendance supervisor~~ **Superintendent or designee** shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.
- b. If a chronically truant student is at least age six years and is in any of grades K-8, the ~~attendance supervisor~~ **Superintendent or designee** shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

CHRONIC ABSENCE AND TRUANCY (continued)**Records**

Note: The following optional paragraph may be revised to reflect district practice. The CDE's School Attendance Review Board Handbook cautions that it is important to keep accurate and complete records of any violations of compulsory school attendance laws because such records may ultimately be introduced as evidence in a trial for truancy.

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

Note: Education Code 48273 **mandates** that the district adopt rules and regulations for the purpose of gathering data and making a report to the County Superintendent of Schools regarding SARB referrals. The CDE's web site provides a model annual summary report form.

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

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Center USD

Administrative Regulation

Chronic Absence And Truancy

AR 5113.1
Students

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse also may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)
(cf. 5113.2 - Work Permits)

Attendance Supervisor(s)

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full-time education, truancy,

compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 5147 - Dropout Prevention)
- (cf. 5149 - At-Risk Students)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Success Teams)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)
- (cf. 6173.2 - Education of Children of Military Families)
- (cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

- (cf. 6158 - Independent Study)
- (cf. 6176 - Weekend/Saturday Classes)
- (cf. 6178.1 - Work-Based Learning)
- (cf. 6179 - Supplemental Instruction)
- (cf. 6181 - Alternative Schools/Programs of Choice)
- (cf. 6183 - Home and Hospital Instruction)
- (cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the attendance supervisor may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

- (cf. 1020 - Youth Services)
- (cf. 5141.6 - School Health Services)

Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy
 - a. The student shall be reported to the attendance supervisor. (Education Code 48260)
 - b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
 - (1) The student is truant.
 - (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
 - (3) Alternative educational programs are available in the district.
 - (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
 - (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
 - (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.

(7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

e. The attendance supervisor may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians. (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor as a truant if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

f. The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)

b. Upon making a referral to the SARB or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

b. If a student has been adjudged by the county juvenile court to be a habitual truant, the attendance supervisor shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

5. Absence for 10 percent of school days (chronic truancy)

a. The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age 6 years and is in any of grades K-8, the attendance supervisor shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the

parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

Records

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

New

CSBA Sample Board Policy

Students

BP 5113.12(a)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

Note: The following Board policy is for use by districts that have established their own school attendance review board (SARB), in addition to or instead of a county office of education SARB, as authorized pursuant to Education Code 48321. If a district desires to establish a local SARB but a county SARB exists, the district must contact the county SARB chairperson to request permission to form a local SARB. If no county SARB exists, the Governing Board may establish a local SARB which operates in the same manner and under the same authority as a county SARB. For further information about procedures for addressing truancy, including, but not limited to, circumstances that require referral to a SARB, see BP/AR 5113.1 - Chronic Absence and Truancy.

Pursuant to Education Code 48240-48244, the district may appoint a district employee to serve as an attendance supervisor, jointly employ an attendance supervisor with one or more other districts, or contract with the County Superintendent of Schools for the supervision of attendance of district students. The duties of the attendance supervisor, as specified in Education Code 48240, include duties related to compulsory full-time education and truancy. See AR 5113.11 - Attendance Supervision.

The Governing Board recognizes that poor school attendance and behavior problems negatively impact student achievement and put students at greater risk of dropping out of school. The Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)
(cf. 5147 - Dropout Prevention)

Note: The following optional paragraph is based on a goal stated in Education Code 48322.

The SARB shall maintain a continuing inventory of community resources, including alternative educational programs.

The Superintendent or designee shall collaborate with the SARB and appropriate community agencies, including, but not limited to, law enforcement agencies, child welfare agencies, and health services, to provide school-based and/or community-based interventions tailored to the specific needs of the student.

(cf. 1020 - Youth Services)
(cf. 5030 - Student Wellness)
(cf. 5126 - Awards for Achievement)
(cf. 5131 - Conduct)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

- (cf. 5131.2 - Bullying)*
- (cf. 5137 - Positive School Climate)*
- (cf. 5141.6 - School Health Services)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*
- (cf. 5146 - Married/Pregnant/Parenting Students)*
- (cf. 6158 - Independent Study)*
- (cf. 6164.2 - Guidance/Counseling Services)*
- (cf. 6164.5 - Student Success Teams)*
- (cf. 6173 - Education for Homeless Children)*
- (cf. 6173.1 - Education for Foster Youth)*
- (cf. 6173.2 - Education of Children of Military Families)*
- (cf. 6175 - Migrant Education Program)*
- (cf. 6179 - Supplemental Instruction)*
- (cf. 6181 - Alternative Schools/Programs of Choice)*
- (cf. 6183 - Home and Hospital Instruction)*
- (cf. 6184 - Continuation Education)*
- (cf. 6185 - Community Day School)*

Local Boards Association

The Board shall appoint members to the district's SARB, who may include a parent/guardian as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall provide support to improve student attendance and behavior through proactive efforts focused on building positive school environments and improved school connectedness, early identification and immediate intervention to re-engage students with poor attendance or behavior, and intensive intervention with students and families to address severe or persistent attendance or behavior issues.

Note: Pursuant to Education Code 48324, if a county SARB exists, the district's SARB must be governed by rules and regulations consistent with the rules and regulations established by the county SARB or by other legal requirements. In the absence of a county SARB, the local SARB has the authority to set rules and regulations consistent with law. The following paragraph may be revised to reflect district practice.

SARBs are also subject to the open meeting requirements of the Brown Act (Government Code 54950-54963), including notice requirements, except that meetings may be held in closed session when considering matters related to individual students; see the accompanying administrative regulation.

The district's SARB shall operate in accordance with Education Code 48320-48325, the Brown Act (Government Code 54950-54963), and the bylaws of the SARB.

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

Note: The California Department of Education's School Attendance Review Board Handbook includes a sample report form for meeting the following requirements of Education Code 48273. The report includes the composition of the SARB; the numbers and types of referrals (i.e., attendance and/or behavior); total number of students referred to the SARB and number of students by grade level, gender, and race/ethnicity; and the disposition of the referrals, including the number of cases referred to courts or other agencies. According to the handbook, the annual report should also be provided to member organizations of the SARB.

The SARB shall collect data and annually report outcomes on SARB referrals to the Governing Board, Superintendent or designee, and County Superintendent of Schools. (Education Code 48273)

Legal Reference:**EDUCATION CODE**1740 Employment of personnel to supervise attendance (county superintendent)1980-1986 County community school46010-46014 Absences48200-48208 Children ages 6-18 (compulsory full-time attendance)48240-48246 Supervisors of attendance48260-48273 Truants48290-48297 Failure to comply; complaints against parents48320-48325 School attendance review boards48340-48341 Improvement of student attendance48400-48403 Compulsory continuation education48660-48666 Community day school49067 Unexcused absences as cause of failing grade**CODE OF CIVIL PROCEDURE**1985-1997 Production of evidence; means of production**GOVERNMENT CODE**54950-54963 The Ralph M. Brown Act**PENAL CODE**270.1 Chronic truancy; parent/guardian misdemeanor272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy830.1 Peace officers**VEHICLE CODE**13202.7 Driving privileges; minors; suspension or delay for habitual truancy**WELFARE AND INSTITUTIONS CODE**256-258 Juvenile hearing officer601-601.4 Habitually truant minors11253.5 Compulsory school attendance**CODE OF REGULATIONS, TITLE 5**306 Explanation of absence420-421 Record of verification of absence due to illness and other causes**COURT DECISIONS**L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

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New

CSBA Sample Administrative Regulation

Students

AR 5113.12(a)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

Note: The following administrative regulation is for use by districts that have established their own school attendance review board (SARB), in addition to or instead of a county SARB, as authorized pursuant to Education Code 48321. Requirements for the composition and basic duties of the SARB are contained in Education Code 48320-48325. In addition, the following administrative regulation reflects information and best practices in the California Department of Education's (CDE) School Attendance Review Board Handbook, available on CDE's web site. The district should revise the following regulation to reflect district practice and, if applicable, procedures established by the county SARB.

Upon receiving a referral of a student with attendance and/or behavior problems, a designated member of the school attendance review board (SARB) shall review the case and may meet with school personnel to determine whether the school has provided sufficient information about the student's attendance record or behavior. If the referral is complete and is an appropriate matter for the SARB to consider, the SARB chairperson shall provide written notification to the student's parents/guardians stating the reasons a referral has been made, explaining the SARB process, advising whether additional information is needed, and describing school-level interventions that have previously been attempted.

The SARB shall meet with the student and his/her parents/guardians, give them an opportunity to present their understanding of the problem, and discuss the school and/or community resources appropriate for the student's circumstances.

Note: The CDE's School Attendance Review Board Handbook clarifies that SARBs are subject to the open meeting requirements of the Brown Act (Government Code 54950-54963), including notice requirements, but that meetings may be held in closed session when considering matters related to individual students.

Any SARB meeting to consider matters related to an individual student shall be held in closed session unless the parent/guardian requests, in writing, that the meeting be held in open session.

(cf. 9521 - Closed Session Purposes and Agendas)

The SARB shall have access to relevant student records, but shall not provide access to others without written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5125 - Student Records)

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

For the limited purpose of making a proper disposition of the referral of a student, the SARB may issue subpoenas pursuant to Code of Civil Procedure 1985-1997 or may request the juvenile court to issue subpoenas to require the attendance of the student, parents/guardians or other person having control of the student, the school authority referring the student, or any other person who has pertinent or material information concerning the matter. The SARB shall not issue any subpoena that includes a request for production of written materials, but may request a juvenile court to issue such subpoena for the production of written materials. (Education Code 48263, 48321.5)

Note: The CDE's School Attendance Review Board Handbook provides a sample School Site, Student and Parent Agreement that may be used to formalize the directives of the SARB.

The SARB shall issue written directives stating the responsibilities of all persons involved, detailed resource referrals, and follow-up dates for the school's reports on the student's progress. The written directives shall include an agreement that the student will attend school or improve classroom behavior as applicable, and shall be signed by the student, his/her parents/guardians, the SARB chairperson, and the Superintendent or designee.

When referred by the SARB, a student may be assigned to a community day school or a county community school. (Education Code 1981, 48662)

(cf. 6185 - Community Day School)

At any time it deems proper, the SARB may require the student or his/her parents/guardians to furnish satisfactory evidence of participation in any available community services that the student or parents/guardians have been directed to use. (Education Code 48263)

Based on progress reports submitted by the school, the SARB may terminate the agreement upon the successful completion of the terms of the agreement, extend the time for completion of the agreement, or schedule another meeting with the student and his/her parents/guardians.

Note: Pursuant to Education Code 48263, if the SARB determines that available community services cannot resolve the student's problem or if the student and/or the student's parents/guardians have failed to respond to the SARB's directives, the SARB may notify the district attorney and/or the probation officer, if the district attorney or the probation office has elected to participate in the truancy mediation program. If the district attorney or the probation office has not elected to participate in the truancy mediation program, the SARB may direct the County Superintendent of Schools to request a petition to the juvenile court, upon which the juvenile court will hear all evidence related to the petition and will bring about a proper disposition of the case. The following paragraph may be revised to reflect the appropriate authority to be notified.

DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)

If the student's attendance or behavior problems cannot be resolved by the SARB, or if the student and/or the student's parents/guardians continually and willfully fail to respond to SARB directives or the services provided, the student or parents/guardians shall be referred to the appropriate agency, including law enforcement agencies when necessary. (Education Code 48263, 48290-48291)

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CSBA Sample Board Policy

Students

BP 5117(a)

INTERDISTRICT ATTENDANCE

Note: The Education Code provides a number of options under which a district may enroll a student whose parent/guardian does not reside within district boundaries may attend school in a district other than the district where he/she resides. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46611, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Under the "school district of choice program," Alternatively, pursuant to Education Code 48300-48316 48317, the Governing Board may declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult legal counsel.

In addition, pursuant to Education Code 48204, a district may authorize a student in a participating district to be deemed a "resident" in order to attend a school in the district where his/her whose parent/guardian is employed within district boundaries to attend a school in the district (Allen bill transfer); see AR 5111.1 - District Residency. A student attending a school identified as low achieving on the state's Open Enrollment List may transfer to a school in any other district in the state, pursuant to Education Code 48350-48361; see BP/AR 5118 - Open Enrollment Act Transfers.

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, choose desire to enroll their children in a school in another district.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

OPTION 1: Interdistrict Attendance Permits

Note: The following section is for use by districts that have entered into an agreement with one or more other districts to accept transfers through interdistrict attendance permits pursuant to Education Code 46600-46611. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

Note: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. In addition, pursuant to Education Code 46600, students who have been granted an interdistrict attendance permit must be allowed to continue

INTERDISTRICT ATTENDANCE (continued)

to attend the school without having to reapply unless the agreement between the two districts contains specific agreed-upon standards for reapplication; see the accompanying administrative regulation. Districts also may include in the agreement their agreed-upon standards for revocation of students' interdistrict attendance. Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Note: Pursuant to Education Code 46600, it is the responsibility of the attendance supervisor of the district of residence, subject to board policies of the district of residence and terms of the agreement, to issue an individual permit verifying the district's approval of an interdistrict transfer out of the district. The permit shall become valid when endorsed by the board's designee in the district of proposed attendance.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

OPTION 2: School District of Choice Program

Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316 48317. Districts selecting this option should also select Option 2 in the accompanying administrative regulation. Pursuant to Education Code 48315, the school district of choice program has been reauthorized until July 1, 2016 and any district may participate in the program. Education Code 48301 authorizes the Board to annually determine the number of student transfers that will be accepted into the district.

Pursuant to Education Code 48301, as amended by AB 99 (Ch. 15, Statutes of 2017), any district that elects to participate in this program must, on or before July 1, 2018, register as a school district of choice with the Superintendent of Public Instruction and the County Board of Education. Pursuant to Education Code 48317, as amended by AB 99, failure to register will result in the loss of a portion of the district's local control funding formula apportionment attributable to the average daily attendance (ADA) of students enrolled through the school district of choice program in the previous year.

The Board has designated the district as a "school district of choice" and shall accept students who reside in other California districts who wish to attend a district school.

Each year, the Superintendent or designee shall recommend to the Board the number of transfer students that the district will be able to accept and shall identify the schools, grade levels, and programs that will be able to accept these students.

INTERDISTRICT ATTENDANCE (continued)

Note: Education Code 48301, as amended by AB 99 (Ch. 15, Statutes of 2017), requires that a school district of choice accept all transfers up to the maximum number established by the Board.

~~Upon receiving the Superintendent's recommendation, the Board shall, by resolution, annually establish determine the number of students that who will be accepted into the district through this program. Once established, the district shall accept all students who apply to transfer into the district until the district is at maximum capacity. This number shall be reflected in the minutes of the Board's meeting. (Education Code 48301)~~

~~(cf. 9324 - Minutes and Recordings)~~

Note: Whenever the number of student applications exceeds the number of transfers that the Board has established, Education Code 48301 requires a random, unbiased process for selecting students who will be admitted and prohibits consideration of certain factors. AB 99 (Ch. 15, Statutes of 2017) amended Education Code 48301 to expand the list of factors that must not be considered. Pursuant to Education Code 48301, family income may only be considered to the extent necessary to determine enrollment priority pursuant to Education Code 48306; see the accompanying administrative regulation.

~~The Superintendent or designee Board shall establish a selection process which ensures that students are admitted to district schools through a random, an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based upon his/her academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income. (Education Code 48301)~~

~~If the number of student transfer applications exceeds the number of transfers the Board has designated for acceptance under the program elected to accept, approval for transfer shall be determined by the Superintendent or designee shall conduct a random drawing held in public at a regularly scheduled Board meeting. (Education Code 48301)~~

Note: Because the school district of choice program requires a random selection process, it is recommended that participating districts not admit students through the interdistrict attendance permit process described in Option 1 above except under extraordinary circumstances. Such circumstances might include approving interdistrict attendance permits for students who are victims of an act of bullying. Such students are given priority for interdistrict attendance permits pursuant to Education Code 46600, as amended by AB 1156 (Ch. 732, Statutes of 2011); see the accompanying administrative regulation.

~~Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not admit students based on individual interdistrict attendance permits pursuant to Education Code 46600-46611 except under extraordinary circumstances.~~

INTERDISTRICT ATTENDANCE (continued)

Note: Education Code 48313 requires a school district of choice to maintain and report specified information regarding requests for transfers and the disposition of those requests. As amended by AB 99 (Ch. 15, Statutes of 2017), Education Code 48313 requires this report to include the eligibility for free or reduced-price meals of students transferring into or out of the district and the number of students provided transportation; see items #3 and 5 below.

The Superintendent or designee shall maintain a record of requests for admittance that ~~contains~~ **includes, but is not limited to,** all of the following: (Education Code 48313)

1. ~~The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial~~
2. ~~The number of students transferred out of and transferred into~~ **into and out of the district pursuant to this program**
3. ~~The race, ethnicity, gender, self-reported socio-economic status, eligibility for free or reduced-price meals, and the district of residence for each student in item #2 above transferred into or out of the district pursuant to this program~~
4. ~~The number of students in item #2 above transferred into or out of the district pursuant to this program who are~~ **classified as English learners or students with disabilities**

Note: Education Code 48311 authorizes, but does not require, a school district of choice to provide transportation to participating students to the extent that the district provides transportation assistance to other students. See section on "Transportation" below. Item #5 may be deleted by districts that do not provide transportation.

5. ~~As applicable, the number of students described in items #3 and 4 above who are provided transportation assistance to a district school or program, and the total number of students provided transportation assistance, pursuant to the school district of choice program~~

Note: AB 99 (Ch. 15, Statutes of 2017) amended Education Code 48313 to revise the deadline for submitting the above report and to delete the requirement to submit the report to the Department of Finance. As amended, Education Code 48313 requires the California Department of Education to collect and report statewide data on its web site and to share the information with specified state agencies.

The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-5 above. ~~By May No later than October 15~~ **of each year, the Superintendent or designee shall provide the same information for the current school year,** as well as information regarding the district's status as a school district of choice

INTERDISTRICT ATTENDANCE (continued)

~~in the upcoming school year, to each geographically adjacent school district, the county office of education, and the California Department of Education, and the Department of Finance Superintendent of Public Instruction. (Education Code 48313)~~

~~Note: Education Code 48301 requires a school district of choice, at its expense, to ensure that the annual audit of district funds conducted pursuant to Education Code 41020 include a review of the district's compliance with the requirements in Education Code 48301 regarding a random, unbiased selection process and factually accurate communications to parents/guardians (see the accompanying administrative regulation for details of the communication). A summary of any audit exceptions found by the auditor must be included in the reports to the Board and other agencies. See AR 3460 - Financial Reports and Accountability for requirements pertaining to the annual audit.~~

~~The report to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)~~

~~The district's compliance with program requirements shall be subject to the annual district audit conducted pursuant to Education Code 41020. (Education Code 48301)~~

~~(ref. 3460 - Financial Reports and Accountability)~~

Transportation

~~Note: The following optional section is for use by all districts and should be revised to reflect district practice. Districts are not required to provide transportation or transportation assistance to students admitted under an interdistrict attendance permit pursuant to Education Code 46600-46611 or through the school district of choice program pursuant to Education Code 48300-48316. Pursuant to Education Code 48311, a school district of choice is authorized, but not required, to provide transportation assistance to the extent that the district otherwise provides transportation assistance to students.~~

~~The district shall not provide transportation beyond any school attendance area. Upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for an interdistrict transfer students to and from designated bus stops within the attendance area of the school that the student attends if space is available.~~

~~[SECTION ON "TRANSFERS OUT OF THE DISTRICT" MOVED TO AR]~~

Legal Reference: (see next page)

INTERDISTRICT ATTENDANCE (continued)

Legal Reference:

EDUCATION CODE

- 41020 Annual district audits
- 46600-46611 Interdistrict attendance agreements
- 48204 Residency requirements for school attendance
- 48300-~~48316~~ 48317 Student attendance alternatives, school district of choice program
- 48350-48361 Open Enrollment Act
- 48900 Grounds for suspension or expulsion; definition of bullying
- 48915 Expulsion; particular circumstances
- 48915.1 Expelled individuals: enrollment in another district
- 48918 Rules governing expulsion procedures
- 48980 Notice at beginning of term
- 52317 Regional occupational center/program, enrollment of students, interdistrict attendance

CAEIFORNIA CONSTITUTION

Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

ATTORNEY GENERAL OPINIONS

- 87 Ops. Cal. Atty. Gen. 132 (2004)
- 84 Ops. Cal. Atty. Gen. 198 (2001)

COURT DECISIONS

- Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234
- Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

CSBA PUBLICATIONS

Transfer Law Comparison, Fact Sheet, March 2011

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education: <http://www.cde.ca.gov>

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Center USD

Board Policy

Interdistrict Attendance

BP 5117

Students

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

Interdistrict Attendance Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Transportation

The district shall not provide transportation beyond any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.

Limits on Student Transfers Out of the District to a School District of Choice

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance

specified in Education Code 48307.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)

(cf. 6173.2 - Education of Children of Military Families)

Legal Reference:

EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

CSBA PUBLICATIONS

Transfer Law Comparison, Fact Sheet, March 2011

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

CSBA Sample Administrative Regulation

Students

AR 5117(a)

INTERDISTRICT ATTENDANCE

OPTION 1: Interdistrict Attendance Permits

Note: The following option is for use by districts that have entered into an agreement with one or more other school districts to accept transfers through the "interdistrict attendance permit" "reciprocal agreement" process pursuant to Education Code 46600-46611. (See Option 1 in the accompanying Board policy.) In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

Note: ~~AB 1156 (Ch. 732, Statutes of 2011) amended Education Code 46600 to require~~ districts to give priority for interdistrict attendance permits to a student who is a victim of an act of bullying, as provided below. For this purpose, Education Code 48900(r) defines bullying to include, but not be limited to, bullying committed by means of an electronic act directed specifically toward the student; see AR 5144.1 - Suspension and Expulsion/Due Process.

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 Bullying)

Note: Optional items #2-12 below should be revised and/or deleted to reflect district practice.

2. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.

(cf. 5148 - Child Care and Development)

3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

INTERDISTRICT ATTENDANCE (continued)

(cf. 6159 - Individualized Education Program)

4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.
5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.
6. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.
7. To allow a high school senior to attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year.
8. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
9. When the student will be living out of the district for one year or less.
10. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.12 - District School Attendance Review Board)

11. When there is valid interest in a particular educational program not offered in the district of residence.
12. To provide a change in school environment for reasons of personal and social adjustment.

Note: In 84 Ops. Cal. Atty. Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request. However, according to the Attorney General, once the student is admitted, the district may not later deny the student continued attendance at a district school because of overcrowding. Although Attorney General opinions are not binding on the courts, they are generally afforded deference in the court when there is no specific statutory or case law to the contrary. The following paragraph is based on this Attorney General opinion.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level,

INTERDISTRICT ATTENDANCE (continued)

or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Note: Education Code 46601 requires that, within 30 days of a request for an interdistrict permit, parents/guardians whose permit application was denied must be informed about their right to appeal to the County Board of Education. This notice shall be provided by the district denying the request, or, in the absence of an agreement between the districts, by the district of residence.

Pursuant to Education Code 46601, parents/guardians may submit their appeal within 30 calendar days of the failure or refusal to issue the permit. The County Board then has 30 calendar days, unless extended by an additional five school days for good cause, to make its determination as to whether the student should be allowed to attend the district of his/her choice. However, as amended by AB 1851 (Ch. 104, Statutes of 2014), until July 1, 2018, SB 344 (Ch. 461, Statutes of 2017), Education Code 46601 allows a larger class 1 county (i.e., a county with a 1994-95 average daily attendance (ADA) of 180,000-500,000 or more for all districts in the county) 40 60 calendar days to make its determination, and a class 2 county (i.e., a county with a 1994-95 ADA of 180,000-499,999) 45 calendar days to make its determination.

Pursuant to Education Code 46602, if the County Board determines that the student should be permitted to attend the district of his/her choice, the district shall admit the student without delay.

Within 30 calendar days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Pending a decision by the two districts or an appeal by the County Board, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Note: Pursuant to Education Code 46600, once an interdistrict permit is granted and the student is enrolled in the new school, the district of enrollment (1) may not require the student to reapply; (2) must allow the student to continue to attend the school, unless the permit contains specific standards for reapplication; and (3) along with the district of residence, may not revoke the student's existing permit if he/she is entering

INTERDISTRICT ATTENDANCE (continued)

grade 11 or 12. Therefore, even if an interdistrict attendance agreement between the two districts has expired, the student may be allowed to continue attending the school to which he/she has transferred, unless the agreement contains specific language requiring reapplication.

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

OPTION 2: School District of Choice Program

Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316 48317. (See Option 2 in the accompanying Board policy.) The program has been reauthorized by the Legislature until July 1, 2016 and any district may participate.

~~The Superintendent or designee shall communicate with parents/guardians regarding transfer opportunities under the school district of choice program. The Superintendent or designee shall ensure that any eCommunications sent to parents/guardians is shall be available in all languages for which translations are required pursuant to Education Code 48985, shall be factually accurate, and does shall not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic performance skill or any other personal characteristic. (Education Code 48301, 48980)~~

Note: The following paragraph may be revised to reflect district practice. Education Code 48312, as amended by AB 99 (Ch. 15, Statutes of 2017), requires a school district of choice to make public announcements regarding district schools, programs, policies, and procedures, including transportation options. Education Code 48302, as amended by AB 99, encourages districts to hold informational meetings and make public announcements regarding the current educational programs offered by the district so that parents/guardians may make informed decisions regarding their child's education and provide input on methods to improve the current programs.

~~The Superintendent or designee shall also make public announcements regarding district schools, programs, policies, and procedures, including transportation options if applicable, during the enrollment period. (Education Code 48312)~~

Note: Education Code 48301, as amended by AB 99 (Ch. 15, Statutes of 2017), requires that application information be posted on the district's web site!

INTERDISTRICT ATTENDANCE (continued)

The process for student transfers into the district under the school district of choice program, including, but not limited to, any applicable form, the timeline for a transfer, and an explanation of the selection process, shall be posted on the district's web site. (Education Code 48301)

(cf. 1113 - District and School Web Sites)

Parents/guardians shall submit applications for interdistrict attendance shall be submitted to the district office by January 1 of the school year preceding the school year for which the student may be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)

The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)

(cf. 6173.2 - Education of Children of Military Families)

Note: Education Code 48306, as amended by AB 99 (Ch. 15, Statutes of 2017), adds a requirement that second priority for admission under the school district of choice program be given to students who are eligible for free and reduced-price meals and that third priority be given to children of military personnel.

Priority for transfer under the school district of choice program shall be granted as follows: (Education Code 48306)

- 1. First priority shall be given** The district shall give priority for attendance to siblings of students already in attendance in the district. (Education Code 48306)
- 2. Second priority shall be given to students eligible for free or reduced-price meals.**

(cf. 3553 - Free and Reduced-Price Meals)

Note: The following optional paragraph is for use by districts that have chosen to give attendance priority to children of military personnel pursuant to Education Code 48306.

- 3. Third priority shall be given** The district also may give priority for attendance to children of military personnel. (Education Code 48306)

Note: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria must be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.

INTERDISTRICT ATTENDANCE (continued)

~~Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)~~

Note: Items #1-2 below are optional and may be revised to reflect district practice.

~~The district may deny a transfer into the district under the school district of choice program if under either of the following circumstances:~~

~~Note: Education Code 48303 provides that a district may not deny a transfer because the additional cost of educating the student would exceed the amount of additional state aid to be received. However, pursuant to Education Code 48303, a transfer may be rejected if it would require the district to create a new program to serve the student, as specified in item #1.~~

- ~~1. The transfer into the district would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities or an English learner. (Education Code 48303)~~

~~Note: Pursuant to Education Code 48301 48307, the district a school district of choice may prohibit a transfer under the school into the district of choice program if the Governing Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. In Crawford v. Huntington Beach Union High School District, a California appellate court held that a district's intradistrict open enrollment policy, which contained a racial and ethnic balance component as authorized by Education Code 35160.5, was unconstitutional. The court did not consider whether a policy based on a court-ordered or voluntary desegregation plan would be constitutional. According to the court, because the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31) prohibit discrimination against or preferential treatment for any individual or group on the basis of race, sex, color, ethnicity, or national origin, prohibit a district from adopting a district must not adopt a policy containing different admission criteria on the basis of race. Although the provisions in Education Code 48301 relative to racial and ethnic balance remain in law, because of the continuing legal uncertainty, item #1 below does not reflect those provisions of Education Code 48301. Districts that choose to deny interdistrict transfers on that basis should consult legal counsel. However, pursuant to Education Code 48307, as amended by AB 99 (Ch. 15, Statutes of 2017), denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the provisions of Proposition 209. It is recommended that the district consult legal counsel before adopting a policy to allow the denial of transfers on either of these bases.~~

~~The following optional paragraph is for use by districts with either a court ordered or voluntary desegregation plan:~~

~~For language regarding student transfers out of the district for any of the reasons specified in item #2a-c, see section "Transfers Out of the District" below.~~

- ~~2. The Board determines that the transfer into or out of the district would negatively impact a court ordered or voluntary desegregation plan of the district any of the following: (Education Code 48307)~~

INTERDISTRICT ATTENDANCE (continued)

- a. ~~A court-ordered desegregation plan~~
- b. ~~A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31~~
- c. ~~The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31~~

~~Whenever the number of applicants transfer applications exceeds the number of interdistrict transfers that may be accepted as annually determined by the Governing Board, students accepted for transfer shall be selected by a random drawing of the provisionally accepted applications held in public at a regularly scheduled Board meeting. (Education Code 48301)~~

Note: ~~The following two paragraphs are optional and should be revised to reflect district practice. Education Code 48308, as amended by AB 99 (Ch. 15, Statutes of 2017), requires that parents/guardians of students who have requested a transfer be provided the following notice by February 15.~~

~~Not later than 90 days after the district receives an application for transfer Between January 1 and February 15 of the school year preceding the school year for which the student is requesting to be transferred, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected and or of the student's position on any waiting list. (Education Code 48308)~~

Note: ~~Education Code 48308, as amended by AB 99 (Ch. 15, Statutes of 2017), requires the following notifications to the district of residence.~~

~~Final acceptance or rejection of applications shall be made by May 15 preceding the school year for which the student may be transferred. (Education Code 48308)~~

~~If a student's application for transfer is accepted, the Superintendent or designee shall so notify the student's district of residence no later than February 15 of the school year preceding the school year for which the student is requesting to be transferred. (Education Code 48308)~~

~~The number of students accepted for transfer into the district, by school and grade level, shall be reported to the district of residence on or before February 15. (Education Code 48308)~~

~~If a student's application is denied, the Superintendent or designee shall notify the student's parents/guardians that the number of students requesting to transfer~~

INTERDISTRICT ATTENDANCE (continued)

~~exceeded the district's capacity and that the student was not selected during the random drawing. The determination shall be accurately recorded in the minutes of the Board meeting at which the determination was made. (Education Code 48308)~~

~~(cf. 9324 - Minutes and Recordings)~~

~~However, if an application is submitted for a student who is residing with a parent/guardian enlisted in the military and that For a student whose parent/guardian was relocated by the military 90 days prior to the submission of the application, then the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon his/her acceptance, the student may immediately enroll in a district school. (Education Code 48308)~~

Note: The following paragraph is optional:

~~The Superintendent or designee shall notify the student's district of residence of the district's decision.~~

~~Vacancies may be filled from the waiting list until May 1 of the school year preceding the school year for which students are requesting to be transferred. (Education Code 48308)~~

~~The final number of students accepted for transfer into the district, by school and grade level, along with the names of the students, shall be reported to the district of residence on or before May 2. (Education Code 48308)~~

~~Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)~~

~~(cf. 5111.1 - District Residency)~~

~~(cf. 5116 - Intradistrict Open Enrollment)~~

~~Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)~~

Note: The following paragraph ~~is for use by districts maintaining~~ may be revised by districts that do not maintain high schools.

INTERDISTRICT ATTENDANCE (continued)

~~Even if the district withdraws from participation in the program, students who attended or received a notice of acceptance into the district before the Board's resolution of withdrawal shall be permitted to attend school in the district, and admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48307, 48308)~~

~~The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)~~

~~(cf. 6146.3 Reciprocity of Academic Credit)~~

~~The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)~~

Limits on Student Transfers Out of the District to a School District of Choice

Note: The following optional section is for use by all districts.

Pursuant to Education Code 48301-48307, as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not prohibit the transfer of deny a student whose parent/guardian is in active military duty from transferring out of the district to any other district. In addition, Education Code 46600, as amended by AB 2659 (Ch. 186, Statutes of 2016), provides that a district must not prohibit the transfer of such a student out of the district to any other district that approves the transfer, regardless of whether or not an interdistrict transfer agreement exists or a permit is issued.

~~A child of an active military duty student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, to a school district of choice, if provided the other school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48301-48307)~~

~~The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)~~

Note: Even if a district has not designated itself as a school district of choice, it has the authority pursuant to Education Code 48307 to limit the number of students transferring out of the district into other districts that have designated themselves as school districts of choice. A district with an average daily attendance (ADA) of more than 50,000 may annually limit the number of such transfers to one percent of its current year estimated ADA. A district with less than 50,000 an ADA of 50,000 or less may limit the number of such transfers to three percent of its current estimated ADA and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. In Walnut Valley Unified School District v. Superior Court of Los Angeles County, the appellate court held that the 10 percent cap on outbound transfers "for the duration of the program" should be based on the district's ADA over the entire

INTERDISTRICT ATTENDANCE (continued)

life of the district of choice program (i.e., from the program's inception in 1994 until the present day). The district may revise the following paragraph item #1 to reflect the applicable percentage in Education Code 48307 based on its ADA.

1. ~~The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on **has reached the limit the percentages of average daily attendance specified in Education Code 48307 based on the district's average daily attendance.**~~
2. ~~In addition, transfers out of the district may be limited during a fiscal year when ~~(The County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)~~~~

~~(cf. 3100 - Budget)~~

~~(cf. 3460 - Financial Reports and Accountability)~~

Note: Item #3 is optional and should be revised to reflect district practice. As noted above in the section "Option 2: School District of Choice Program," Education Code 48307 authorizes the district to prohibit a transfer in or out of the district under the school district of choice program if the Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. As amended by AB 99 (Ch. 15, Statutes of 2017), Education Code 48307 provides that denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31). Districts that choose to deny interdistrict transfers on that basis should consult legal counsel. It is recommended that districts consult legal counsel before adopting policy to allow denial of transfers on either of these bases.

3. ~~The district may deny a transfer of a student out of the district to a school district of choice if ~~(The Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301) any of the following: (Education Code 48307)~~~~
 - a. ~~A court ordered desegregation plan~~
 - b. ~~A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31~~
 - c. ~~The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31~~

Note: Pursuant to Education Code 48301, as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not prohibit the transfer of a student whose parent/guardian is in active military duty.

INTERDISTRICT ATTENDANCE (continued)

~~A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)~~

~~(cf. 6173.2 - Education of Children of Military Families)~~

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Center USD

Administrative Regulation

Interdistrict Attendance

AR 5117
Students

Interdistrict Attendance Permits

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 - Bullying)

2. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.

3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.

5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.

6. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.

7. To allow a high school senior to attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year.
8. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
9. When the student will be living out of the district for one year or less.
10. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

11. When there is valid interest in a particular educational program not offered in the district of residence.
12. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Pending a decision by the two districts or an appeal by the County Board, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

CSBA Sample Administrative Regulation

Students

AR 5125.2(a)

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Note: Pursuant to Education Code 48904, parents/guardians of any minor who willfully cuts, defaces, or otherwise injures any real or personal property belonging to the district, or who does not return district property that was loaned to the student, are liable for paying damages to the district up to the amount specified in law and annually adjusted for inflation; see BP/AR 3515.4 - Recovery for Property Loss or Damage. Until the damages are paid, the district is authorized to withhold the grades, diploma, and/or transcripts of the student responsible for the damage.

Education Code 48904 mandates the Governing Board to establish regulations governing its procedures for seeking reparation when school property is willfully damaged or not returned, and for withholding a student's grades, diploma, and/or transcripts until reparation is made. In such cases, the district must afford the student his/her due process rights, and the district's procedures must parallel Education Code procedures for student expulsion. (Education Code 48904) The district may not withhold records for nonpayment of meal tickets or library overdue fines.

When a minor student willfully cuts, defaces, or otherwise injures real or personal property of the district or does not return district property that has been loaned to him/her upon demand of a district employee, the student's parents/guardians may be required to pay the costs of all damages within the limits established pursuant to Education Code 48904. Until the student's parents/guardians have paid for the damages, the Superintendent or designee may withhold the student's grades, diploma, and/or transcripts. (Education Code 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5125 - Student Records)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due. Before withholding the student's grades, diploma, and/or transcripts, the Superintendent or designee shall inform the student's parents/guardians in writing of the student's alleged misconduct. (Education Code 48904)

(cf. 5145.6 - Parental Notifications)

This notice shall include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

(cf. 5131.5 - Vandalism and Graffiti)

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS (continued)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Note: Education Code 48904 mandates that the district's procedures for withholding a student's grades, diploma, and/or transcripts conform to procedures established in the Education Code for student expulsion. For due process procedures related to student expulsion, see BP/AR 5144.1 - Suspension and Expulsion/Due Process.

If reparation is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts. The student shall be afforded due process consistent with procedures established for the expulsion of students. (Education Code 48904)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

If the student and parents/guardians are unable to pay for the damages or return the property, the principal Superintendent or designee shall provide a program of voluntary work for the student to do in lieu of monetary damages. Upon completion of the voluntary work is completed, the student's grades, diploma, and/or or transcripts shall be released. (Education Code 48904)

Note: A district cannot refuse to transfer student records to another district. Upon receiving notice that the district is withholding a student's grades, diploma or transcripts, however, any district to which the student transfers must also withhold them until it receives notice that the first district's decision has been rescinded.

The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents. When a student who is transferring into the district has had his/her grades, diploma, and/or transcripts withheld by the previous district, the Superintendent or designee shall continue to withhold the student's grades, diploma, and/or transcripts until notified by the previous district that the decision to withhold has been rescinded. (Education Code 48904.3)

When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared. Upon receiving notice that a student whose grades, diploma, and/or transcripts have been withheld by the district has transferred to another district in California, the Superintendent or designee shall provide the student's records to the new district and notify the new district that the student's grades, diploma, and/or transcripts are being withheld from the student and parents/guardians pursuant to Education Code 48904.

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS (continued)

The Superintendent or designee shall **also** notify the **student's** parents/guardians in writing that ~~this district's~~ **the** decision to withhold **the student's** grades, diploma, **and**/or transcripts will be enforced by the new district. (Education Code 48904.3)

~~The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents. (Education Code 48904.3)~~

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48904 Liability of parent

48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold

48911 Suspension by principal, designee or superintendent

49069 Absolute right to access

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Administrative Regulation

Withholding Grades, Diploma Or Transcripts

AR 5125.2
Students

When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due.

This notice shall include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

If reparation is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

If the student and parent/guardian are unable to pay for the damages or return the property, the principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. (Education Code 48904)

When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

The Superintendent or designee shall notify the parent/guardian in writing that this district's decision to withhold grades, diploma or transcript will be enforced by the new district. (Education Code 48904.3)

The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents. (Education Code 48904.3)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48904 Liability of parent

48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold

48911 Suspension by principal, designee or superintendent

49069 Absolute right to access

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: October 15, 1992 Antelope, California

CSBA Sample Board Policy

Students

BP 5131.6(a)

ALCOHOL AND OTHER DRUGS

Note: The following policy and accompanying administrative regulation reflect the purpose and goals of the Safe and Drug Free Schools and Communities Act, 20 USC 7101-7184, as reauthorized by the No Child Left Behind Act. In addition, Health and Safety Code 11998.1 states the legislative intent that every school district have updated drug and alcohol abuse policies and procedures, including disciplinary procedures, to be given to all students, employees and parents/guardians.

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning. The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5137 - Positive School Climate)

Note: The Every Student Succeeds Act (P.L. 114-95) amended 20 USC 7101-7122 to establish the Student Support and Academic Enrichment Grants program, which may be used for several specified purposes including activities to improve school conditions for student learning. For participating districts, 20 USC 7118 requires parent/guardian involvement in program activities and encourages partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity. 20 USC 7116 specifies stakeholder groups that must be consulted in the development of the grant application, including parents/guardians, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (e.g., law enforcement, juvenile court, child welfare agency, public housing agency), Indian tribes or tribal organization, charter school leaders and staff, and others with relevant and demonstrated expertise in alcohol and drug prevention and intervention.

In addition, Education Code 51268 encourages districts to collaborate with county offices of education in the provision of education programs for alcohol and drug prevention and to coordinate program planning and implementation with health, social services, criminal justice, education, and other entities.

The following paragraph may be revised to reflect district practice.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary

ALCOHOL AND OTHER DRUGS (continued)

institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

Note: Items #1-4 below reflect some of the types of programs that may be funded through the Student Support and Academic Enrichment Grants program pursuant to 20 USC 7118, as amended by P.L. 114-95, and may be revised to reflect district practice.

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

- 1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes**

(cf. 5131.62 - Tobacco)

- 2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral**

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

- 3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals**

(cf. 5141.6 - School Health Services)

ALCOHOL AND OTHER DRUGS (continued)

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Note: Districts applying for funds under the Safe and Drug-Free Schools and Communities Act are required to develop a program to meet the "principles of effectiveness" as set forth in 20 USC 7105. The following paragraph is based on these principles and should be modified to reflect district practice.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

~~(cf. 5131.61 - Drug Testing)~~
~~(cf. 5131.62 - Tobacco)~~
~~(cf. 5131.63 - Steroids)~~

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

~~(cf. 5137 - Positive School Climate)~~

Note: Health and Safety Code 11998.1 recommends that each school site have a citizen advisory committee on alcohol and other drug use. The following paragraph is optional.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol and drug free schools.

~~(cf. 1220 - Citizen Advisory Committees)~~

Note: Education Code 51268 encourages collaborative programs between districts and county offices of education. In addition, county primary prevention programs authorized by Health and Safety Code 11965-11965.5 emphasize a partnership between schools and the community. The following paragraph should be revised to reflect district practice.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

ALCOHOL AND OTHER DRUGS (continued)

~~(cf. 1020 - Youth Services)~~

~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~

~~The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.~~

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

~~(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)~~

~~(cf. 6142.8 - Comprehensive Health Education)~~

~~(cf. 6143 - Courses of Study)~~

Note: Pursuant to 20 USC 7114 and 7162, drug prevention programs supported by the federal Safe and Drug-Free Schools and Communities Act must convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful. In addition, Health and Safety Code 11999.2 and 11999.3 specify that a state agency may not allocate funds for a drug or alcohol related program without written assurance that all aspects of the program reinforce the "no unlawful use" message. No aspect of the program may include a message on "responsible use" of drugs or alcohol if such use is unlawful.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is **wrong and harmful prohibited**. Instruction shall not include **the concept of any message on** responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

~~(cf. 4131 - Staff Development)~~

Intervention, Referral, and Student Assistance Programs

Note: Pursuant to 20 USC 7115-7118, as amended by P.L. 114-95, programs which may be funded under the Safe and Drug-Free Schools and Communities Act Student Support and Academic Enrichment Grants program include programs of counseling, mentoring, referral services, and other student assistance programs. The following section may be revised to reflect district practice.

In addition, Education Code 215 mandates that any district serving grades 7-12 adopt a suicide prevention policy which contains measures and strategies for addressing the needs of high-risk groups, including, but not limited to, youth with substance use disorders. See BP/AR 5141.52 - Suicide Prevention.

ALCOHOL AND OTHER DRUGS (continued)

The Superintendent or designee shall inform school staff, students, and parents/guardians ~~shall be informed~~ about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

(cf. 5141.52 - Suicide Prevention)

Enforcement/Discipline

~~The Superintendent or designee shall take appropriate action to eliminate~~ **Students shall not** possession, use, or sale of sell alcohol and or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131 - Conduct)

(cf. 5131.61 - Drug Testing)

(cf. 5131.63 - Steroids)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

(cf. 5145.12 - Search and Seizure)

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

Note: Pursuant to Education Code 48900, a student's unlawful possession, use, sale, or furnishing of alcohol or a controlled substance is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process. Education Code 48915 requires immediate suspension and mandates expulsion for any student who sells or provides alcohol or other drugs at school or while under school jurisdiction. In addition, Education Code 48902 requires districts to notify law enforcement of any acts which may involve the possession or sale of narcotics or a controlled substance. ~~See AR 5144.1 - Suspension and Expulsion/Due Process language reflecting these requirements.~~ However, when suspension and expulsion are not mandated, districts should consider whether it is appropriate to use an alternative discipline that maintains safety and order on campus and corrects student misbehavior without unnecessarily excluding students from school or discouraging them from seeking assistance for substance abuse.

~~Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition,~~

ALCOHOL AND OTHER DRUGS (continued)

~~such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics~~

Any student found selling a controlled substance listed in Health and Safety Code 11053-11058 shall be expelled in accordance with BP/AR 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Program Evaluation

Note: Pursuant to 20 USC 7116, as amended by P.L. 114-95, an application for Student Support and Academic Enrichment Grants must include a description of how the district will periodically evaluate program effectiveness based on identified program objectives and outcomes. The following paragraph may be revised to reflect district practice.

~~The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors. periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)~~

(cf. 0500 - Accountability)

Legal Reference: (see next page)

ALCOHOL AND OTHER DRUGS (continued)*Legal Reference:*EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student
 44645 In-service training anabolic steroids
 48900 Suspension or expulsion (grounds)
 48900.5 Suspension, limitation on imposition; exception
 48901 Smoking or use of tobacco prohibited
 48901.5 Prohibition of electronic signaling devices
 48902 Notification of law enforcement authorities; civil or criminal immunity
 48909 Narcotics or other hallucinogenic drugs
 48915 Expulsion; particular circumstances
 49602 Confidentiality of pupil information
 51202 Instruction in personal and public health and safety
 51203 Instruction on alcohol, narcotics and restricted dangerous drugs
 51210 Areas of study
 51220 Areas of study, grades 7 to 12
 51260-51269 Drug education
 60041 Instructional materials
 60110-60115 Instructional materials on alcohol and drug education

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana
 11053-11058 Standards and schedules
 11353.6 Juvenile Drug Trafficking and Schoolyard Act
 11357 Unauthorized possession of marijuana; possession in school or on school grounds
 11361.5 Destruction of arrest or conviction records
 11372.7 Drug program fund; uses
 11802 Joint school-community alcohol abuse primary education and prevention program
~~11965-11969 The School Community Primary Prevention Program~~
~~11998-11998.3 Drug and Alcohol Abuse Master Plans~~
 11999-11999.3 Alcohol and drug program funding; no unlawful use
 124175-124200 Adolescent family life program

PENAL CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information re minors
 828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

5812 National education goals
~~7101-7184 Safe and Drug-Free Schools and Communities Act~~
~~7101-7122 Student Support and Academic Enrichment Grants~~

Management Resources: (see next page)

ALCOHOL AND OTHER DRUGS (continued)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:
<http://www.cde.ca.gov/ls/he/at>

California Healthy Kids: <http://www.californiahealthykids.org>

~~*U.S. Department of Education, Office of Safe and Drug Free Schools:*
<http://www.ed.gov/about/offices/list/osdfs/index.html>~~

Office of Safe and Healthy Students: <https://www2.ed.gov/about/offices/list/osee/oshs>

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Center USD

Board Policy

Alcohol And Other Drugs

BP 5131.6

Students

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1020 - Youth Services)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6020 - Parent Involvement)

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Anabolic Steroids)

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

(cf. 5137 - Positive School Climate)

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

(cf. 1220 - Citizen Advisory Committees)

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

(cf. 4131 - Staff Development)

Intervention, Referral and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 5131 - Conduct)

(cf. 5145.11 - Questioning and Apprehension)

(cf. 5145.12 - Search and Seizure)

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Legal Reference:

EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student

44645 In-service training anabolic steroids

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

48901.5 Prohibition of electronic signaling devices

48902 Notification of law enforcement authorities; civil or criminal immunity

48909 Narcotics or other hallucinogenic drugs

48915 Expulsion; particular circumstances

49602 Confidentiality of pupil information

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51210 Areas of study

51220 Areas of study, grades 7 to 12

51260-51269 Drug education

60041 Instructional materials

60110-60115 Instructional materials on alcohol and drug education

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana

11053-11058 Standards and schedules

11353.6 Juvenile Drug Trafficking and Schoolyard Act

11357 Unauthorized possession of marijuana; possession in school or on school grounds

11361.5 Destruction of arrest or conviction records

11372.7 Drug program fund; uses

11802 Joint school-community alcohol abuse primary education and prevention program

11998-11998.3 Drug and Alcohol Abuse Master Plans

11999-11999.3 Alcohol and drug program funding; no unlawful use

124175-124200 Adolescent family life program

PENAL CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information re minors

828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

5812 National education goals

7101-7184 Safe and Drug-Free Schools and Communities Act

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Healthy Kids: <http://www.californiahealthykids.org>

U.S. Department of Education, Office of Safe and Drug Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 6, 2004 Antelope, California

Delete

Center USD

Exhibit

Steroids

E 5131.63

Students

AGREEMENT FOR STUDENT ATHLETE AND PARENT/GUARDIAN REGARDING USE OF STEROIDS

(print name of student athlete)

Directions: As a condition of membership in the California Interscholastic Federation (CIF) and in accordance with Education Code 49030, the Governing Board of the Center Unified School District has adopted Board Policy 5131.63 prohibiting the use and abuse of androgenic/anabolic steroids as specified below. CIF Bylaw 524 requires that all participating students and their parents/guardians sign this agreement.

By signing below, we agree that the student shall not use androgenic/anabolic steroids or any dietary supplement banned by the U.S. Anti-Doping Agency as well as the substance synephrine, without a written prescription from a licensed health care practitioner to treat a medical condition.

We recognize that under CIF Bylaw 200.D the student may be subject to penalties, including ineligibility for any CIF competition, if the student or his/her parent/guardian provides false or fraudulent information to the CIF.

We understand that the student's violation of the district's policy regarding steroids may result in discipline against him/her including, but not limited to, restriction from athletics or suspension or expulsion from school.

Signature of student athlete Date

Signature of parent/guardian Date

ExhibitCENTER UNIFIED SCHOOL DISTRICT
version: August 16, 2006 Antelope, California

CSBA Sample Board Policy

Students

BP 5144(a)

DISCIPLINE

Note: The following policy is optional. Pursuant to Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), the Governing Board is required to adopt, for the district and each school under its jurisdiction, a local control and accountability plan (LCAP) that includes a description of the specific actions that the district intends to take in order to achieve its annual goals in specific priority areas, including student engagement and school climate. See BP/AR 0460 - Local Control and Accountability Plan.

Since a district's ability to meet its goals around these priorities is impacted by its student discipline policies and practices, the Board must be careful to enact rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction. Education Code 48900 State law specifies behaviors for which a student may be suspended and/or recommended for expulsion (see BP/AR 5144.1 - Suspension and Expulsion/Due Process) and authorizes the use of age-appropriate alternatives designed to address a student's specific misbehavior, including those listed in Education Code 48900.5 and 48900.6.

In addition, the U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, state that studies have suggested a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance, diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior.

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall ~~design a complement of~~ **develop** effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed

DISCIPLINE (continued)

supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies **for correcting student misconduct** shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures **as a means for correcting student misbehavior**.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required **or permitted** by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

Note: Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), districts must ensure that any discipline imposed on a student does not result in the denial or delay of a nutritionally adequate meal. The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773), or any district in which there is a school required to serve a free or reduced-price meal during the school day pursuant to Education Code 49550.

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Note: The following optional paragraph may be revised to reflect district practice. According to Public Counsel's model policy issued as part of the Fix School Discipline Project, a discipline matrix that lists violations and consequences could be a useful guide to school site administrators with regard to when suspension or expulsion referrals should be utilized.

~~The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.~~

DISCIPLINE (continued)

Note: Education Code 35291.5 authorizes, but does not require, school sites to adopt rules and procedures for student discipline. Pursuant to Education Code 32282, any adopted site-level discipline rules must be included in the comprehensive safety plan; see BP/AR 0450 - Comprehensive Safety Plan. The following paragraph is optional.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code ~~32282~~, 35291.5, ~~32282~~)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Pursuant to Education Code 52060, ~~as added by AB 97 (Ch. 47, Statutes of 2013)~~, the district must annually adopt an LCAP that includes a description of district goals for improving school climate, as provided in the following paragraph.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

DISCIPLINE (continued)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference: (see next page)

DISCIPLINE (continued)

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49330-49335 Injurious objects
49550-49562 Meals for needy students
52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct
CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program
1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fxschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(11/12 4/14) 12/17

Center Unified SD

Board Policy

Discipline

BP 5144

Students

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5137 - Positive School Climate)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5145.9 - Hate-Motivated Behavior)
- (cf. 6020 - Parent Involvement)

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)
- (cf. 6164.5 - Student Success Teams)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
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49330-49335 Injurious objects
52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus
353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

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Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: November 19, 2014 Antelope, California

CSBA Sample

Board Policy

Students

BP 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

Note: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. ~~In addition,~~ Education Code 48918 mandates the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, ~~would~~ does not exclude students from school or limit their ability or opportunity to learn. ~~In addition,~~ According to the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, ~~state that~~ studies ~~have suggested~~ suggest a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehaviors.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless the student has been subjected to other means of correction which have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel and the student and his/her parents/guardians; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; and participation in a restorative justice program. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BPAR 5144 - Discipline. Education Code 48900.5 also authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911, as amended by AB 667 (Ch. 445, Statutes of 2017), requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

~~The need to implement means of correction other than suspension and expulsion is underscored by Education Code 52060-52077, which require districts to adopt and annually update a local control and accountability plan (LCAP) including descriptions of the district's and each school's goals for improving student engagement and school climate, as measured by rates of student absenteeism, suspension and expulsion, and other relevant measures identified by the Board.~~

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Note: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for violations committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus; see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus; see BP/AR 5145.7 - Sexual Harassment.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

Note: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. In their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, the DOJ and OCR noted that, based on the civil rights data collection conducted by OCR, students of certain racial or ethnic groups tended to be disciplined more, and sometimes more harshly, than their similarly situated peers in violation of federal nondiscrimination laws. The letter warned that any district determined to have engaged in unlawful discrimination could be subject to OCR investigation and significant remedial action.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Note: Education Code 48900.5 requires districts to use other means of correction instead of suspension or expulsion except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

Note: The following optional paragraph may be revised to reflect district practice.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

Note: Education Code 48900(k), as amended by AB 420 (Ch. 660, Statutes of 2014), prohibits a district from suspending students in grades K-3 for disruption or willful defiance. As amended, Education Code 48900(k) and authorizes, but does not require, a district to suspend students in grades 4-12 for disruption or willful defiance. Even with this authority, districts should be careful in using these grounds, as available data have indicated a disproportionate use with certain student subgroups. Option 1 below is for use by any district that chooses to suspend students in grades 4-12 for disruption and/or willful defiance as authorized pursuant to Education Code 48900(k). Any district that chooses to eliminate disruption and willful defiance as reasons for suspending any of its students from school should select Option 2 below. Such districts should also delete the first paragraph in the section titled "Additional Grounds for Suspension and Expulsion: Grades 4-12," in the accompanying administrative regulation.

Each option below reflects an exception granted to teachers pursuant to Education Code 48910 to suspend students, including a K-3 student, from class; see section "Suspension from Class by a Teacher" in the accompanying administrative regulation.

OPTION 1: No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

~~**OPTION 2:** No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)~~

Note: The following optional paragraph reflects the Legislature's intent, expressed in Education Code 48900, concerning disciplinary actions against truant, tardy, or absent students. Since these are not enumerated offenses, a district does not have the authority to suspend or expel students for committing any of these acts.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

Note: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below. Education Code 48911.2 states that, if the number of students suspended during the prior year exceeds 30 percent of the school's enrollment, the district should consider implementing this program and/or another program of on-campus progressive discipline program. However, Education Code 48900.5 requires a district to try other means of correction and document that those means have failed to bring about proper conduct before imposing a supervised suspension.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "Supervised Suspension Classroom" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public an open session of a Board meeting.

Note: Pursuant to Education Code 48917, the Board may decide to suspend the enforcement of an order for expulsion as long as a student satisfies specific conditions. See the accompanying administrative regulation for criteria. In addition, the Attorney General opined in 80 Ops.Cal.Atty.Gen. 85 (1997) that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. Legal counsel should be consulted as appropriate.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

~~Note: Education Code 48900(e), as amended by AB 420 (Ch. 660, Statutes of 2014), prohibits a district from expelling any student for disruption or willful defiance.~~

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

Note: Pursuant to Education Code 48900.8 and 48916.1, the district is required to maintain data related to suspensions and expulsions and to report such data to the Superintendent of Public Instruction. ~~In addition, pursuant to Education Code 52060, a district is required to address school climate in its LCAP, by including an assessment of baseline data regarding suspension and expulsion rates by student subgroups and schools and setting goals for improving these rates and other related factors. The DOJ and OCR, in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, recommend that districts maintain disaggregated discipline information to ensure transparency and facilitate community discussion.~~

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

Note: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. As defined in Education Code 52052, numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students.

~~The report shall be disaggregated. In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and students with disabilities homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.~~

(cf. 0460 - Local Control and Accountability Plan)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052. Numerically significant student subgroups

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

PENAL CODE (continued)

- 261 Rape defined
- 266c Unlawful sexual intercourse
- 286 Sodomy defined
- 288 Lewd or lascivious acts with child under age 14
- 288a Oral copulation
- 289 Penetration of genital or anal openings
- 417.27 Laser pointers
- 422.55 Hate crime defined
- 422.6 Interference with exercise of civil rights
- 422.7 Aggravating factors for punishment
- 422.75 Enhanced penalties for hate crimes
- 626.2 Entry upon campus after written notice of suspension or dismissal without permission
- 626.9 Gun-Free School Zone Act of 1995
- 626.10 Dirks, daggers, knives, razors, or stun guns
- 868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

- 729.6 Counseling

UNITED STATES CODE, TITLE 18

- 921 Definitions, firearm

UNITED STATES CODE, TITLE 20

- 1415(K) Placement in alternative educational setting

- ~~7151~~ 7961 Gun-free schools

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- 11432-11435 Education of homeless children and youths

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- Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

- Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

- John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

- 84 Ops. Cal. Atty. Gen. 146 (2001)

- 80 Ops. Cal. Atty. Gen. 348 (1997)

- 80 Ops. Cal. Atty. Gen. 91 (1997)

- 80 Ops. Cal. Atty. Gen. 85 (1997)

Management Resources: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Management Resources:

CSBA PUBLICATIONS

~~Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011~~

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools Healthy Students:

~~<http://www.ed.gov/about/offices/list/osefs>~~ <https://www2.ed.gov/about/offices/list/osee/oshs>

(4/14 12/14) 12/17

Center Unified SD

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and

appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

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422.55 Hate crime defined

422.6 Interference with exercise of civil rights

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422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

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868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

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80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 21, 2015 Antelope, California

CSBA Sample Administrative Regulation

Students

AR 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

Note: CSBA recommends that this administrative regulation be approved by the Governing Board, regardless of district practice.

Education Code 35291 requires the Board to adopt rules and regulations, which are not inconsistent with law or rules adopted by the State Board of Education, for the government and discipline of the schools under its jurisdiction. In addition, Education Code 48918 and 48918.5 mandate that districts adopt rules concerning the due process rights of students in expulsion situations, and Education Code 48916 mandates procedures for filing and processing requests for readmission. Specific language complying with these mandates is included throughout this administrative regulation.

The acts for which students may be suspended or expelled are specified in law and in the sections below titled "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12." The Board does not have authority to add to those enumerated acts. However, the Board has authority to prohibit suspension or expulsion for certain acts for which suspension or expulsion is permissible rather than mandatory. The Board may consider limiting the use of suspension and expulsion for such offenses as part of the district plan to address school climate within the local control and accountability plan required pursuant to Education Code 52060. In addition, pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Note: The Attorney General, in 80 Ops.Cal.Atty.Gen. 91 (1997), determined that a student may be expelled for "possession" of a firearm if the student knowingly and voluntarily had direct control over the firearm. The only exceptions are when the student has permission from school officials to possess the firearm (pursuant to Education Code 48900 and 48915) or when the possession is brief and solely for the purpose of disposing of the firearm, such as handing it to school officials. Note that "firearm" does not include "imitation firearm" which is listed separately in item #12 below. See BP 5131.7 - Weapons and Dangerous Instruments.

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. See BP 5131 - Conduct.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. *Hazing* does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Note: Education Code 48900(r) defines "bullying" as "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act," which is directed toward a student and which would have serious detrimental consequences upon a reasonable student. Pursuant to Education Code 48900, a student may be disciplined for bullying by means of an electronic act even when the act originated off campus. See also BP 5131.2 - Bullying.

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Note: "Bullying" also would include any act of sexual harassment, hate violence, or harassment, threat, or intimidation committed by a student at any grade level, as set forth in Education Code 48900.2, 48900.3, or 48900.4, when the act results in harm to a reasonable student as specified in the above paragraph. However, when bullying is found under these circumstances, students below grade 4 may be disciplined for the "bullying" but not for the underlying act of sexual harassment, hate violence, or harassment, threat, or intimidation as specified below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12."

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Note: AB 2536 (Ch. 419, Statutes of 2016) amended Education Code 48900(r) to include an act of cyber sexual bullying, as defined, as an act of bullying for which a student may be suspended or expelled from school.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission of a communication originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. ~~or~~ A post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, including, but is not limited to, the posting to or creation of creating a burn page or the creation of creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Note: Education Code 48900(t) allows for the suspension, but not expulsion, of a student who "aids or abets," as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person. The term "aiding or abetting," is a complex legal term and requires that, at the time he/she committed the crime, the aider or abettor was aware of the crime and specifically intended to commit the crime. Because of the complexities of criminal law, legal counsel should be consulted as appropriate.

Pursuant to Education Code 48900(t), ~~if the~~any student who aids or abets a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury, ~~he/she~~ is subject to suspension or expulsion as provided in item #1 above.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Note: The following section applies only to students in grades 4-12 and may be revised to reflect grade levels offered by the district.

~~Education Code 48900, as amended by AB 420 (Ch. 667, Statutes of 2014), prohibits the use of disruption and/or willful defiance as reasons for expelling any student. As amended, Education Code 48900 also restricts their use as a basis for suspending students in grades 4-12 from school. Pursuant to Education Code 48900(k), except as otherwise provided in Education Code 48910, students in grades K-3 must not be suspended for disruption of school activities or willful defiance of school authority, and students in grades K-12 must not be expelled on these grounds. Since districts are authorized but not required to suspend students in grades 4-12 based on these grounds, a district may choose, consistent with Option 2 in the accompanying Board policy, to prohibit the use of these reasons for suspending its students. Any district that chooses to do so should delete the following paragraph.~~

~~None of the prohibitions or restrictions in Education Code 48900(k) affect a teacher's authority to remove a student from class for one day pursuant to Education Code 48910.~~

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Note: As discussed in item #17 of "Grounds for Suspension and Expulsion: Grades K-12" above, although Education Code 48900(r) defines bullying to include acts involving items #1-3 below, Education Code 48900.2-48900.4 provide that only students in grades 4-12 may be suspended or expelled for the individual acts that constitute sexual harassment, hate violence, and harassment. The interplay between "bullying" and items #1-3 can raise complex legal issues. Districts should consult legal counsel as appropriate.

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - *Sexual Harassment*)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - *Hate-Motivated Behavior*)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - *Nondiscrimination/Harassment*)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Suspension from Class by a Teacher

Note: The following section is optional and may be revised to reflect district practice. While Education Code 48900(k) ~~as amended by AB 420 (Ch. 660, Statutes of 2014)~~ prohibits a district from suspending students in grades K-3 for disruption or willful defiance, it still allows for a teacher to suspend a K-3 student on these grounds.

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

Note: Education Code 48900.5 limits situations warranting suspension for a first offense to when the violation involves Education Code 48900(a)-(e) or the student's presence causes a danger to persons.

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

Note: Pursuant to Education Code 48900 and 48915, except for certain egregious acts or offenses for which suspension is permissible or mandatory, as specified above pursuant to Education Code 48915(a) or (c), the Superintendent or principal is authorized to use his/her discretion to provide an alternative, age-appropriate disciplinary measure that is tailored to correct a student's specific misbehavior. In addition, the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, recommend that effective alternatives to suspension and expulsion be implemented for correcting student misbehavior. For a list of appropriate alternatives, see AR 5144 - Discipline.

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct ~~in the student~~. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain ~~them~~ the documentation in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Note: Pursuant to Education Code 48911, before a student is suspended by the Superintendent, principal, or designee, an informal conference must be held with the student and, when practicable, the teacher, supervisor, or other school employee who referred the student to the principal. AB 667 (Ch. 445, Statutes of 2017) amended Education Code 48911 to require that a student be informed during this informal conference of other means of correction that were attempted before the suspension.

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, **including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the** ~~presented with the available~~ evidence against him/her, and **shall be** given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

Note: Item #2 below should be revised to reflect the district's processing and reporting procedures.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

Note: The following optional paragraph may be revised to reflect district practice.

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Note: When the student being considered for expulsion is a foster youth, Education Code 48911 and 48918.1 require the district to invite the student's attorney and an appropriate county child welfare agency representative to the meeting specified above. To ensure such invitation, the following paragraph provides that the district liaison for foster youth be notified. However, any district that has designated another position to carry out this responsibility may modify the paragraph to specify that position. For designation of the liaison for foster youth, see AR 6173.1 - Education for Foster Youth.

- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

Note: Pursuant to Education Code 48918.1, as amended by AB 1806 (Ch. 767, Statutes of 2014), the district's liaison for homeless students must be notified when the student being considered for expulsion is a homeless student. See the section below titled "Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students."

- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

Note: The following optional paragraph may be revised to reflect district practice. Since Education Code 48900 and 48900.5 require a district, under certain circumstances, to use alternative disciplinary measures prior to imposing suspension, including supervised suspension, the district may, as necessary, provide services that would address the student's specific misbehavior along with the suspension program. For example, the district may require the student to enroll in a program that teaches prosocial behavior or anger management even while the student is suspended.

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Suspension by the Board

Note: The following optional section reflects the Board's authority to suspend students from school pursuant to Education Code 48912. In practice, it is impractical for boards to directly exercise this authority since circumstances warranting suspension usually require quick and sometimes immediate action which may not be possible for a board due to legal requirements for taking board actions, such as having a meeting.

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

Note: The following optional section is for use by any district establishing an on-campus suspension program pursuant to Education Code 48911.1. However, pursuant to Education Code 48900.5, such a district is required to use other means of correcting a student's behavior before imposing a supervised suspension, unless such a supervised suspension is otherwise permitted by law for a student's first offense. Use of a supervised suspension classroom program does not in any way limit the district's ability to transfer a student to an opportunity school or class or a continuation education school or class in accordance with law.

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Student's Right to Expulsion Hearing

Note: Education Code 48918 mandates that the Board establish rules and regulations governing procedures for the expulsion of students. The timelines of Education Code 48918 must be strictly followed; failure to do so may result in loss of the district's power to act (Garcia v. Los Angeles Board of Education). In calculating timelines, the district should also be aware of the difference between the calculation of "school days" and "calendar days" under Education Code 48918.

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

Note: The following section is optional and may be revised to reflect district practice. "Stipulated expulsion" is for districts that have adopted an expedited procedure which allows a student to waive his/her right to a pre-expulsion hearing in exchange for an agreement as to the terms of the expulsion. Such waivers are not specifically addressed in law and districts should ensure that the due process rights of students are included in the stipulated agreement and are clearly explained to them before the agreement is signed. Districts should consult legal counsel as appropriate.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

Note: Education Code 48918.5 mandates the following rights related to the treatment of witnesses alleging acts of sexual assault or sexual battery. Other procedures related to complaining witnesses also may be added as desired by the district. Additional mandated procedures related to the rights and treatment of complaining witnesses are included where appropriate throughout this regulation.

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Written Notice of the Expulsion Hearing

Note: Education Code 48918 mandates the Board to adopt procedures that include the following items.

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

Note: Prior to conducting an expulsion hearing to determine whether a foster youth should be expelled, Education Code 48918.1 requires the district to notify the student's attorney and a representative of an appropriate county child welfare agency, provided that the violation does not require a mandatory recommendation for expulsion. Pursuant to Education Code 48918.1, ~~as amended by AB 1806 (Ch. 767, Statutes of 2014)~~, such additional notice must be given to the district liaison for homeless students when the student involved is a homeless child or youth and the violation does not require a mandatory recommendation for expulsion. While such a notice is not required if the offense requires a mandatory recommendation for expulsion, it is nonetheless recommended and the following section reflects this recommendation.

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Note: Education Code 48918 mandates that the Board adopt procedures that include the following items.

Instead of the Board conducting an expulsion hearing, it may appoint a hearing officer or an impartial administrative panel to conduct the hearing; see section "Alternative Expulsion Hearing: Hearing Officer or Administrative Panel" below. Even if the district conducts all expulsion hearings in this manner, the requirements of Education Code 48918 pertaining to the conduct of the hearing must be met.

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Note: For the purpose of Board deliberations during the closed session described below, the presence of any person other than the Board members, including the Superintendent, necessitates allowing the presence of the parent/guardian, student, and student's counsel.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Note: Education Code 48918 authorizes the Board to issue subpoenas for the personal appearance of percipient witnesses at an expulsion hearing. In Woodbury v. Dempsey, the court held that a district's authority to determine whether to issue subpoenas is discretionary, but a district could not have a blanket policy denying the issuance of subpoenas in all cases.

In accordance with Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Note: Findings of fact made by the Board or a hearing panel must not be based on hearsay alone. "Hearsay" is evidence of an oral or written statement made by a person who is not present at the hearing which is offered to establish a fact as being true. Some exceptions to the hearsay rule exist under the Evidence Code and Education Code; the district should consult legal counsel as appropriate.

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Note: Education Code 48918.6 provides that testimony by a student witness at an expulsion hearing is privileged and thus protected from liability for defamation pursuant to Civil Code 47(b).

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Note: For districts that use a hearing officer or administrative panel, Education Code 48918 mandates that the Board adopt procedures that include the following section.

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

Note: Pursuant to Education Code 48918, ~~as amended by SB 1111 (Ch. 837, Statutes of 2014)~~, if the hearing officer or administrative panel does not recommend expulsion, a student must be permitted to return to the classroom instructional program from which the expulsion referral was made, unless the student's parent/guardian requests a different placement. ~~As amended~~ Education Code 48918 also states that a student who is found to have committed any of the violations listed in "Authority to Expel" in the accompanying Board policy but for whom expulsion is not recommended may be referred to his/her prior school. However, the hearing officer or administrative panel, like the Board, must recommend expulsion or a suspended expulsion under Education Code 48915, if it finds that a student committed any such violation that mandates expulsion. District should consult legal counsel to resolve this apparent discrepancy.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Note: Education Code 48918 mandates that the Board adopt procedures that include the following paragraph.

Whether the expulsion hearing is conducted in closed or **public open** session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Note: The Gun-Free Schools Act, 20 USC ~~7151~~ 7961, requires that information in the following paragraph be sent to the California Department of Education (CDE) for assurances of compliance with federal and state law. For other language that must be submitted to the CDE, see section below entitled "Notifications to Law Enforcement Authorities."

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

Note: The following paragraph is optional. Education Code 48916.5 authorizes, but does not mandate, the Board to make the following requirement of certain expelled students.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

Note: Pursuant to Education Code 48917, the Board's criteria for suspending the enforcement of expulsions must be applied uniformly to all students. Items #1-3 below are optional and should be revised to reflect district criteria.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Note: The Gun-Free Schools Act, 20 USC ~~7151~~ 7961, requires that information in the following two paragraphs be sent to the CDE for assurances of compliance with federal and state law.

In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student or nonstudent possesses a firearm or explosive or sells or furnishes a firearm at school. However, when the student involved in such a case is a student with a disability, Education Code 49076 requires any law enforcement authority to which student information is disclosed to certify that those records will not be disclosed to another party without the prior written consent of the student's parent/guardian or other person invested with the student's educational right; see AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

Note: Education Code 48915 requires the Board to refer all expelled students to a program of study that is prepared to accommodate students with discipline problems and that is not located at the school the student currently attends or at any regular elementary, middle, junior, or senior high school. However, students expelled for the acts described in Education Code 48900(f) through (m) or Education Code 48900.2, 48900.3, or 48900.4 may be referred to a program of study that is at another elementary, middle, junior, or senior high school if the County Superintendent of Schools certifies that an alternative program is not available at a site away from such a school.

Education Code 48915.01 states that if the Board has established a community day school pursuant to Education Code 48661 on the same site as an elementary, middle, junior, or senior high school, expelled students may be referred to the community day school at that site. Although Education Code 48663 prohibits the use of independent study in community day schools, Education Code 48916.1 does not in any way restrict the district from offering independent study as a voluntary alternative placement option for expelled students.

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

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| <p>Note: Education Code 48916 mandates that the Board adopt rules and regulations establishing a procedure for filing and processing requests for readmission and a process for Board review of all expelled students for readmission. Items #1-2 below should be revised to reflect district practice.</p> |
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Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

Note: Education Code 48915.1 requires that, when an expelled student asks to enroll in another district, the receiving district must hold a hearing to determine whether the student poses a danger to its students or staff. The receiving district then may either deny or permit the enrollment. Upon request from another district, the expelling district must provide information about the expulsion within five days.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(4/14 12/14) 12/17

Center Unified SD

Administrative Regulation

Suspension And Expulsion/Due Process

AR 5144.1
Students

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or

committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education

Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person.

Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period

of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the

complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and

complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12"

(Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the

parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: October 21, 2015 Antelope, California

CSBA Sample Administrative Regulation

Students

AR 5148.2(a)

BEFORE/AFTER SCHOOL PROGRAMS

Note: The district should revise the following administrative regulation to reflect the before and/or after school program(s) it offers and the grade levels at which the programs are offered. In addition to the program requirements described below, before-school and after-school programs may be subject to other district policies such as BP/AR 5148 - Child Care and Development, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. The district should consult legal counsel if it has questions regarding the applicability of other laws to the district's programs.

Grades K-9

Note: The following section is for use by districts providing before-school and/or after-school programs funded by the state After School Education and Safety Program (ASES) (Education Code 8482-8484.65) or the federal 21st Century Community Learning Center program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). Both ASES and 21st CCLC programs serve students who are in grades K-9 in an elementary, middle, or junior high school. Pursuant to Education Code 8484.75, programs funded through the 21st CCLC program are generally subject to the same program requirements applicable to ASES programs, with the exception of specified provisions primarily related to allocation of funds.

The following section applies to both ASES and 21st CCLC programs except where otherwise noted, and should be revised to reflect the program(s) offered by the district.

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs ~~or serve a high percentage of students from low-income families~~. (Education Code 8484.8; 20 USC 7173)

(cf. 6171 - Title I Programs)

Note: The remainder of this section applies to both ASES and 21st CCLC programs.

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements
 - a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- (cf. 6142.92 - Mathematics Instruction)*
- (cf. 6142.93 - Science Instruction)*
- (cf. 6154 - Homework/Makeup Work)*
- (cf. 6163.4 - Student Use of Technology)*

Note: Education Code 8482.3 requires that the program include an educational enrichment component which may include physical fitness. Pursuant to Education Code 8483.55 and 8484.8, the California Department of Education (CDE) has developed voluntary California After School Physical Activity Guidelines which are available on its web site.

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

- (cf. 5131.6 - Alcohol and Other Drugs)*
- (cf. 5131.62 - Tobacco)*
- (cf. 6142.6 - Visual and Performing Arts)*
- (cf. 6142.7 - Physical Education and Activity)*
- (cf. 6178 - Career Technical Education)*

Note: Pursuant to Education Code 8482.3, after-school programs may offer snacks or meals that conform to applicable state or federal nutrition standards. Reimbursement for providing snacks is available through the National School Lunch Program and the Child and Adult Care Food Program (CACFP) for participating districts. Pursuant to the Healthy, Hunger-Free Kids Act of 2010 (42 USC 1766-1766a), after-school programs participating in the at-risk after-school care component of the CACFP may be reimbursed for serving full meals. Further information is available on the web sites of the CDE and U.S. Department of Agriculture.

2. Nutrition

- a. If snacks or meals are made available in the program, they shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

- (cf. 3550 - Food Service/Child Nutrition Program)*
- (cf. 3554 - Other Food Sales)*
- (cf. 5030 - Student Wellness)*

Note: Education Code 8482.3 provides that a program may be offered at one or multiple school sites. Program applications and U.S. Department of Education (USDOE) nonregulatory guidance, 21st Century Community Learning Centers, state that programs may be located off campus as long as the facility is as available and accessible to students as if it were located at a school.

BEFORE/AFTER SCHOOL PROGRAMS (continued)

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

Note: Education Code 8482.8, as amended by AB 2615 (Ch. 470, Statutes of 2016), allows the district to provide services at another school site if there is a significant barrier to student participation in a program at the school of attendance and if the school to which the program will be transferred either (1) agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or (2) does not have a 10-percent lower percentage of students eligible for free or reduced price meals than the transferring school. Approval to provide services at another school site must be obtained from the Superintendent of Public Instruction prior to or during the grant application process. In addition, Education Code 8482.8 allows a district that is temporarily prevented from operating a program at a given site due to natural disaster, civil unrest, or imminent danger to students or staff to transfer funding to other program sites in order to meet attendance targets during that time period.

- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8)
- (1) Fewer than 20 students participating in the program component
 - (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
 - (3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 45330, 45344, 45344.5)

(cf. 4222 - Teacher Aides/Paraprofessionals)

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| <p>Note: Pursuant to Education Code 8483.4, program staff and volunteers are required to meet health screening and fingerprint clearance requirements. Education Code 49024 provides that the requirement to obtain an Activity Supervisor Clearance Certificate prior to beginning a paid or volunteer position is satisfied by clearing a Department of Justice and Federal Bureau of Investigation criminal background check.</p> |
|--|

- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

- c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Note: Pursuant to Education Code 8483, as added by AB 2615 (Ch. 470, Statutes of 2016), commencing July 1, 2017, first priority for enrollment shall be given to students who are identified as homeless or foster youth, as provided below:

- (1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year and to students who are identified by the program as being in foster care. (Education Code 8483, 8483.1)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483)

(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Note: Item #(2) below is for use by districts that maintain middle or junior high schools.

- (2) Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

Note: Items #(3)-(5) are optional and may be revised or expanded to include enrollment priorities established by the district.

- (3) Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

(cf. 6179 - Supplemental Instruction)

- (4) Any remaining capacity shall be filled by students selected at random.
- (5) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Note: Education Code 8483 and 8483.1 express legislative intent that elementary students attend the full program day of either the before-school or after-school program every day in which they participate. Education Code 8483 and 8483.1 allow districts to implement a flexible attendance schedule for students in middle or junior high school. Education Code 8483.1 specifies that, for before-school programs, students who attend less than one-half of the daily program hours may not be counted for attendance purposes.

Pursuant to Education Code 8483, districts offering an after-school program are mandated to establish a policy regarding reasonable early daily release of students from the after-school program. Education Code 8483.1 mandates districts offering a before-school program to establish a policy regarding reasonable late daily arrival of students. The following items should be revised to reflect district practice.

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

Note: Item #8 below is for use by districts that offer a program during summer, intersession, or vacation periods. Pursuant to Education Code 8483.76, a school that establishes a before-school or after-school program is eligible to receive a supplemental grant to operate the program in excess of 180 regular school days or during any combination of summer, weekends, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school.

8. Summer/Intersession/Vacation Programs

- a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)

Note: Education Code 8483.76 mandates that a district operating a six-hour program adopt an attendance and early release policy for the program that is consistent with the district's early release policy for the regular school day; see item #7 above. This policy must be included in the program plan submitted to the CDE.

- e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

(cf. 6177 - Summer Learning Programs)

Grades 9-12

Note: The following section is for use by districts providing before-school and/or after-school programs funded through 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) program (Education Code 8420-8428; 20 USC 7171-7176).

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The program shall be operated in accordance with the following guidelines:

1. Program Elements

Note: Education Code 8421 requires that the ASSETs program include an academic assistance element, as provided below. AB 830 (Ch. 641, Statutes of 2017) amended Education Code 8421 to delete the requirement that the program include preparation for the California High School Exit Examination, as that exam has been eliminated.

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Note: Education Code 8421 authorizes the district's ASSETs program to include preparation for the California High School Exit Examination. However, pursuant to Education Code 60851.1, administration of the exit exam has been suspended through the 2017-18 school year.

~~(1)~~ Preparation for the high school exit examination

(cf. 6162.52 - High School Exit Examination)

~~(2)~~ (1) Tutoring

~~(3)~~ (2) Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content

~~(4)~~ (3) Homework assistance

~~(5)~~ (4) College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460

b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)

(1) Community service

(2) Career and technical education

(3) Job readiness

(4) Opportunities for mentoring and tutoring younger students

(5) Service learning

(6) Arts

(7) Computer and technology training

(8) Physical fitness

(9) Recreation activities

(cf. 6142.4 - Service Learning/Community Service Classes)

Note: Education Code 8423 requires the ASSETs program to include a physical activity element. See the CDE's California After School Physical Activity Guidelines, available on its web site.

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)
 - d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)
 - e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)
2. Location of Program
- a. The district's program may operate on one or multiple school sites or at another location approved by the CDE. (Education Code 8421)
 - b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)
3. Hours of Operation
- a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
 - b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

Volunteers

Note: The following optional section is for use by districts that choose to create a registry of volunteer after-school physical recreation instructors or other volunteers pursuant to Education Code 35021.3, and may be used by districts that provide an ASES, 21st CCLC, ASSETs, or any other local program. When the district opts to use a registry created by a county office of education pursuant to Education Code 35021.3 rather than develop its own, the following section may be revised to inform district staff about the county registry and encourage its use.

Pursuant to Education Code 35021.3, after-school instruction in physical recreation provided by a volunteer does not count toward satisfaction of physical education requirements pertaining to the number of instructional minutes or course completion for high school graduation; see BP/AR 6142.7 - Physical Education and Activity and BP 6146.1 - High School Graduation Requirements.

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Note: Education Code 35021.3 requires volunteers to submit to a criminal background check and authorizes, but does not require, the district to contribute funds to pay for all or part of the background check. Pursuant to Education Code 35021.3, the district may expand the following paragraph to impose additional requirements on volunteers (e.g., certification in cardiopulmonary resuscitation).

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. He/she also shall submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

Reports

Note: The following section applies to ASES, 21st CCLC, and ASSETs programs.

Pursuant to Education Code 8426 and 8484, the CDE may terminate a grant if, for three consecutive years, the program fails to demonstrate measurable program outcomes or fails to attain 75 percent of its proposed attendance levels. For this purpose, the CDE may consider a comparison of participating and nonparticipating students at the same school site or other factors.

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

Note: Education Code 8427 requires programs to submit evidence of a program quality improvement process that is based on standards developed by the CDE. The CDE's program quality standards, Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, are available on its web site.

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

(7/15 3/17) 12/17

Center Unified SD

Administrative Regulation

Before/After School Programs

AR 5148.2
Students

Grades K-9

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program may serve students in grades K-9. (Education Code 8482.3, 8484.8)

Consistent with state funding priorities, the district shall, to the extent feasible, give priority to establishing ASES programs that serve students in schools with the highest percentage of students eligible for free and reduced-price meals.

(cf. 3553 - Free and Reduced Price Meals)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs or serve a high percentage of students from low-income families. (Education Code 8484.8; 20 USC 7173)

(cf. 6171 - Title I Programs)

Consistent with federal funding priorities, the district shall, to the extent feasible, give priority to establishing 21st CCLC programs in schools that are identified for program improvement under 20 USC 6316 and/or programs that will provide year-round expanded learning opportunities.

(cf. 0520.2 - Title I Program Improvement Schools)

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. **Program Elements**
 - a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6154 - Homework/Makeup Work)
(cf. 6163.4 - Student Use of Technology)

b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 6142.6 - Visual and Performing Arts)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6178 - Career Technical Education)

2. Nutrition

a. If snacks or meals are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)

b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)

3. Location of Program

a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the district may, with the approval of the Superintendent of Public Instruction, provide services at another school site. A significant barrier includes either of the following: (Education Code 8482.8)

- (1) Fewer than 20 students participating in the program component
- (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of

the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

(cf. 3540 - Transportation)

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4; 20 USC 6319)

(cf. 4222 - Teacher Aides/Paraprofessionals)

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

(1) Priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

(2) Priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

(cf. 6179 - Supplemental Instruction)

- (3) Any remaining capacity shall be filled by students selected at random.
- (4) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

- a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

(cf. 6177 - Summer Learning Programs)

Reports

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: October 21, 2015 Antelope, California

CSBA Sample Board Policy

Instruction

BP 6020(a)

PARENT INVOLVEMENT

Note: 20 USC 6318, as amended by the Every Student Succeeds Act (P.L. 114-95), mandates each district receiving federal Title I, Part A, funds to have a written parent/guardian and family engagement involvement policy developed jointly with and agreed upon by parents/guardians and family members of participating students. Education Code 11504 mandates districts to adopt a policy on parent/guardian involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect district practice.

In addition, Education Code 51101 mandates policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

For best practices in implementing parent/guardian and family engagement programs, see the California Department of Education's Family Engagement Framework: A Tool for California School Districts.

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and consult with parents/guardians and family members in the development of to develop meaningful opportunities at all grade levels for parents/guardians them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

- (cf. 0420 - School Plans (Site Councils))
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5145.6 - Parental Notifications)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in

PARENT INVOLVEMENT (continued)

district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's **parent/guardian and family engagement involvement** efforts, including, but not limited to, input from parents/guardians, **family members**, and school staff on the adequacy of **parent** involvement opportunities and **on** barriers that may inhibit **parent/guardian** participation.

(cf. 0500 - Accountability)

Title I Schools

Note: The following section is for use by districts that receive Title I funds. 20 USC 6318 mandates that such districts develop, jointly with parents/guardians and family members of participating students, a **parent involvement** policy which establishes expectations and objectives for **meaningful parent/guardian and family** involvement and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

State law (Education Code 11503) also mandates **reinforces federal law by requiring annual objectives for the parent involvement program and procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent/guardian and family engagement involvement program.**

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained

PARENT INVOLVEMENT (continued)

in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

Note: Pursuant to 20 USC 6318, the Board must reserve at least one percent of the district's Title I funding to carry out parent involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. At least 95 percent of the reserved funds must be distributed to eligible schools. The following paragraph is for use by districts that receive more than \$500,000 in Title I, Part A funding. Pursuant to 20 USC 6318, the Governing Board must reserve at least one percent of the district's Title I funding to carry out parent/guardian and family engagement involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. As amended by P.L. 114-95, 20 USC 6318 requires that at least 95 90 percent of the reserved funds must be distributed to eligible schools, with priority given to "high-need schools" as defined in 20 USC 6631.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement involvement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Note: As amended by P.L. 114-95, 20 USC 6318 identifies allowable uses of the Title I funds reserved for parent/guardian and family engagement, as provided below. These uses are consistent with the activities that must be addressed in the district's parent/guardian and family engagement policy, as described in the accompanying administrative regulation.

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

- 1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members**

PARENT INVOLVEMENT (continued)

2. **Support for programs that reach parents/guardians and family members at home, in the community, and at school**
3. **Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members**
4. **Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement**
5. **Any other activities and strategies that the district determines are appropriate and consistent with this policy**

Note: In addition to the district-level policy described above, 20 USC 6318 requires that each individual school receiving Title I funds have a written parent involvement policy with specified components; see the accompanying administrative regulation.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:**EDUCATION CODE**

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

Legal Reference continued: (see next page)

PARENT INVOLVEMENT (continued)*Legal Reference: (continued)*EDUCATION CODE (continued)54444.1-54444.2 Parent advisory councils, services to migrant children56190-56194 Community advisory committee, special education64001 Single plan for student achievementLABOR CODE230.8 Time off to visit child's schoolCODE OF REGULATIONS, TITLE 518275 Child care and development programs, parent involvement and educationUNITED STATES CODE, TITLE 206311 Parental notice of teacher qualifications and student achievement State plan6312 Local educational agency plan6314 Schoolwide programs6316 School improvement6318 Parent involvement and family engagement6631 Teacher and school leader incentive program, purposes and definitionsCODE OF FEDERAL REGULATIONS, TITLE 2835.104 Definitions, auxiliary aids and services35.160 Communications*Management Resources:*CSBA PUBLICATIONSParent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006STATE BOARD OF EDUCATION POLICIES89-01 Parent Involvement in the Education of Their Children, rev. 1994CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSTitle I School-Level Parental Involvement PolicyFamily Engagement Framework: A Tool for California School Districts, 2014U.S. DEPARTMENT OF EDUCATION PUBLICATIONS NON-REGULATORY GUIDANCEParental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004WEB SITESCSBA: <http://www.csba.org>California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>California Parent Center: <http://parent.sdsu.edu>California State PTA: <http://www.capta.org>National Coalition for Parent Involvement in Education: <http://www.ncpie.org>National PTA: <http://www.pta.org>No Child Left Behind: <http://www.ed.gov/nclb>Parent Information and Resource Centers: <http://www.pirc-info.net>Parents as Teachers National Center: <http://www.parentsasteachers.org>U.S. Department of Education: <http://www.ed.gov>

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Board Policy

Parent Involvement

BP 6020

Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0420.5 - School-Based Decision Making)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

- (cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code

11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services
35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies,
Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/ncib>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

CSBA Sample Administrative Regulation

Instruction

AR 6020(a)

PARENT INVOLVEMENT

Note: The following administrative regulation contains parent/guardian and family engagement ~~involvement~~ strategies that meet legal requirements applicable to districts and schools receiving federal Title I funds and those that do not receive Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

District Strategies for Title I Schools

Note: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318, as amended by the Every Student Succeeds Act (P.L. 114-95), mandates that such districts develop a policy that describes the means by which the district will address the components specified in items #1-6 below. Under each required component, below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the ~~the district~~ should list specific strategies, developed jointly with parents/guardians and family members of participating students, that describe how it will address the component. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee district shall:

Note: Pursuant to 20 USC 6318, districts must involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312; also see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.

1. Involve parents/guardians of participating students and family members in the joint development of the Title I local educational agency (LEA) plan pursuant to a district plan that meets the requirements of 20 USC 6312 and in the process of school review and improvement pursuant to 20 USC 6316 development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

Note: Items #a-f below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

PARENT INVOLVEMENT (continued)

The Superintendent or designee may:

- a. **In accordance with Education Code 52063, establish a district-level parent advisory committee including parent/guardian representatives from each school site and, as applicable, an English learner parent advisory committee to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board**
- b. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
 - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

Note: Items #2a-d below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

PARENT INVOLVEMENT (continued)

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues
 - b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
 - e. Provide ongoing district level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
 - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

Note: 20 USC 6318 mandates that the district's policy or regulation include items #2a-f below. The district may expand these items to describe methods the district will use to carry out each activity.

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the **challenging** state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help parents/guardians them work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. With the assistance of parents/guardians, educate teachers, student services specialized instructional support personnel, principals and other school

PARENT INVOLVEMENT (continued)

leaders, and other staff, ~~with the assistance of parents/guardians~~, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: The district may revise item #d below to specify programs offered by the district.

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with **other federal, state, and local programs, including public preschool programs, Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs,** and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in **more** fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide **other** such reasonable support for parent/guardian involvement activities as parents/guardians may request

Note: Although ~~not~~ mandated to be included in the district's policy or regulation, item #2g reflects a legal requirement in 20 USC 6318(g) to inform parents/guardians about the existence of parent information and resource centers in the state that work with Title I schools, districts, and parents/guardians. See the management resources in the accompanying Board policy for resources that can help districts locate the center closest to them.

- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

Note: Items #2a-f below are optional and should be revised to reflect ~~strategies jointly developed by district staff and parents/guardians of participating students~~ district practice. Items #a2-h are authorized, but not required, by 20 USC 6318.

PARENT INVOLVEMENT (continued)

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training.
 - c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
 - d. Train parents/guardians to enhance the involvement of other parents/guardians.
 - e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation.
 - f. Adopt and implement model approaches to improving parent/guardian involvement.
 - g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs.
 - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
 - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families.
- (cf. 1020 - Youth Services)*
- j. Provide a master calendar of district activities and district meetings.
 - k. Provide information about opportunities for parent/guardian and family engagement involvement through the district newsletter, web site, or other written or electronic means.

PARENT INVOLVEMENT (continued)

- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians **and family members** as needed

- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

- e.o.** Provide ongoing district-level workshops to assist school site staff, and parents/guardians, **and family members** in planning and implementing improvement strategies, and seek their input from parents/guardians in developing the workshops

- b.p.** Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian **and family engagement involvement**, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of **parent involvement related activities**

- e.q.** Regularly evaluate the effectiveness of staff development activities related to parent/guardian **and family engagement involvement**

- d.r.** Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- a.s.** Assign person(s) in the district office **district personnel** to serve as a liaison to the schools regarding Title I parent/guardian **and family engagement involvement issues**

- d.t.** Provide information to schools about the indicators and assessment tools that will be used to monitor progress

Note: The district may revise item #4 below to specify programs offered by the district.

PARENT INVOLVEMENT (continued)

4. 3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

~~(cf. 5148.3 - Preschool/Early Childhood Education)~~

Note: Items #a-d below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

a. Identify overlapping or similar program requirements

~~(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 5030 - Student Wellness)
(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)~~

b. Involve district and school site representatives from other programs to assist in identifying specific population needs

c. Schedule joint meetings with representatives from related programs and share data and information across programs

Develop a cohesive, coordinated plan focused on student needs and shared goals

5. 4. Conduct, with **meaningful** involvement of parents/guardians **and family members**, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement involvement policy in improving the academic quality of the schools served by Title I, **including identification of:** (20 USC 6318)

Note: 20 USC 6318 mandates that the district's policy or regulation include items #a-b below. The district may expand these items to describe methods the district will use to carry out each activity.

PARENT INVOLVEMENT (continued)

~~The Superintendent or designee shall:~~

- a. ~~Ensure that the evaluation include the identification of b~~ **Barriers to greater participation in parent/guardian and family engagement involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)**
- b. ~~The needs of parents/guardians and family members, so they can better assist with their children's learning, and engage with school personnel and teachers~~
- c. ~~Strategies to support successful school and family interactions~~

(cf. 0500 - Accountability)

Note: Although it is not mandated to be included in the district's policy or regulation, item #e below the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.

- e. ~~Assess the district's progress in meeting annual objectives for the parent involvement program. The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms, and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)~~
- b. ~~Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)~~

Note: Although not mandated to be included in the district's policy or regulation, item #e below reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent involvement efforts.

- e. ~~Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)~~

Note: Items #a e below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

PARENT INVOLVEMENT (continued)

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians **and family members** participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian **and family engagement involvement** efforts on student achievement
- b. 5. Use the **evaluation results findings of the evaluation conducted pursuant to item #4 above** to design **evidence-based strategies for more effective parent/guardian and family involvement** and, if necessary, to **recommend changes in revise** the parent/guardian **and family engagement involvement** policy (20 USC 6318)
6. Involve parents/guardians in the activities of schools served by Title I, **which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy** (20 USC 6318)

Note: Items #a-c below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians **and family members**

To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians **and family members with special needs**
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Note: Pursuant to 20 USC 6318, the district's parent/guardian **and family engagement involvement** policy must be incorporated into the district's Title I local educational agency LEA plan. See BP/AR 6171 - Title I Programs for language regarding the plan's development. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan.

PARENT INVOLVEMENT (continued)

The district's Board policy and administrative regulation containing parent/guardian and family engagement involvement strategies shall be incorporated into the LEA plan district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

Note: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318, as amended by P.L. 114-95, mandates that each individual school receiving Title I funds have a written parent/guardian and family engagement involvement policy, developed jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in items #1-8 below. The following section lists the required components but does not include specific strategies which should be added by each school. Schools may also use a template available on the web site of the California Department of Education, Title I School-Level Parental Involvement Policy, to develop the school-level policy.

At each school receiving Title I funds, a written policy on parent/guardian and family engagement involvement shall be developed jointly with and agreed upon by the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

Note: As provided in item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. Under state law (Education Code 52001), this plan must be incorporated into the single plan for student achievement covering all categorical programs in the state's consolidated application; see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils for further information about the development of this plan.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

PARENT INVOLVEMENT (continued)

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet the achievement levels of the challenging state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

Note: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in item #6 below. U.S. Department of Education non-regulatory guidance, Parental Involvement: Title I, Part A, provides a sample template that schools may use in the development of the school-parent compact.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student challenging academic achievement standards

PARENT INVOLVEMENT (continued)

- b. Ways in which parents/guardians will be responsible for supporting their children's learning, **such as monitoring attendance, homework completion, and television viewing**; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand**

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the **required** activities described in **items #3a-h-item #2** in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide **full** opportunities for the **informed** participation of **parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children)**, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

PARENT INVOLVEMENT (continued)

Each school's parent/guardian and family engagement involvement policy shall be made available to the local community. Parents/guardians shall be notified of the policy and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Note: The following paragraph is optional. Education Code 64001 requires that the single plan for student achievement covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site council and submitted to the Board for approval; see BP/AR 0420 - School Plans/Site Councils.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, The school's policy shall be periodically updated the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502 as reflected in items #1-5 below. Subitems under items #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice.

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

Note: Items #a-c below are optional and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education

PARENT INVOLVEMENT (continued)

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

Note: Items #a-b below are optional and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

Note: Items #a-g below are optional and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

PARENT INVOLVEMENT (continued)

- c. Provide information about parent/guardian and family engagement involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

Note: Items #a-b below are optional and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent/guardian and family engagement involvement programs into school plans for academic accountability

Note: Items #a-b below are optional and should be revised to reflect district practice.

The Superintendent or designee may:

PARENT INVOLVEMENT (continued)

- a. Include parent/**guardian and family engagement** **involvement** strategies in school reform or school improvement initiatives
- b. Involve parents/guardians **and family members** in school planning processes

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Center USD

Administrative Regulation

Parent Involvement

AR 6020
Instruction

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent or designee may:

a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues

b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities

c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops

d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement

c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

d. Train parents/guardians to enhance the involvement of other parents/guardians

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students

f. Adopt and implement model approaches to improving parent involvement

g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs

h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities

i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1020 - Youth Services)

j. Provide a master calendar of district activities and district meetings

k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Regularly evaluate the effectiveness of staff development activities related to parent involvement

p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee may:

a. Identify overlapping or similar program requirements

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318)

The Superintendent or designee may:

- a. **Include information about school activities in district communications to parents/guardians**
- b. **To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs**
- c. **Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children**

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. **Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved**
2. **Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement**
3. **Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314**

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. **Provide the parents/guardians of participating students all of the following:**
 - a. **Timely information about Title I programs**
 - b. **A description and explanation of the school's curriculum, forms of academic**

assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

(cf. 0520.1 - High Priority Schools Grant Program)

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support

their children's education

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues

- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

CSBA Sample Administrative Regulation

Instruction

AR 6112(a)

SCHOOL DAY

Note: The following optional administrative regulation specifies minimum and maximum school days for each grade level as provided by law. The district may revise this regulation to reflect district practice.

Pursuant to Education Code 46114, the minimum school day in grades K-8 may be computed by determining the average number of minutes over 10 consecutive school days (i.e., the number of minutes of attendance in any 10 consecutive school days, divided by 10). Education Code 46142 authorizes the minimum school day in junior high and high schools to be computed by averaging the number of minutes over two consecutive school days. The district will be in compliance if the average is at least the minimum day required by law, even if the number of minutes in any one school day is less than the minimum required school day specified below. However, Education Code 46114 and 46142 provide that no single school day may be less than 60 minutes for kindergarten, 170 minutes for grades 1-3, or 180 minutes for grades 4-12.

Education Code 46201 and 46207 require districts that have reached their local control funding formula (LCFF) funding target, as well as districts that received longer day or longer year funding prior to the implementation of the LCFF, to offer at least the following instructional minutes per school year: 36,000 minutes for kindergarten, 50,400 for grades 1-3, 54,000 for grades 4-8, and 64,800 for grades 9-12. Pursuant to Education Code 46201 and 46207, if this requirement is not met for any grade level, a portion of the district's LCFF allocation will be withheld.

Kindergarten/Transitional Kindergarten

Note: The following section is for use by districts that maintain kindergarten and transitional kindergarten (TK) classes. Education Code 37202, as amended by AB 99 (Ch. 15, Statutes of 2017), permits districts to maintain kindergarten or TK classes for different lengths of time during the school day, either at the same or different school sites. Districts offering kindergarten or TK classes for different lengths of time are still required to meet the minimum and maximum length of school day described below.

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

Note: The following section is for use by districts that maintain kindergarten classes. Education Code 46110 establishes a minimum school day of three hours (180 minutes) for kindergarten students as provided below. However, pursuant to Education Code 46119, if a district has less than a total of fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher.

Except as otherwise provided, permitted by law, the average school day established for kindergarten and TK students shall be at least three hours, including recesses but excluding noon intermissions, but no longer than four hours, excluding recesses. (Education Code 46111, 46114, 46115, 46117)

SCHOOL DAY (continued)

Note: The following paragraph is optional. Although Education Code 46111 provides that recess shall be excluded from determining the maximum school day, it is the interpretation of the California Department of Education (CDE) that recess time may be counted as instructional minutes, at the district's discretion, if teacher supervision occurs.

Recess may be counted as instructional minutes for purposes of determining the maximum school day if it occurs under teacher supervision occurs.

Note: The following optional paragraph is for use by districts that maintain multitrack year-round schools pursuant to Education Code 37670(a).

In any multitrack year-round school operating pursuant to Education Code 37670(a), the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

(cf. 6117 - Year-Round Schedules)

Note: The following optional paragraph is for use by districts that have established an early primary program pursuant to Education Code 8970-8974 in order to provide an integrated, experiential, and developmentally appropriate educational program with specified components for students in prekindergarten through grade 3. Education Code 8973 provides that the kindergarten school day in such programs may exceed four hours under the conditions described below, although districts do not receive additional apportionment funds.

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met. (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Note: Pursuant to Education Code 48003, districts are required to provide an annual report to the CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both, by completing the School Information Form 2017 located on the CDE web site. The form also includes the type(s) of TK program offered.

The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)

SCHOOL DAY (continued)

Grades 1-8

Note: The following section is for use by districts that maintain any of grades 1-8 and should be modified to reflect the grade levels offered by the district.

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes. (Education Code 46112, 46142)
2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

Grades 9-12

Note: The following section is for use by districts that maintain any of grades 9-12 and may be modified to reflect the grade levels offered by the district.

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

Note: The following list should be revised to reflect programs offered by the district.

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)
(cf. 6184 - Continuation Education)
2. Opportunity school or classes (Education Code 46141, 46180)
3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)

SCHOOL DAY (continued)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Note: SB 1316 (Ch. 67, 2012) amended Education Code 46141 and added Education Code 46146.5 to exempt early college high schools and middle college high schools from the 240-minute minimum school day requirement under the circumstances described in item #6 below.

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)
7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

Note: The following optional paragraph is for use by districts that operate an evening high school pursuant to Education Code 51720-51724.

For an evening high school operated pursuant to Education Code 51720-51724, the number of days, specific days of the week, and number of hours during which the program shall be in session ~~shall~~ **may** be determined by the Board. (Education Code 46141, 51721)

SCHOOL DAY (continued)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 6145)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

Alternative Block Schedule for Secondary Schools

Note: The following optional section is for use by districts that choose to create a block schedule pursuant to Education Code 46160-46162; see the accompanying Board policy. In establishing a block schedule, the district should be aware of state law (Education Code 51222) that requires secondary students to attend physical education courses for at least 400 minutes each 10 school days; see AR 6142.7 - Physical Education and Activity. Although the daily alternating block schedule, often referred to as the A/B block schedule, does fulfill the requirement for physical education, minutes, other block schedules do not and thus require a waiver from the State Board of Education (SBE). See SBE Waiver Policy #99-03 for waiver criteria.

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

Note: The following optional paragraph is for use by districts that maintain an early college high school or middle college high school. Pursuant to Education Code 46160, as amended by AB 99 (Ch. 15, Statutes of 2017), such districts may schedule classes in these schools so that students who satisfy the provisions of Education Code 46146.5 in regard to part-time enrollment at community college, the California State University, or the University of California attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period.

~~An early college high school or middle college high school may be scheduled so that students attend classes for at least 900 minutes during any five school day period or 1,800 minutes during any 10 school day period. (Education Code 46160)~~

(11/06 4/13) 10/17

Center USD

Administrative Regulation

School Day

AR 6112
Instruction

Kindergarten

Except as otherwise provided by law, the average school day established for kindergarten students shall be at least three hours, including recesses but excluding noon intermissions, but no longer than four hours, excluding recesses. (Education Code 46111, 46114, 46115, 46117)

Recess may be counted as instructional minutes for purposes of determining the maximum school day if teacher supervision occurs.

In any multitrack year-round school operating pursuant to Education Code 37670(a), the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

(cf. 6117 - Year-Round Schedules)

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Grades 1-8

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes. (Education Code 46112, 46142)
2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

Grades 9-12

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

(cf. 6184 - Continuation Education)

2. Opportunity school or classes (Education Code 46141, 46180)

3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)

7. Special day or Saturday vocational training program conducted under a federally

approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

Alternative Block Schedule for Secondary Schools

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

CSBA Sample Board Policy

Instruction

BP 6153(a)

SCHOOL-SPONSORED TRIPS

Note: The following optional policy should be revised to reflect district practice. For language regarding transportation for field trips, see AR 3541.1 - Transportation for School-Related Trips.

The following paragraph is consistent with the goals of field trips and excursions specified in Education Code 35330. Districts that wish to prohibit certain types of trips because of educational or safety concerns may modify the following paragraph accordingly (e.g., trips to amusement parks, boating).

The Governing Board recognizes that school-sponsored field trips are an important component of a student's development and supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. The Board encourages field trips to reinforce and increase learning opportunities and to enhance district programs.

(cf. 0460 - Local Control and Accountability Plan)

Note: The following paragraph is consistent with the goals of field trips and excursions specified in Education Code 35330. Districts that wish to prohibit certain types of trips (e.g., trips to amusement parks, boating) because of educational or safety concerns may modify the following paragraph accordingly.

School-sponsored field trips may shall be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study. (Education Code 35330)

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Note: The following paragraph may be revised to reflect district practice.

Requests for school-sponsored field trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored field trips shall be approved in advance by the principal.

(cf. 3312.2 - Educational Travel Program Contracts)

SCHOOL-SPONSORED TRIPS (continued)

The principal shall establish a process for approving a staff member's request to conduct a school-sponsored field trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

(cf. 3530 - Risk Management/Insurance)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5142 - Safety)

(cf. 5143 - Insurance)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

(cf. 1230 - School-Connected Organizations)

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1700 - Relations Between Private Industry and the Schools)

Note: Education Code 35330, as amended by AB 341 (Ch. 40, Statutes of 2017), eliminates the prohibition against the use of district funds to pay for the expenses of students participating in field trips or excursions to another state, to the District of Columbia, or to a foreign country. Pursuant to Education Code 35330, unlike field trips within the state, no transportation allowances will be made by the Superintendent of Public Instruction for out-of-state field trips.

The Board may approve the use of district funds ~~shall not be used to pay for~~ student expenses for in-state, out-of-state, or out-of-country field trips or excursions when permitted by law. However, In addition, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

Legal Reference: (see next page)

SCHOOL-SPONSORED TRIPS (continued)

Legal Reference:

EDUCATION CODE

- 8760 Authorization of outdoor science and conservation programs
- 32040-32044 First aid equipment: field trips
- 35330 Excursions and field trips
- 35331 Provision for medical or hospital service for pupils (on field trips)
- 35332 Transportation by chartered airline
- 35350 Transportation of students
- 44808 Liability when pupils not on school property
- 48908 Duties of pupils; authority of teachers

BUSINESS AND PROFESSIONS CODE

- ~~17540 Travel promoters~~
- 17550-17550.9 Sellers of travel
- 17552-17556.5 Educational travel organizations

Management Resources:

WEB SITES

- American Red Cross: <http://www.redcross.org>
- California Association of Directors of Activities: <http://www.cada1.org>
- U.S. Department of Homeland Security: <http://www.dhs.gov>

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Center USD

Board Policy

School-Sponsored Trips

BP 6153

Instruction

The Governing Board recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study.

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Requests for school-sponsored trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored trips shall be approved in advance by the principal.

(cf. 3312.2 - Educational Travel Program Contracts)

The principal shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

(cf. 3530 - Risk Management/Insurance)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5142 - Safety)

(cf. 5143 - Insurance)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1700 - Relations Between Private Industry and the Schools)

District funds shall not be used to pay student expenses for out-of-state or out-of-country field trips or excursions. However, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

Legal Reference:

EDUCATION CODE

8760 Authorization of outdoor science and conservation programs
32040-32044 First aid equipment: field trips
35330 Excursions and field trips
35331 Provision for medical or hospital service for pupils (on field trips)
35332 Transportation by chartered airline
35350 Transportation of students
44808 Liability when pupils not on school property
48908 Duties of pupils; authority of teachers
BUSINESS AND PROFESSIONS CODE
17540 Travel promoters
17550-17550.9 Sellers of travel
17552-17556.5 Educational travel organizations

Management Resources:

WEB SITES

American Red Cross: <http://www.redcross.org>
California Association of Directors of Activities: <http://www.cada1.org>
U.S. Department of Homeland Security: <http://www.dhs.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: October 18, 2006 Antelope, California

Delete

Center Unified SD

Board Policy

High School Exit Examination

BP 6162.52

Instruction

The Governing Board desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination required for high school graduation.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that district programs and services, including, but not limited to, instructional materials, staff development, and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the exit exam in accordance with law. (Education Code 60850)

Students may be allowed to take the exit exam with variations, accommodations, or modifications in accordance with law and administrative regulation.

Legal Reference:

EDUCATION CODE

35146 Closed sessions

35186 Williams Uniform Complaint Procedures

37252-37254.1 Supplemental instruction

51041 Evaluation of educational program

52378 Supplemental school counseling program

56026 Individuals with exceptional needs

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

1200-1225 High school exit examination

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

300.503 Prior notice

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Smiley v. California Department of Education, (2002) 45 Fed.Appx. 780

Chapman v. California Department of Education, (2002) 229 F.Supp.2d 981

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Evaluation of the California High School Exit Examination (CAHSEE),

Annual Reports, Human Resources Research Organization

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource

Guide for Educators and Policy-Makers, December 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, California High School Exit Examination:

<http://www.cde.ca.gov/ta/tg/hs/index.asp>

Educational Testing Service: <http://www.ets.org/cahsee>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: February 20, 2008 Antelope, California

Delete

Center Unified SD Administrative Regulation High School Exit Examination

**AR 6162.52
Instruction**

Definitions

Variation means a change in the manner in which the test is presented or administered or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year, shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit exam, and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit/agreement pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exit exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)

Administration

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

The exit exam shall be administered as follows: (Education Code 60851, 60852.3; 5 CCR 1204, 1204.5)

1. Students in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, shall take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.
2. Students in grade 11 who have not yet passed one or both sections of the exit exam shall have up to two opportunities during the school year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.
3. Students in grade 12 shall have at least three opportunities to take the section(s) of the exit exam not yet passed. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

4. Adult education students shall have up to three opportunities per year to take the section(s) of the exit exam not yet passed and may elect to take the exam during these opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language. (Education Code 60852)

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be

made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

Testing Variations for All Students

The Superintendent or designee may provide any student taking the exit exam with extra time within a testing day, simplified or clarified test directions (but not test questions), student marks (other than responses) including highlighting in test booklets, and/or testing in a small group setting. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special lighting, special acoustics, or special or adaptive furniture
2. Visual magnifying or audio amplification equipment
3. Noise buffers (e.g., an individual carrel or study enclosure)
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present test administration directions

At least 30 working days before the proposed administration of the exit exam, the Superintendent or designee shall submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan. (5 CCR 1218)

Testing Variations for English Language Learners

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. **Flexible setting:** English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. **Flexible schedule:** English learners may have additional supervised breaks within a testing day.
3. **Flexible time:** English learners may have extra time on the exam within a testing day.
4. **Translated directions:** English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. **Glossaries:** English learners may have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries shall include no definitions, formulas, or parts of speech.

Accommodations/Modifications for Students with Disabilities

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The use of accommodations shall not invalidate a student's test score(s).

Accommodations may include: (5 CCR 1215.5)

1. **Presentation accommodations, including large-print versions in 20-point font, exam items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam or any prompts or passages present in the writing task**

2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exit exam

3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor

4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include: (5 CCR 1216)

1. Arithmetic table or formulas, calculators, or math manipulatives on the mathematics section of the exit exam

2. Audio or oral presentation of the multiple-choice portion of the English language arts section of the exit exam

3. Manually Coded English or American Sign Language to present the multiple-choice portion on the English language arts section of the exit exam

4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exit exam

5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exit exam

6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions

7. Dictionary on any section of the exam

Exemption for Students with Disabilities Beginning in 2009-10

The district shall grant a diploma to a student with a disability who has not passed the exit exam if all of the following criteria are satisfied: (Education Code 60852.3)

1. The student has an IEP or Section 504 plan.
2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma.
3. The student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or after July 1, 2009.

Waiver for Students with Disabilities

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass

the exit exam.

Each year, the Superintendent or designee shall provide the CDE with data regarding students with disabilities and the district's waiver process as specified in 5 CCR 1207.1.

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR

1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exit exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: February 17, 2010 Antelope, California

Delete

Center Unified SD

Exhibit

High School Exit Examination

E 6162.52

Instruction

Exhibit 1

Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for a Student with Disabilities

Please return the completed form to the principal of your child's high school.

My child, _____ [name] _____ is a student with disabilities attending _____ [high school] _____. He/she has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or more parts of the exam.

I hereby request that the principal submit a request to the Governing Board for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma. I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that specifies the use of the modification(s) on the exit exam, standardized testing, or classroom instruction and assessments
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

I hereby certify that, to the best of my knowledge, my child satisfies the conditions listed above.

Parent/Guardian Signature: _____

Date: _____

Exhibit 2

Delete

**Principal's Certification and Request for the Governing Board
to Waive the High School Exit Exam Requirement
for a Student with Disabilities**

Student's Name:

Student's Number (for use on open session agenda):

Pursuant to Education Code 60851, the parent/guardian of _____ [student's name] _____, a child with disabilities, has requested that the Governing Board waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from _____ High School. His/her child has taken the high school exit exam with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan that specifies the use of the modification(s) on the exit exam, standardized testing or classroom instruction and assessments. (Attach the IEP or Section 504 plan that indicates the modification needed to participate and access the high school exit exam.)
 - a. Describe the nature of the student's disability as identified on the IEP or Section 504 plan:
 - b. Describe any modification(s) used on the English/language arts section of the exam:
 - c. Describe any modification(s) used on the mathematics section of the exam:
 - d. List the rationale as to why the modification used was necessary to allow the student to access the test:
 - e. Describe the accommodations/modifications that the student regularly uses for English/language arts in the classroom and on other assessments:

f. Describe the accommodations/modifications that the student regularly uses for mathematics in the classroom and on other assessments:

2. Has sufficient high school level coursework either satisfactorily completed or in progress in the high school curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Attach transcript showing coursework completed.)

Summarize the student's academic preparation and performance in the subject areas of English/language arts and/or mathematics (depending on the subject of the waiver request) that demonstrate high school level achievement:

3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in either the English/language arts/and/or math portion of the exam.)

Certified by: _____ [principal's signature] _____

Date: _____

ExhibitCENTER UNIFIED SCHOOL DISTRICT
version: October 6, 2004 Antelope, California

CSBA Sample Board Policy

Instruction

BP 6170.1(a)

TRANSITIONAL KINDERGARTEN

Note: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, any child whose birthday is between September 2 and December 2 must be offered a transitional kindergarten (TK) program.

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

For guidance on implementing TK programs, see the Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, published by the California Department of Education (CDE).

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist TK children students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program—the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

Note: Pursuant to Education Code 48200, each person between the ages of 6 and 18 years is subject to compulsory full-time education, unless otherwise exempted by law. Thus, parents/guardians are not required to enroll children in TK or kindergarten but, if they do so, are subject to the age criteria specified below.

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Note: The CDE's "Transitional Kindergarten FAQs" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

TRANSITIONAL KINDERGARTEN (continued)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Note: The following paragraph is optional. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying that he/she agrees to have the child continue in kindergarten the following year; see section "Continuation in Kindergarten" below.

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

Note: The following paragraph is optional. Pursuant to Education Code 48000, as amended by AB 104 (Ch. 13, Statutes of 2015), the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after December 2. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after December 2 until the child reaches his/her fifth birthday.

The district may, at any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

TRANSITIONAL KINDERGARTEN (continued)

Note: ~~As amended by SB 858 (Ch. 32, Statutes of 2014),~~ Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by the CDE. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. TK shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 37202, as amended by AB 99 (Ch. 15, Statutes of 2017), permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. ~~requires that all elementary schools in the district be maintained for an equal length of time during the school year. In its "Transitional Kindergarten FAQs," the CDE has interpreted this to mean that the district's annual instructional minutes offered to TK students should be the same as the number of instructional minutes offered to kindergarten students, as reflected in its annual audit.~~ Pursuant to Education Code 46111 and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), ~~including recess but excluding noon intermission,~~ and the maximum school day is four hours (240 minutes), ~~excluding recess,~~ unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board ~~is~~ may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, ~~including recesses,~~ taught on the same day by the same teacher. Also see AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to the CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The School Information Form 2017, located on the CDE web site, requires a report on the type of TK program offered.

The Board shall ~~is~~ establish the length(s) of the school day in the district's TK program, ~~which TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is shall be~~ at least three hours but no more than four hours. The Superintendent or designee shall annually report to the California Department of Education as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46117, 48003)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

TRANSITIONAL KINDERGARTEN (continued)

Note: The following optional paragraph may be revised to reflect district practice. According to the CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Note: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing (CTC) authorizing instruction in TK. As amended by SB 376 (Ch. 687, Statutes of 2014), Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Note: The following section is consistent with guidance in the CDE's "Transitional Kindergarten FAQs."

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

TRANSITIONAL KINDERGARTEN (continued)

Note: The following optional paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, and the permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

Note: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in a combination of TK and kindergarten.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

Note: The following section may be revised to reflect district practice. One assessment resource for TK students is the CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

TRANSITIONAL KINDERGARTEN (continued)

Legal Reference:

EDUCATION CODE

- 8973 *Extended-day kindergarten*
- 37202 *School calendar; equivalency of instructional minutes*
- 44258.9 *Assignment monitoring by county superintendent of schools*
- 46111 *Kindergarten, hours of attendance*
- 46114-46119 *Minimum school day, kindergarten*
- 46300 *Computation of ADA, inclusion of kindergarten and transitional kindergarten*
- 48000 *Age of admission, kindergarten and transitional kindergarten*
- 48002 *Evidence of minimum age required to enter kindergarten or first grade*
- 48003 Kindergarten annual report**
- 48200 *Compulsory education, starting at age six*

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalthifornia.org>

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Center USD

Board Policy

Transitional Kindergarten

BP 6170.1

Instruction

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist TK children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

The district may, at any time during the school year, admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

The Board shall fix the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8973 Extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48200 Compulsory education, starting at age six

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

**Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: January 20, 2016 Antelope California**

CSBA Sample Administrative Regulation

Instruction

AR 6173.1(a)

EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Note: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is ~~some other~~ **another** school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine **which school is the school of origin**. **This determination shall be made** in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and **in shall be based on** the best interests of the foster youth, **which school is the school of origin**. (Education Code 48853.5)

Note: Education Code 48850 expresses the legislative intent that the "best interests" of a foster youth include educational stability as well as placement in the least restrictive educational program, as provided below.

In addition, pursuant to 20 USC 6311, determination of a student's "best interest" requires consideration of all factors relating to the student's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the student is enrolled at the time of placement

Best interest means that, in making educational and school placement decisions for a foster youth, **consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting**, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; **20 USC 6311**)

EDUCATION FOR FOSTER YOUTH (continued)

District Liaison

Note: Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth. This person may be the same individual designated as the liaison for homeless students as required by 42 USC 11432; see AR 6173 - Education for Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the liaison be affiliated with that program. The duties of the liaison are as specified below.

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Healthy Start Coordinator
3401 Scotland Drive
Antelope, CA 95843
(916) 338-6387

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

Note: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see the section below entitled "Transfer of Coursework and Credits."

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

EDUCATION FOR FOSTER YOUTH (continued)

Note: Pursuant to Education Code 48853.5, 48911, 48915.5, and 48918.1, the district liaison is required to invite or notify a foster youth's attorney and the appropriate official of the county child welfare agency in certain circumstances when expulsion-related proceedings are pending against the foster youth. For specific situations requiring such invitation or notice, see AR 5144.1 - Suspension and Expulsion/Due Process.

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Note: Items #4-8 below are optional and should be modified to reflect district practice.

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: **Optional** item #7 establishes the responsibility of the district liaison to collaborate with other local agencies to coordinate services for foster youth.

EDUCATION FOR FOSTER YOUTH (continued)

Education Code 42920.5-42921, ~~as amended by AB 854 (Ch. 781, Statutes of 2015)~~, establish the Foster Youth Services Coordinating Program and provide funding for a county office of education or consortium of county offices of education to coordinate educational support for foster youth among the districts within their jurisdiction. As part of the program, such county offices must develop and implement a coordinating plan for purposes of establishing guiding principles and protocols to provide supports for foster care students. To the extent possible, such a plan must include, but ~~shall~~ ^{shall} not ~~be~~ limited to, a description of how the program will establish ongoing collaboration among local educational agencies, county child welfare agencies, and county probation departments to determine the proper educational placement of foster youth. In addition, pursuant to Education Code 42921, if a district annually certifies in writing that it is unable, using any other state, federal, local, or private funds, to provide tutoring, mentoring, and counseling for foster youth, it may enter into a temporary agreement with the foster youth services coordinating program to provide those services, if the program has established such services.

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 5113.1 - Chronic Absence and Truancy)

Note: The following optional item facilitates the annual update of the local control and accountability plan required pursuant to Education Code 52060; see BBA 0460 - Local Control and Accountability Plan.

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

Note: The following paragraph is optional. Because the district's liaison for foster youth often has additional duties pertaining to other programs, CSBA's policy brief *Educating Foster Youth: Best Practices and Board Considerations* recommends periodic evaluation of the liaison's caseload to determine whether he/she is able to adequately fulfill his/her duties with respect to foster youth.

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

EDUCATION FOR FOSTER YOUTH (continued)

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

Note: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person withholding the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate educational program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

Note: Pursuant to Education Code 48853.5, a foster youth may continue his/her education in the school of origin under the circumstances stated below. Elementary and high school districts should delete any item (#3b-d-c) that is not applicable to the grade levels served by the district.

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.

EDUCATION FOR FOSTER YOUTH (continued)

- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

Note: Pursuant to Education Code 48853.5, a district is required to immediately enroll any foster youth transferring into the district even when the foster youth has outstanding fees or fines due to the last school attended or the district has not received the foster youth's academic and medical records, as listed in items #1-3 below. However, pursuant to Health and Safety Code 120341, if a district does not receive a foster youth's immunization records prior to enrolling him/her, the district must take steps, after the foster youth is enrolled, to obtain his/her immunization records or ensure that he/she is properly immunized. See BP/AR 5141.31 - Immunizations.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

EDUCATION FOR FOSTER YOUTH (continued)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Note: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If the foster youth or a person **with holding** the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

Note: Pursuant to Education Code 48853.5, a district may, but is not required to, provide transportation to enable a foster youth to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the individualized education program of a student with a disability. In accordance with 20 USC 6312, as amended by the Every Student Succeeds Act (P.L. 114-95), districts are mandated to collaborate with the local child welfare agency to develop clear written procedures governing how transportation will be provided, arranged, and funded to enable foster youth to attend their school of origin, when it is in their best interest to do so. The local child welfare agency may reimburse the district for any additional costs of such transportation, or the district may agree to pay for or share the costs with the child welfare agency. The following section may be revised to reflect the procedures established in collaboration with the child welfare agency, or such procedures may be incorporated into a memorandum of understanding or other document. ~~An example of when transportation might be required under federal law is when a foster youth is homeless, pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435).~~

EDUCATION FOR FOSTER YOUTH (continued)

Option 1 is for use by districts that do not provide transportation. Option 2 is for use by districts that choose to provide transportation to foster youth to and from their school of origin and may be revised to reflect district practice.

OPTION 1: The district shall not be responsible for providing transportation to and from the school of origin.

OPTION 2: Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable foster youth to remain in their school of origin, for the duration of their time in foster care, when it is in their best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grade Evaluation of Student Achievement)

Transfer of Coursework and Credits

Note: The following section is for use by districts maintaining high schools. Education Code 51225.2 addresses the transferability of coursework and credits completed by foster youth, as provided below.

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

EDUCATION FOR FOSTER YOUTH (continued)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: Although Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its Partial Credit Model Policy and Practice Recommendations available on its web site, recommends the approach specified in the following optional paragraph, which may be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

Note: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), provides that the administration of the California High School Exit Examination and the requirement that each student completing grade 12 successfully pass the exam as a condition of receiving a diploma or a condition from graduation from high school are suspended for the 2015-16, 2016-17, and 2017-18 school years.

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

EDUCATION FOR FOSTER YOUTH (continued)

Note: Education Code 51225.1 exempts any foster youth who transfers into the district or between district schools any time after completion of the student's second year of high school from locally established high school graduation requirements. The district is required to notify the student, the person holding rights to make educational decisions for the student, and the district liaison of the availability of this exemption and whether the student qualifies for it. As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1 provides that, if the district fails to provide this notification, the student will be eligible for the exemption once he/she is notified, even if that notification is received after the student is no longer under the court's jurisdiction, if the student otherwise qualifies for the exemption.

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 6085)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

EDUCATION FOR FOSTER YOUTH (continued)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

Note: Education Code 48850 provides that, when a foster youth's residence changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Note: As amended by AB 379 (Ch. 772, Statutes of 2015), Education Code 48853, 49069.5, 51225.1, and 51225.2 require that the district's annual uniform complaint procedures notification include specified information regarding the educational rights of foster youth. See AR 1312.3 - Uniform Complaint Procedures for further information regarding this notification. Education Code 48853.5, as amended by AB 379, requires the California Department of Education (CDE), in consultation with the California Foster Youth Education Task Force, to develop a standardized notice of the educational rights of foster youth and to post that notice on its web site.

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

EDUCATION FOR FOSTER YOUTH (continued)

(cf. 5145.6 - Parental Notifications)

Note: ~~AB 379 (Ch. 772, Statutes of 2015) amended~~ Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 to provide that complaints of noncompliance with specified requirements related to the education of foster youth may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint **alleging** that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

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Center USD

Administrative Regulation

Education For Foster Youth

AR 6173.1
Instruction

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Healthy Start Coordinator
3401 Scotland Drive

Antelope, CA 95843
(916) 338-6387

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)
(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)
(cf. 5148.2 - Before/After School Programs)

- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6177 - Summer Learning Programs)
- (cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

- (cf. 1020 - Youth Services)
- (cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

- (cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

- (cf. 6159 - Individualized Education Program)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational

decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment.
- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
 - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the

dispute. (Education Code 48853.5)

Transportation

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

Transfer of Coursework and Credits

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school.

Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under

Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall

continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal.

If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

CSBA Sample Board Policy

Instruction

BP 6173.2(a)

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: Pursuant to Education Code 49700-49704, as added by AB 343 (Ch. 237, Statutes of 2009), the Interstate Compact on Educational Opportunity for Military Children is applicable to California school districts from January 1, 2010 through January 1, 2013, unless extended by the Legislature. Education Code 49700-49701 establish uniform means of assisting children of "active duty military families" transferred into or out of California by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires that districts be flexible in applying their local rules to such students in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation. The following optional policy is optional and may be revised to reflect district practice.

The Governing Board recognizes the challenges to the academic success of that children of military families face challenges to their academic success caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)

(cf. 6011 - Academic Standards)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6179 - Supplemental Instruction)

Note: Education Code 49700 encourages districts to facilitate the placement of children of military families so that they are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment. Pursuant to Education Code 49700-49704, the Interstate Compact on Educational Opportunity for Military Children is applicable to California school districts. Education Code 49700-49701 establish uniform means of assisting children of military families, as defined in the accompanying administrative regulation, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires that districts be flexible in applying certain local rules to such students in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy. The Superintendent or designee may waive district policies or rules when necessary to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, or on-time graduation of children of military families, in accordance with the Interstate Compact on Educational Opportunity for Military Children as ratified in Education Code 49700-49704.

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

(cf. 5117 - Interdistrict Attendance)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)

Note: The following optional paragraph reflects a recommendation in the California Department of Education's (CDE) Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children.

The Superintendent or designee shall provide information and/or training to administrators, other appropriate district staff, and military families regarding the provisions of the Interstate Compact and the educational rights of children of military families.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5020 - Parent Rights and Responsibilities)

Note: The following optional paragraph may be revised to reflect district practice. Each branch of the military appoints school liaison officers or comparable positions to serve as the primary point of contact for school-related matters. Their duties include coordinating with local school systems and assisting military families with school issues.

The Superintendent or designee shall work collaborate with parents/guardians, and shall collaborate with school liaison officers from military installations, and/or local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Note: The following paragraph may be revised to reflect district practice. Pursuant to 20 USC 6311, as amended by the Every Student Succeeds Act (P.L. 114-95), states and districts are required to issue an annual report card which must include state achievement results for students who have parents/guardians who are members of the Armed Forces on active duty or full-time National Guard duty. The CDE has updated the California Longitudinal Pupil Achievement Data System to indicate such students. These students will be assigned a national identification number that will facilitate monitoring of their academic progress as they move across military bases and from state to state.

The Superintendent or designee shall regularly annually report to the Board and the public on the educational outcomes of children of military families, enrolled in district schools. Such reports may include, including, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, participation in extracurricular activities, and graduation rates.

(cf. 0500 - Accountability)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.51 - State Academic Achievement Tests)
~~*(cf. 6162.52 - High School Exit Examination)*~~

Legal Reference:

EDUCATION CODE

- 35160.5 *District policy rules and regulations; requirements; matters subject to regulation*
 - 35179 *Interscholastic athletics; associations or consortia*
 - 35181 *Students' responsibilities*
 - 35351 *Assignment of students to particular schools*
 - 46600-46611 *Interdistrict attendance agreements*
 - 48050-48054 *Nonresidents*
 - 48200-48208 *Persons included (compulsory education law)*
 - 48300-48316 *Student attendance alternatives, school district of choice program*
 - 49700-49704 *Education of children of military families*
 - 51225.3 *Requirements for graduation*
 - 51240-51246 *Exemptions from requirements*
 - 51250-51251 *School-age military dependents*
 - ~~60850-60850 *High school exit examination*~~
 - 66204 *Certification of high school courses as meeting university admissions criteria*
- UNITED STATES CODE, TITLE 10**
- 101 Definitions**
 - 1209 *Transfer to inactive status list instead of separation*
 - 1211 *Members on temporary disability retired list: return to active duty; promotion*
- UNITED STATES CODE, TITLE 29**
- 1400-1482 *Individuals with Disabilities Education Act*
 - 6311 State plan**
- UNITED STATES CODE, TITLE 29**
- 794 *Section 504 of the federal Rehabilitation Act*

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, April 2014

WEB SITES

CSBA: <http://www.csba.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACildWelfareCouncil.aspx>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

Military Interstate Children's Compact Commission: <http://www.mic3.net>

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Center USD

Board Policy

Education Of Children Of Military Families

BP 6173.2

Instruction

The Governing Board recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)

(cf. 6011 - Academic Standards)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6179 - Supplemental Instruction)

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy.

(cf. 5117 - Interdistrict Attendance)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.3 - Reciprocity of Academic Credit)

The Superintendent or designee shall work with parents/guardians and shall collaborate with local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of children of military families enrolled in district schools, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, participation in extracurricular activities, and graduation rates.

(cf. 0500 - Accountability)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48050-48054 Nonresidents

48200-48208 Persons included (compulsory education law)

49700-49704 Education of children of military families

51225.3 Requirements for graduation

51240-51246 Exemptions from requirements

51250-51251 School-age military dependents

60850-60859 High school exit examination

66204 Certification of high school courses as meeting university admissions criteria

UNITED STATES CODE, TITLE 10

1209 Transfer to inactive status list instead of separation

1211 Members on temporary disability retired list: return to active duty; promotion

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report,
March 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Educational Options Office:

<http://www.cde.ca.gov/ls/pf/mc>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: February 17, 2010 Antelope, California

CSBA Sample Administrative Regulation

Instruction

AR 6173.2(a)

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: The following administrative regulation is optional. Pursuant to Education Code 49701, as added by AB 343 (Ch. 237, Statutes of 2009), districts are required to be flexible in applying their local rules to children of military families in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

In addition, Education Code 51251 authorizes the Governing Board to establish a course credit transfer policy and to provide early entry transfer, pretranscript evaluation, student support services, and other similar assistance to any school-aged child of a military service member who is on active duty, or within one year of his/her discharge, or when the child's transfer to a new school is a direct result of the military transfer or discharge of his/her parent/guardian.

Definitions

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Note: Pursuant to Education Code 48204.3, as amended by SB 455 (Ch. 239, Statutes of 2017), a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation, as defined, within the state. See AR 5111.1 - District Residency.

A child of a military family shall be deemed to meet district residency requirements if his/her parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.31 - Immunizations)

Note: Pursuant to Education Code 48301-48307, as amended by AB 99 (Ch. 15, Statutes of 2017), as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not deny a student whose parent/guardian is on active military duty from transferring out of the district to a "school district of choice" any other district. In addition, Education Code 46600, as amended by AB 2659 (Ch. 186, Statutes of 2016), provides that districts must not prohibit the transfer of such a student out of the district to any other district that approves the transfer, regardless of whether or not an interdistrict transfer agreement exists or a permit is issued. Also see BP 5117 - Interdistrict Attendance.

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to any district that has declared itself to be a "school district of choice" pursuant to Education Code 48300-48316, if the other school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48301-48307)

(cf. 5117 - Interdistrict Attendance)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)**Placement and Attendance**

Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 51251, the district may provide pretranscript evaluations, as described below, in order to address the needs of children of military families.

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

- (cf. 6141.5 - Advanced Placement)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6145.2 - Athletic Competition)
 (cf. 6172 - Gifted and Talented Student Program)
 (cf. 6174 - Education for English Learners)

Note: Pursuant to Education Code 49701, the district is required to provide a child of a military family who has been identified as a student with a disability eligible for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act (29 USC 794) with services based on his/her current individualized education program or Section 504 plan, as appropriate. See BP/AR 6159 - Individualized Education Program and BP/AR 6164.6 - Identification and Education Under Section 504.

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Transfer of Coursework and Credits

Note: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by AB 365 (Ch. 739, Statutes of 2017), requires districts to issue credit for coursework satisfactorily completed at another school, as provided below.

When a child of a military family transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a nonpublic, nonsectarian school or agency, or a juvenile court school and shall not require the student to retake the course. (Education Code 51225.2)

(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6159.2 - Nonpublic, Nonsectarian School or Agency Services for Special Education)

If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: Although Education Code 51225.2 requires districts to award partial credits to children of military families who transfer from school to school, there is no uniform system for calculating and awarding partial credits. A recommendation for how to award partial credit is available in the California Child Welfare Council's **Partial Credit Model Policy and Practice Recommendations** and should be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Absences

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Note: The California Department of Education's (CDE) Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, available on its web site, contains a sample letter that may be provided to parents/guardians to report deployment-related absences.

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6162.52 - High School Exit Examination)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

Note: The following paragraph is optional!

Upon request of a school district to which a former district student has transferred, the Superintendent or designee shall issue the district's diploma of graduation to the former student, provided the student has satisfactorily completed the district's graduation requirements, including the passage of the high school exit examination.

Graduation Requirements

Note: The following section is for use by districts maintaining high schools. Education Code 51225.1, as amended by AB 365 (Ch. 739, Statutes of 2017), exempts children of military families from district-established graduation requirements, under certain conditions, when they transfer after completing two years of high school. Also see BP 6146.1 - High School Graduation Requirements.

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

To obtain a high school diploma, a child of a military family shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements)

However, when a child of a military family who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and his/her parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and his/her parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or his/her parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family or if he/she transfers to another school or school district. (Education Code 51225.1)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

- 1. Inform the student and, if under 18 years of age, his/her parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution**
- 2. Provide information to the student about transfer opportunities available through the California Community Colleges**
- 3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements**

Notification and Complaints

Note: Education Code 51225.1 and 51225.2, as amended by AB 365 (Ch. 739, Statutes of 2017), provide that complaints of noncompliance with specified requirements related to the educational rights of children of military families may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

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Administrative Regulation

Education Of Children Of Military Families

AR 6173.2

Instruction

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

(cf. 5141- Health Care and Emergencies)

(cf. 5141.31- Immunizations)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education

Code 49701)

(cf. 5117 - Interdistrict Attendance)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to any district that has declared itself to be a "school district of choice" pursuant to Education Code 48300-48316, if the other school district approves the application for transfer. (Education Code 48301)

Placement and Attendance

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

- (cf. 6141.5 - Advanced Placement)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6146.3 - Reciprocity of Academic Credit)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6174 - Education for English Language Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

- (cf. 6159 - Individualized Education Program)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education Under Section 504)

When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

- (cf. 5113 - Absences and Excuses)

Graduation

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

Upon request of a school district to which a former district student has transferred, the Superintendent or designee shall issue the district's diploma of graduation to the former student, provided the student has satisfactorily completed the district's graduation requirements, including the passage of the high school exit examination.

CSBA Sample Board Bylaw

Board Bylaws

BB 9150(a)

STUDENT BOARD MEMBERS

Note: The following optional Board bylaw is for use by any district maintaining one or more high schools. Pursuant to Education Code 35160, the Governing Board may, on its own authority, elect to include one or more student members on the Board. In districts that do not have a student Board member, ~~When petitioned by the district's high school students pursuant to Education Code 35012, the Governing Board is required may petition the Board, pursuant to Education Code 35012, to include at least one student on the Board and, at its discretion, may include more than one student Board member. In the absence of any such petition, the Board may, on its own authority, order the inclusion of a student member on the Board.~~ See section on "Petition" below for additional information regarding student petitions.

In order to enhance communication and collaboration between the Governing Board and the student body and to ~~engage students in the district's educational programs and operations~~ **teach students the importance of civic involvement**, the Board ~~encourages the involvement~~ **supports the participation** of high school students in district governance.

Petition

Note: If petitioned by the district's high school students pursuant to Education Code 35012, the Board is required to include at least one student on the Board and, at its discretion, may include more than one student Board member. Districts that have already established student Board member position(s) should delete the following section.

Education Code 35012, as amended AB 261 (Ch. 257, Statutes of 2017) and SB 468 (Ch. 283, Statutes of 2017), grants preferential voting rights to student Board members without requiring students to submit a petition to the Board for such rights. See "Role and Responsibilities of Student Board Members" below for additional information regarding preferential voting.

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. ~~This petition, or a separate petition submitted after students have been appointed to the Board, also may include a request to allow preferential voting for student Board members.~~ (Education Code 35012)

~~Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board.~~ (Education Code 35012)

To ~~be eligible for consideration by the Board~~ **qualify for Board consideration**, the petition for student representation ~~or the petition for preferential voting~~ shall contain the signatures of no less than 500 regularly enrolled high school students; or no less than 10 percent of the number of regularly enrolled high school students, whichever is less. (Education Code 35012)

Note: Education Code 35012, as amended by SB 532 (Ch. 317, Statutes of 2015), requires that the Board take action within 60 days of receiving a petition for either student representation or preferential voting.

STUDENT BOARD MEMBERS (continued)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of **at least one** student member on the Board. (Education Code 35012)

Selection Election of Student Board Member

Note: The following section may be revised to reflect district practice. ~~Although Pursuant to Education Code 35012, when student representation is established in response to a student petition, requires that student Board members must be elected by the students enrolled in high school(s), that requirement applies when student representation is established in response to a student petition, as described below, and may not necessarily apply when the Board has established such a position at its own discretion. It is recommended that the district apply the same process when a student Board member position is established at the Board's discretion. The following paragraph may be revised accordingly.~~

Student Board members ~~shall be elected by the~~ **positions shall be filled by a vote of** students enrolled in the high school(s) in accordance with procedures prescribed by the Board. (Education Code 35012)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)

Role and Responsibilities of Student Board Members

The term of **a** student Board member(s) shall be one year, commencing on July 1. (Education Code 35012)

Role and Responsibilities of Student Board Members

~~A~~ **s** Student Board member(s) shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

(cf. 9321 - Closed Session Purposes and Agendas)

Note: Education Code 35012, as amended by SB 468 (Ch. 283, Statutes of 2017), requires that student Board members receive meeting materials and staff briefings at the same time as other Board members. Any briefings presented to the Board need to comply with Brown Act requirements.

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to voting Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. (Education Code 35012)

(cf. 9322 - Agenda/Meeting Materials)

STUDENT BOARD MEMBERS (continued)

~~A s~~Student Board member(s) shall be recognized at Board meetings as a full member(s), ~~and shall be seated with other members of the Board.~~ ~~In addition, a student Board member shall receive all materials presented to other Board members except those related to closed sessions, and he/she may and shall be allowed to participate in questioning witnesses and discussing issues.~~ (Education Code 35012)

Note: ~~The following paragraph is optional. Education Code 35012 requires the Board to give student Board members preferential voting rights if the district's high school students petition for those rights, as provided in the section "Petition" above. In the absence of such a petition, the Board may voluntarily grant preferential voting rights to its student Board member(s).~~ Education Code 35012, as amended by AB 261 (Ch. 257, Statutes of 2017) and SB 468 (Ch. 283, Statutes of 2017), grants preferential voting rights to student Board members.

~~When a student petition has requested preferential voting rights for student Board members or when the Board has granted preferential voting rights, a s~~Student Board member(s) ~~may shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. **Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board.**~~ Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

Note: Pursuant to Education Code 35012, the Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. ~~The following optional paragraph is for use by districts that wish to allow their student Board members such authority have adopted a resolution granting such authority.~~

~~A s~~Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

(cf. 9323.2 - Actions by the Board)

~~A s~~Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel Expenses)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

STUDENT BOARD MEMBERS (continued)**Student Board Member Development**

Note: The following section is optional. Trainings for student Board members' development are available through CSBA's Annual Education Conference and statewide associations such as the California Association of Student Councils and California Association of Student Leaders.

~~As necessary,~~ The Superintendent or designee ~~shall~~ **may**, at district expense, provide learning opportunities to student Board members, through trainings, workshops, and conferences, **such as those offered by the California School Boards Association and other organizations,** to enhance their knowledge, understanding, and performance of their Board responsibilities.

(cf. 9240 - Board Training)

The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.

Elimination of Position

Note: Education Code 35012, ~~as amended by SB 532 (Ch. 317, Statutes of 2015),~~ requires a majority vote of all voting members of the Board in order to eliminate a student Board member position that was established in response to a student petition. ~~The motion must be listed as a public agenda item for a Board meeting prior to the motion being voted upon.~~ It is recommended that the district apply the same requirement when the position is established at the Board's discretion. The following paragraph may be revised accordingly.

Once established, the student Board member position shall ~~remain in effect~~ **continue to exist** until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. **Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon.** (Education Code 35012)

Legal Reference: (see next page)

STUDENT BOARD MEMBERS (continued)

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student member to State Board of Education

35012 Board members; number, election and terms; student members

35160 Authority of governing boards

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

National School Boards Association: <http://www.nsba.org>

(7/11 12/15) 12/17

Center Unified SD

Board Bylaw

Student Board Members

BB 9150

Board Bylaws

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall include a student Board member, selected in accordance with procedures approved by the Board, from each school serving any grades nine through twelve.

The term of student Board members shall be one calendar year, commencing on July 1. Student Board members shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

Student Board members shall be seated with regular Board members and be recognized at meetings. They may participate in discussion of all issues except those related to closed sessions. (Education Code 35012)

Student Board members shall not receive compensation for attendance at Board meetings. (Education Code 35012)

1. Intent:

The Board recognizes that the participation of students in the activities of the district's governance may be mutually beneficial to the students and the Board and thereby establishes the position of student member of the Board.

The Board encourages the participation of its student member by proposing that the student member provide input, including advisory recommendations, to the Board on any items.

2. Selection:

One student shall be selected from each school serving any grades nine through twelve to serve as a student member to the Board

3. Purpose:

The member shall try to represent ideas of the students to the Board in matters of concern to the students.

4. Qualifications:

- a. Students must be upper classmen within the last two years of the grades served within the school.**
- b. Students shall comply with standards set up in the Student Handbook for extra curricular eligibility.**

5. Terms:

The student member of the Board shall serve one school year beginning July 1.

6. Duties:

- a. The student member of the Board has the responsibility to attend the first regular Board Meeting of each month, except closed sessions.**
- b. They will read and become familiar with the agenda provided prior to each meeting.**
- c. They will consider requesting the movement of agenda items to be discussed earlier in the meeting in order to facilitate their participation.**
- d. To act as a liaison between students, student council and the Board, and to provide substantive comments on the direction, climate, and culture of their school.**
- e. To establish communications with district students.**
- f. To provide input on Board items.**
- g. The student member does not vote on Board items.**
- h. Propose agenda changes**

7. Allowances:

The student member of the Board may receive out-of-district travel and conference allowance, when approved in advance by the Board, but shall not receive compensation for attendance at Board meetings.

8. Termination of Office:

The student member of the Board:

- a. May be released if the student misses three meetings with three unexcused absences.**

- b. Will no longer hold office upon termination of enrollment, i.e., change of residence, mid-year graduation.
- c. May be terminated by a majority vote of the Board upon infraction of school rules and/or district policies.
- d. May be released if site authorization that placed them in to office is removed.

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms; pupil members

GOVERNMENT CODE

3540-3549.3 Meeting and Negotiating in Public Educational Employment

Bylaw CENTER UNIFIED SCHOOL DISTRICT

adopted: October 4, 1993 Antelope, California

revised: May 2, 2007