

# CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

*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.*

## BOARD OF TRUSTEES REGULAR MEETING

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

**Wednesday, November 16, 2011 - 6:00 p.m.**

- |  | <u>STATUS</u> |
|--|---------------|
| I. CALL TO ORDER & ROLL CALL - 5:45 p.m.                               |               |
| II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION            |               |
| 1. Student Expulsions/Readmissions (G.C. §54962)                       |               |
| III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION |               |
| IV. CLOSED SESSION - 5:45 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 - Aleah Woods                                    |               |
| 2. McClellan High School - Luis Duffey                                 |               |
| 3. Antelope View Charter School - Evelina Leshchinskaya                |               |
| 4. Global Youth Charter School - Hyleah O'Quinn                        |               |
| X. ORGANIZATION REPORTS (3 minutes each)                               | Info          |
| 1. CUTA - Heather Woods, 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. 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 5495.2. 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.*

**XII. BOARD / SUPERINTENDENT REPORTS (10 minutes)**

Info

**XIII. CONSENT AGENDA (5 minutes)**

Action

*NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.*

- |                  |     |   |
|------------------|-----|---|
| Governance       | 1.  | Approve Adoption of Minutes from October 19, 2011 Regular Meeting   |
| Personnel        | 2.  | Approve Certificated Personnel Transactions   |
| ↓                | 3.  | Approve Classified Personnel Transactions   |
| ↓                | 4.  | Approve 2012 Health & Welfare Benefits: Confidential, Classified & Certificated Management  |
| ↓                | 5.  | Approve Job Descriptions: Cafeteria Worker, Nutrition Staff Secretary   |
| Curriculum       | 6.  | Approve 2011/2012 Master Contracts:<br>Aldar Academy  |
| ↓                | 7.  | Ratify 2011/2012 Individual Service Agreements:<br>2011/12-59*, 111-112, 119 BECA (*revised)<br>2011/12-85, 89-103 Bright Futures<br>2011/12-113 MedTrans<br>2011/12-114-115 Aldar Academy<br>2011/12-116-117, 121 Point Quest<br>2011/12-118 STEPS<br>2011/12-120 Amber Fitzgerald<br>2011/12-122-123 Mary Jane Mercer |
| ↓                | 8.  | Approve Professional Service Agreement: Melvin R. Cuckovich   |
| ↓                | 9.  | Approve Professional Service Agreement: Mary Jane Mercer, CCC, SLP  |
| ↓                | 10. | Approve SchoolConnects Autodialer System by SynreVoice Technologies, Inc. Subscription Renewal  |
| ↓                | 11. | Approve Memorandum of Understanding - Center Joint Unified School District and Department of Rehabilitation, Northern Sierra District, July 1, 2012 through June 30, 2015   |
| ↓                | 12. | Approve Field Trip: MCA Students to Attend Student Television Network (STN) Convention in Dallas, Texas - CHS   |
| ↓                | 13. | Approve 2011-2012 Single Plan for Student Achievement - Dudley  |
| ↓                | 14. | Approve 2011-2012 Single Plan for Student Achievement - North Country   |
| ↓                | 15. | Approve MOU with the Sacramento Child Abuse Prevention Center for AmeriCorps Program  |
| Facilities & Op. | 16. | Approve Agreement for Participation in the Center Unified School District School-Age Child Care   |
| ↓                | 17. | Approve Notice of Completion for the Center High School Baseball Field Renovation Project   |
| Business         | 18. | Approve Payroll Orders: July 2011 -October 2011   |
| ↓                | 19. | Approve Supplemental Agenda (Vendor Warrants)   |

**XIV. BUSINESS ITEMS**

Governance

**A. District Organizational Chart and Related Job Descriptions** Action  
The proposed organizational changes would begin with the 2012/13 school year. The result of this reorganization will reduce the district's general fund by approximately \$20,000. Each of the new or revised positions fall onto current and existing salary schedules.

↓ **B. CSBA Delegate Assembly Nominations** Action  
Nominations will be accepted until Monday, January 9, 2012. Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses. The subregion for CJUSD is 6-B.

↓ **C. Schedule Annual Organizational Meeting of the Board** Action  
Education Code §35143 requires governing boards to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017]) That 15-day period for 2011 is December 2-16.

**XV. ADVANCE PLANNING** Info

a. *Future Meeting Dates:*

i. *Regular Meeting: Wednesday, December 14, 2011 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*

b. *Suggested Agenda Items:*

**XVI. CONTINUATION OF CLOSED SESSION (Item IV)** Action

**XVII. ADJOURNMENT** Action

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	Superintendent's Office	Action Item <input checked="" type="checkbox"/> _____
<b>To:</b>	Board of Trustees	Information Item _____
<b>Date:</b>	November 16, 2011	#Attached Pages _____
<b>From:</b>	Scott A. Loehr, Superintendent	
<b>Principal's Initials:</b>	_____	

<b>SUBJECT:</b> Adoption of Minutes
The minutes from the following meeting are being presented:
October 19, 2011 Regular Meeting
<b>RECOMMENDATION:</b> The CJUSD Board of Trustees approve the presented minutes.

**CONSENT AGENDA**



# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, October 19, 2011

### MINUTES

**OPEN SESSION - CALL TO ORDER** - President Friedman called the meeting to order at 5:00 p.m.

**ROLL CALL** - Trustees Present: Mrs. Anderson (*not in attendance for Closed Session*), Mr. Friedman, Mr. Hunt, Mrs. Kelley, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent  
George Tigner, Chief Administrative Officer  
Craig Deason, Assist. Supt., Operations & Facilities  
Jeanne Bess, Director of Fiscal Services

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

1. Student Expulsions/Readmissions (G.C. §54962)
2. Public Employee Performance Evaluation (Classified) Chief Administrative Officer (G.C. §54957)

#### **PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**

**CLOSED SESSION - 5:00 p.m.**

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

**FLAG SALUTE** - led by Luis Duffy

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

1. Student Expulsions/Readmissions (G.C. §54962)

**Student Expulsion #11-12.02** - Recommendation approved.

**Motion:** Wilson  
**Second:** Hunt  
**Ayes:** Friedman, Hunt, Kelley, Wilson  
**Noes:** None  
**Abstained:** Anderson

**Student Expulsion #11-12.03** - Recommendation approved.

**Motion:** Wilson  
**Second:** Hunt  
**Ayes:** Friedman, Hunt, Kelley, Wilson  
**Noes:** None  
**Abstained:** Anderson

**Student Expulsion #11-12.04** - Recommendation approved.

**Motion:** Wilson                      **Ayes:** Friedman, Hunt, Kelley, Wilson  
**Second:** Hunt                      **Noes:** None  
**Abstained:** Anderson

**Student Expulsion #11-12.05** - Recommendation approved.

**Motion:** Wilson                      **Ayes:** Friedman, Hunt, Kelley, Wilson  
**Second:** Hunt                      **Noes:** None  
**Abstained:** Anderson

**Student Expulsion #11-12.06** - Recommendation approved.

**Motion:** Wilson                      **Ayes:** Friedman, Hunt, Kelley, Wilson  
**Second:** Hunt                      **Noes:** None  
**Abstained:** Anderson

**ADOPTION OF AGENDA** - approved adoption of agenda as amended: move Consent Agenda Item # 7 to be the first Business Item, and remove Report #3.

**Motion:** Kelley                      **Vote:** General Consent  
**Second:** Wilson

**STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Aleah Woods
  - last week was homecoming week: Wednesday was the Powder Puff game, which the Sophmores and Juniors won. Area decorations were held on Thursday. The football game was Friday night and we beat Bear River. It was noted that over 600 dance tickets were sold to the Homecoming Dance.
  - the Frankenstein play starts today and goes through Saturday, tickets are \$5 each.
  
2. McClellan High School - Luis Duffey
  - MHS 1<sup>st</sup> trimester will end on October 28 and the 2<sup>nd</sup> trimester will be begin on October 31.
  - students planning to return to CHS must turn in their forms by Friday, November 4.
  - Friday Night Live is up and running and we already have 40 students signed up.
  - Red Ribbon week is next week, with decorations around the school and students wearing red.
  - thank you to Ms. Shoup, Ms. Lyons, Ms. McCloskey and Ms. Hollis for helping with the student schedules.
  - MHS leadership treated each grade to a special event.
  
3. Antelope View Charter School - Evelina Leshchinskaya
  - AVCS is organizing a food drive; this has been a tradition for the past 5 years.
  - today a staff meeting was held to discuss interventions for struggling students.
  - the next School Site Council meeting will be held on October 26 in the Teacher's Lounge.
  - picture retakes will be held October 27.
  - Global has invited AVCS to their Halloween Dance

#### **STUDENT BOARD REPRESENTATIVE REPORTS (continued)**

4. **Global Youth Charter School – Evelina Leshchinskaya**
  - students went on a field trip to Sac State; there will also be a field trip to UC Davis.
  - there will be a school dance on October 28; AVCS students are invited to attend.
  - school sweatshirt orders will be taking place.
  - Monday was the school photo.
  - they have completed the second Paw Print, the school newsletter; this will come out at the Halloween Rally.
  - picture retakes were October 17.
  - “Spooky Grams” fundraiser is going on, put on by the Senior class.

#### **ORGANIZATION REPORTS**

1. **CUTA - Heather Woods, President**, noted that North Country had an amazing Harvest Fest that was a success. CHS had a mini Media Camp during break, which was a wonderful idea. This was used as a fundraiser for the MCA program. Public Service Announcements from the high school are running at the middle school and will also be ran at the elementary sites. Homecoming went well at CHS. Oak Hill has new signs up to promote safety, and are getting positive feedback. Certificated staff are excited about the way the Board is going to the sites to recognize Perfect STAR students. They have asked if we can recognize students with growth or improvement. It was noted that teachers have asked that they not be publicly recognized. Things are getting a little better with the numbers in science classes, but hopes that soon we can fix the large class sizes at the elementary sites.
2. **CSEA – Marie Huggins, President**, thanked everyone for welcoming Angela Espinoza last month. She noted that they are not in the midst of anything right now. Today they started looking at reclassification of a few positions. They will take nominations in November and December for officers, and will hold elections in December for President, Secretary, Treasurer, Chapter Publicity Relations Officer, and the negotiations team. She announced that she will not be running for President again.

#### **REPORTS/PRESENTATIONS**

1. **STARBASE - General Gabrielli**, Commander of the Youth and Community Programs Task Force for the California National Guard introduced himself as well as Sargent John Lamb who will be our schools’ contact. General Gabrielli showed a presentation explaining the programs that they offer to schools and their students. Sargent Lamb invited the Board to visit a class to see their program.
2. **Williams Uniform Complaint Quarterly Reporting - George Tigner**, Chief Administrative Officer, noted that there were no items to report.
3. **Food Choices for Vegetarians –** this item was removed; will be reported at a later date.

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

Jacob Rose, student at CHS, asked if the Board or CHS has considered an ROP program for Auto Tech. Mr. Jordan noted that he met with representatives and found that they are turning away from that subject matter in ROP. They are more site based and those programs are cost prohibitive. Trustee Wilson asked if we could check with McNally Racing for programs to offer students.

#### **BOARD/SUPERINTENDENT REPORTS**

##### **Mr. Loehr**

- toured Spinelli, North Country, Riles, and CHS; he also passed out certificates to students and staff for perfect STAR scores.
- toured kitchens at the sites.
- met with Student Board Representatives last week.

## BOARD/SUPERINTENDENT REPORTS (continued)

### Mrs. Kelley

- no report given.

### Mrs. Anderson

- has been working in the snack bar at football games; noted that the Colfax families were very polite.  
- noted that the homecoming game was an excellent game and CHS won.  
- noted that in the snack bars, the bells ring every 2 minutes. We need to have them shut off – Craig noted that this has been taken care of.

### Mr. Hunt

- no report given.

### Mr. Wilson

- met with some of the kitchen service workers.

### Mr. Friedman

- attended the Youth Film Festival on the 7<sup>th</sup> at the Crest Theater.  
- attended the homecoming game; there was a wonderful participation by students.  
- noted that it gets very hot in the snack bar.  
- attended the Foothill Highlands Rotary Club; Officer Kelly was honored as an “unsung hero”.  
- went to the Culinary Arts School at Palmiter last week.

## CONSENT AGENDA

1. Approved Adoption of Minutes from September 21, 2011 Regular Meeting
2. Approved Adoption of Minutes from October 5, 2011 Special Meeting
3. Approved Certificated Personnel Transactions
4. Approved Classified Personnel Transactions
5. Approved Field Trip: Center High School MCA to Southern California
6. Approved Field Trip: Center High School FBLA Attendance at Leadership Conference
7. *This item was moved to be the first Business Item.*
8. Approved Donation of Books to the Center High School Library
9. Approved Disposal of Surplus Vehicles:  
    1987 Bluebird Bus (#14) - License #092262  
    1987 Bluebird Bus (#15) - License #092248
10. Approved Revised Proposal with Warren Consulting Engineers, Inc., for Services Pertaining to Asphalt Maintenance Projects
11. Approved Payroll Orders: July 2011 -September 2011
12. Approved Supplemental Agenda (Vendor Warrants)

Mr. Loehr pointed out that Mr. Tigner's retirement was included in this portion of the agenda. He thanked Mr. Tigner for what he has done for the staff, students and district over the years. Trustee Anderson stated that it has been a lot of fun working with Mr. Tigner on both sides of the table.

**Motion:** Wilson                      **Vote:** General Consent  
**Second:** Anderson

## INFORMATION ITEMS

1. Conference: “2011 Regional Leadership Conference, Stepping Up to the Challenge, Creating a Healthy School Environment, Training and Technical Assistance” - L. Kasey (Food Services)
2. Conference: “59<sup>th</sup> Annual School Nutrition Conference 2011” - L. Kasey (Food Services)






**New Hire**

Richard Hartman has been hired as a Math Teacher, Global Youth Charter School, effective November 3, 2011.

**Center Joint Unified School District**

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Personnel Department</b>	
<b>Date:</b>	<b>November 16, 2011</b>	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> <u>      </u>
<b>From:</b>	<b>George Tigner,</b> Chief Administrative Officer 	<b># Attached Pages</b> <u>  1  </u>

**SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS**

**NEW HIRE:** Lauren Robinson, Instructional Specialist PH/Autism  
Jin Lee, Instructional Specialist PH/Autism  
Amanda Simons, Instructional Specialist PH/Autism  
Stefan Olariu, Bus Driver  
Elizabeth Applegate, Cafeteria Worker  
Jeanenne Caron, Cafeteria Worker

**PROMOTED:** Bridgette Swilling-Ferguson, Dispatcher/Relief Driver

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

**CONSENT AGENDA**



Lauren Robinson has been hired as an Instructional Specialist PH/Autism at Spinelli Elementary School effective October 17, 2011.

Jin Lee has been hired as an Instructional Specialist PH/Autism at Center High School effective October 21, 2011.

Amanda Simons has been hired as an Instructional Specialist PH/Autism at Center High School effective October 24, 2011.

Stefan Olariu has been hired as a Bus Driver effective October 24, 2011.

Elizabeth Applegate has been hired as a Cafeteria Worker at Dudley Elementary School effective November 7, 2011.

Jeanenne Caron has been hired as a Cafeteria Worker at Oak Hill Elementary School effective November 7, 2011.

Bridgette Swilling-Ferguson has been promoted to Dispatcher/Relief Driver effective October 24, 2011.

AGENDA ITEM # XIII-4

# Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

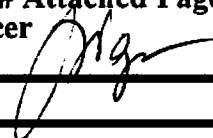
Date: November 16, 2011

To: Board of Trustees

From: George Tigner, Chief Administrative Officer

Action Item X

Information Item  
# Attached Pages     



SUBJECT:

## 2012 HEALTH & WELFARE BENEFITS

Center Joint Unified School District met with Confidential, Classified and Certificated Management groups and agreed upon the attached Health & Welfare Benefits Package to be effective January 1, 2012.

RECOMMENDATION: Approve Health and Welfare Benefits Package.

AGENDA ITEM # XIII-4

CONSENT AGENDA

**ARTICLE XX**

**HEALTH AND WELFARE BENEFITS**

**(Effective 1/1/12)**

- A. For calendar year 2012, the District will make available three plans of Western Health Advantage and two plans of Kaiser for employees.
- B. Full time employees may elect one (1) of the following health coverage plans:

	<u>E</u>	<u>E + 1</u>	<u>E + F</u>
<b>Western Health Advantage HMO</b>			
District Allowance	\$529.17	\$755.63	\$1,078.78
Employee Pays	\$0	\$353.00	\$503.95
<b>Western Health Advantage 420</b>			
District Allowance	\$479.33	\$684.34	\$977.00
Employee Pays	\$0	\$319.88	\$456.66
<b>Western Health Advantage HD</b>			
District Allowance	\$500.35	\$718.40	\$1,025.62
Employee Pays	\$0 (-\$150.00)	\$15.59	\$22.25
<b>Kaiser HMO</b>			
District Allowance	\$574.73	\$844.06	\$1,205.81
Employee Pays	\$27.87	\$421.39	\$601.98
<b>Kaiser HD</b>			
District Allowance	\$545.97	\$811.51	\$1,159.32
Employee Pays	\$0 (-\$150.00)	\$20.03	\$28.60

- C. The District will reimburse \$50 of the \$100 Emergency Room Services charge. Applicable claims incurred by this charge shall be submitted on District reimbursement forms which are available in the Business Office. The District will reimburse employee for verifiable claims within thirty (30) calendar days of receipt in the Business Office; reimbursement checks shall be sent to employee's home address.
- D. Full time Employees may elect one (1) of the following dental coverage plans:

**Delta Dental \$2000 Cap**

District Allowance	\$106.96
Employee Pays	\$33.25

**Delta Dental PPO**

District Allowance	\$87.26
Employee Pays	\$17.09

Full time Employees hired after (1/1/05 for classified and 11/1/98 for certificated) shall only be eligible for the PPO coverage plan as shown above.

- E. Full time Employees who are not already covered by Kaiser vision, may elect the following vision coverage plan:

**Vision Service Plan (VSP)**

District Allowance	\$20.62
Employee Pays	\$0

*Center Unified School District*

		<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b>	<b>Personnel Department</b>		
<b>Date:</b>	<b>November 16, 2011</b>	<b>Action Item</b>	<u>  X  </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b>	<u>      </u>
<b>From:</b>	<b>George Tigner,</b> Chief Administrative Officer		<b># Attached Pages</b> <u>  6  </u>

<b>SUBJECT:</b> <u><b>JOB DESCRIPTIONS</b></u> <b>Cafeteria Worker</b> <b>Nutrition Staff Secretary</b>
<p>The attached job descriptions have been written to meet current district requirements. The job descriptions have been successfully negotiated between CSEA/CUSD.</p>
<p><b>RECOMMENDATION:</b> Approve job descriptions for Cafeteria Worker and Nutrition Staff Secretary.</p>

**CONSENT AGENDA**

## CENTER JOINT UNIFIED SCHOOL DISTRICT

### **JOB TITLE**

Nutrition Staff Secretary

### **JOB RESPONSIBILITIES:**

Perform a variety of responsible secretarial, clerical, and technical services under the direction of the Nutrition Supervisor; assists in planning, coordinating, and organizing the operations of the nutrition department; assign, schedule, and maintain internal and external department controls and communications and do related work as required. Work with staff, students and parents in resolving food service needs; make occasional deliveries and can work in a cashier or food service capacity as needed. Take initiative and work independently according to established policies, procedures, and accepted departmental practices.

### **TYPICAL DUTIES-WILL INCLUDE BUT NOT LIMITED TO:**

1. Process confidential eligibility applications;
2. Responds to and resolves inquiries and complaints from students, parents, staff and public. Greet visitors and answer telephone calls in a courteous manner;
3. Perform general clerical duties, including filing and record keeping; operate a variety of office machines such as, but not limited to: computers, copiers, calculators, fax machine, and other communication devices;
4. Log maintenance requests in "MySchoolBuilding", communicate with maintenance workers, order parts and follow through as needed;
5. Prepare and distribute a variety of forms, memos, reports, and correspondence, including material of a confidential nature, independently or from clear draft, handwritten copy, notes, or verbal direction;
6. Assist the Nutrition Supervisor with the development and presentation of training;
7. Handle returned checks, processing and refund to parents from school sites;
8. Process to completion: MasterCard/Visa, check and cash payments in Nutrition Office;
9. Monitor for discrepancies and compile school site accounting paperwork to be sent to Business office;
10. Add vendors and create requisitions for purchase orders in QSS for approval;
11. Create, post and update School Menus and all relevant Nutrition information on School District website;
12. Meet with sales representatives and evaluate new food items, equipment, and products;
13. Coordinate, communicate and handle special assignments, perform related duties and responsibilities as assigned by the Nutrition Supervisor;
14. Upload and maintain student information from Aeries into SchoolHouse software;

15. Order materials, supplies, and equipment; maintains records of purchase orders, invoices, expenses; inventories and logs upon arrival. Receives and distributes mail. Creates and maintains filing system for records, logs and invoices;
16. Maintain, organize and prepare comprehensive and complex reports.

### **EMPLOYMENT STANDARDS:**

#### **Knowledge of:**

1. Various computer software used to effectively run a Nutrition program such as, but not limited to, Schoolhouse, E-Office Suite, Touch-n-Serve, Nutri-Kids, Aeries, QSS, Virtual Merchant, Microsoft Word and Excel software application and uses;
2. Understand, retain, and carry out verbal and written instructions, policies and procedures, in an independent manner. Communicate clearly and concisely, both orally and in writing;
3. Modern office uses, procedures, methods and practices, including filing systems, record keeping, computer, office equipment, related software, data entry, receptionist and telephone techniques, letter and report writing;
4. Oral & written: proper English usage, spelling, grammar, punctuation, telephone etiquette, interpersonal and communication skills using tact, patience and courtesy;
5. Laws, regulations, policies, objectives and procedures governing a school district and the Nutrition Services Department;

#### **Ability to :**

1. Assume responsibilities for the nutritional services program in the absence of the Supervisor. Work responsibly and independently with little direction;
2. Utilize, and update various computer software programs at school sites and nutrition department such as, but not limited to, Schoolhouse, E-Office Suite, Touch-n-Serve, Nutri-Kids, Aeries, QSS, Virtual Merchant, Microsoft Word and Excel software application and uses;
3. Implement beginning and end of year traditional and summer school procedures, for the computers at school sites and back office; includes handling money for year end and school start-up;
4. Obtain, retain knowledge of, and compile data on the Ca. Department of Education's laws and other pertinent federal, state, local laws, codes, and confidentiality requirements that govern the nutrition department, and properly communicate information to parents and staff;
5. Prepare documents for State review and assists with required monitoring of State reports. Prepare reports and procedures for state audits;
6. Run State Application Verifications from selection of households to completion for the state (done yearly);

7. Design, print out, and laminate all flyers (when needed), menus, cashier sheets, price changes, and warehouse inventory sheets for schools and nutrition office;
8. Participate in the interview and selection process for nutrition services staff;
9. Operate computerized point-of-sale at school sites; handle money and make change;
10. Multitask in a distracting environment;
11. Attend workshops, conferences and classes to increase professional knowledge and stay abreast of new food service technologies, trends and computer software;
12. Meet various schedules and timelines;
13. Understand and carry out oral and written directions;
14. Read, interpret, apply and explain rules, regulations, policies and procedures;
15. Communicate effectively both orally and in writing;
16. Establish and maintain effective work relationship with those contacted in the performance of required duties.

#### **EDUCATION, EXPERIENCE AND REQUIREMENTS:**

High School Diploma or equivalent

Five (5) years of increasing responsible and varied clerical experience requiring public contact, preferable in a school district

TB test clearance

Drug test clearance

Criminal Justice Fingerprint clearance

Valid CA. Drivers license

#### **TYPICAL PHYSICAL REQUIREMENTS:**

Sitting, standing, walking for extended periods, stoop, kneel and crouch to pick up or move objects, office equipment and furniture, bend at waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies. Physical ability to lift and move objects weighing up to 50 pounds, normal manual dexterity of hands and fingers to operate keyboard and other office equipment, hand-eye coordination, corrected hearing and vision to normal range to exchange information in person or on the phone.

#### **PREFERRED NUTRITION EDUCATION**

ServSafe Certified



## **CENTER JOINT UNIFIED SCHOOL DISTRICT**

**JOB TITLE:** Cafeteria Worker

### **DESCRIPTION OF BASIC RESPONSIBILITIES**

To assist with a variety of cooking, baking, preparing and serving of food items for general consumption by students and school personnel and to maintain facilities and equipment in safe and sanitary condition. Operate the district's computerized point of sale system & handle cash and check transactions. Performs routine cashiering tasks in a school cafeteria and maintain a clean and safe work area.

**SUPERVISOR:** Nutrition Services Supervisor

### **TYPICAL DUTIES-WILL INCLUDE BUT NOT LIMITED TO:**

1. Assists in the preparation of a variety of main dishes and accompanying menu; items including sauces, soups, meats, vegetables, and fruits;
2. Prepares or assists in the preparation of food items for on-site serving including sandwiches, salads, vegetables, fruits, and other side dishes;
3. Bakes a variety of bread and pastry items including rolls, muffins, cakes, cookies, and breads;
4. Prepare and bake a variety of foods in large quantities and within established time constraints;
5. Serves food in portions to students to meet mandated nutritional requirements;
6. Arranges food and beverage items for the purpose of serving them to students and staff in an efficient manner;
7. Assists in the preparation of breakfasts and/or lunches by assembling, heating, and apportioning food items;
8. Sets up serving trays with items such as condiments, straws, and milk for serving lines;
9. Assist with making sure all students have the required components to qualify for a reimbursable meal;
10. Assists in packaging and storing leftovers;
11. Assists in receiving and storing foods, condiments, and supplies to maintain adequate quantities and item security;
12. Assists in transporting and serving meals in satellite schools;
13. Maintains assigned work areas and serving counters in a clean, neat, orderly and sanitary condition, and disposes garbage;
14. Operates and cleans a variety of food service equipment and machines including warmers, stove, ovens, slicers, steamers and mixers;
15. Scrubs, sanitizes and stores pots and pans, utensils, trays and dishes;
16. Cleans work areas, kitchen, and cafeteria facilities, and disposes garbage;
17. Will operate a computerized Point of Sale system or cash box from wagon;
18. Must have knowledge of point of sale software;
19. Turn on computer, log in to meal service;
20. Collect money, accurately make change and count money;
21. Will handle cash and/or check transactions, and assist in preparation of daily cash sheet and or reports/production records;
22. Collects payments for food items from students and staff;
23. Credit student & adult accounts;

24. Sets up serving counters and lines;
25. Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities;
26. Record payments into student and adult accounts;
27. Assists in preparation of bank deposits and daily/monthly reports. Print all required reports. Custom transfer before each meal service and back-up computer at the end of last meal service;
28. Transports money or daily deposit to secure location;
29. Reconciles transactions to balance accounts;
30. Maintain accounts, contact Nutrition Office and notify if negative balances;
31. Charging allowed on #92 accounts only;
32. Ensure no more than 3 emergency meals are given to students per year;
33. Collects payments to complete meal transactions;
34. Prepares documentation to provide written support required by the National School Lunch, Breakfast Program and After School Snack Program;
35. Assist with checking to make sure all students have the required components to qualify for a reimbursable meal;
36. Assists in clean-up of serving counters, salad bar, milk cooler and cashier Areas;
37. Assist substitute cafeteria workers;
38. Performs other duties similar to the above in scope and function as required;
39. Any other duties as assigned by the supervisor.

### **EMPLOYMENT STANDARDS:**

#### **Knowledge of:**

1. Basic principles and methods of quantity food preparation and service;
2. Basic institutional baking and cooking practices and methods;
3. Basic kitchen utensils and equipment;
4. Basic sanitation and safety procedures associate with food preparation operations;
5. Safe and proper operation of equipment, machines, and utensils used in quantity food preparation and serving operations;
6. Basic computer skills;
7. Point of Sale system;
8. Basic mathematical computations;
9. Proper operation of standard cashiering office equipment;
10. Basic accounting procedures;
11. Basic sanitation, safety principles and health codes.

#### **Ability to:**

1. Understand and follow both oral and written instructions;
2. Apply proper sanitation and safety requirements associated with food preparation and serving operations;
3. Operate a variety of kitchen appliances including ovens, ranges, food warmers, mixers, drink dispensers, slicers, etc., in a safe and effective manner;
4. Work independently with minimal supervisions;

5. Establish and maintain professional work relationships with those contacted in the performance of required duties;
6. Meet and maintain the physical requirements necessary to safely and effectively perform assigned duties;
7. Must be able to tolerate extreme cold temperatures and extreme hot temperatures;
8. Handle cash & check transactions;
9. Credit student & adult accounts;
10. Count cash boxes from cafeteria workers taking in money;
11. Maintain basic accounting records and files.

**EDUCATION, EXPERIENCE AND REQUIREMENTS:**

1. High School Diploma or equivalent
2. TB Test clearance
3. Criminal Justice Fingerprint clearance
4. Pass CA. Food Handlers Card training within 6 months
5. Become Serv Safe certified within two years of hire
6. Drug test clearance

**PHYSICAL CHARACTERISTICS:**

1. Sufficient vision to read printed material;
2. Sufficient hearing to conduct in-person and telephone conversations;
3. Sufficient dexterity to write, use cafeteria equipment;
4. Sufficient strength to lift, move and carry heavy objects up to 40 lbs.
5. Sufficient mobility to move about the District and drive a car.
6. Physical, mental and emotional stamina to endure fast paced conditions. Significant lifting, standing, walking, carrying, pushing and/or pulling; some climbing and balancing; frequent stooping, kneeling, twisting, turning, bending, stretching, crouching and/or crawling; fingering, feeling, reaching and handling. The job is performed under significant temperature variations, a generally hazard free environment, and in a clean atmosphere.

updated 10/11

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

Dept./Site: Special Education

Date: November 16, 2011

Action Item   X  

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

# Attached Pages

Initials: *S.L.*

**SUBJECT:** 2011/2012 Master Contracts

Please approve the following Master Contracts for special education students to receive services at nonpublic schools/agencies during the 2011/12 fiscal year.

Aldar Academy

**RECOMMENDATION:** CJUSD Board of Trustees to approve Master Contracts for the 2011/2012 school year.

**CONSENT AGENDA**

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

*2011-2012*

**MASTER CONTRACT**  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

District: Center Joint Unified School District

Contract Year: 2011/12

Non Public School

Non Public Agency

**Type of Contract:**

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 LEA. 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  
2011-2012**

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**DISTRICT MASTER CONTRACT  
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NONPUBLIC SCHOOL/AGENCY SERVICES  
2011-2012**

**2010-2011**

**Contract Number: 17**

**LEA: Center Joint Unified School District**

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Aldar Academy**  
**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into this 19<sup>th</sup> day of September, 2011, between the Center Joint Unified School District (hereinafter referred to as "LEA" or "District") and Aldar Academy (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 agreement does not commit the 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 LEA student, CONTRACTOR shall submit to LEA an Individual Services Agreement (hereinafter referred to as "ISA") and a Nonpublic Services Student Enrollment form as specified in the LEA Procedures. Unless otherwise agreed in writing, these forms 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.

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 the LEA student's parent.

**2. CERTIFICATION**

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

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GENERAL AGREEMENT FOR NONSECTARIAN,  
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**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 the LEA specifically agree, in writing, that a policy or policies, or a portion of a policy does 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, 2010 to June 30, 2011 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the 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, 2011. In the event a Master Contract is not renegotiated by June 30<sup>th</sup>, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 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 the LEA.

**5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes the 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, the LEA may modify the LEA procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide the 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. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the 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 the 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 is signed. (California Education Code section 56366(c)(1) and (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

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most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of the 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 the LEA pursuant to Education Code section 56366(a)(2)(A). An ISA can 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 the 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 the LEA agree otherwise in the ISA. (California Education Code sections 56366(a)(5) and 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 the LEA in writing within five (5) business days of the last date a service was provided.

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 the LEA or OAH. CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the 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 the 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, 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 the LEA is a member is an authorized LEA representative in collaboration with the LEA. The 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 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(j).

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- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and 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 those requirements set forth in Title 34 of the Code of Federal Regulations sections 3064 and 3065, 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. Nothing in this definition shall be construed as restricting the activities of 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 nonexpired 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. 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(r).
- 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 Code of Federal Regulations 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 the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 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 is referred to as such in this document.

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**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 the 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 student 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; 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 through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, 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; documents evidencing financial expenditures; federal/state payroll quarterly reports; 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. 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 the LEA student's record. Such log need record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the 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 five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, and reports.

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**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 Agreement shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees.

**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 the LEA is located.

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

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the 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. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the 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 (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract. CONTRACTOR or the LEA may also terminate an individual ISA for cause. 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:

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

- \$1,000,000 per occurrence
- \$ 100,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury

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\$2,000,000 general aggregate  
\$2,000,000 products/completed operations aggregate

- 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 an approved service location 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) coverage, 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  
\$1,000,000 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 District's Board of Education as additional insured's premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, the 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, the CONTRACTOR's insurance coverage shall be primary insurance as respects 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 shall 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.

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

**16. INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, CONTRACTOR shall defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

**17. INDEPENDENT CONTRACTOR**

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between the 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 the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the 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 the LEA as a result of that holding. If CONTRACTOR is held to be a joint venturer, employer, or co-principal of the LEA, then the LEA shall indemnify and hold harmless the CONTRACTOR.

**18. SUBCONTRACTING**

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining the written approval of the LEA. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms provided by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA and the LEA/District Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract.



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All Certificates of Insurance shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. 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.

**19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to the LEA 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 any relationship with the 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 the LEA otherwise agree in writing, the 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 the 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 the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the 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, the District 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, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When the CONTRACTOR is a nonpublic agency, the 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 the LEA if provided by an individual who was an employee of the LEA within the 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 the LEA.

**20. NON-DISCRIMINATION**

CONTRACTOR shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

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**EDUCATIONAL PROGRAM**

**21. FREE AND APPROPRIATE PUBLIC EDUCATION**

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 the 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.

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 the 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 the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the 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 as specified in the LEA Procedures.

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

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) 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 the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted standards-based, core 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. 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.

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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 the LEA's graduation requirements, including, but not limited to, passing the California High School Exit Exam (CAHSEE) per state guidelines.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written treatment 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 the 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. 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 have a signed authorization by the parent or legal guardian to authorize emergency services as requested. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult care giver is present. CONTRACTOR shall provide to the 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 a trained Behavior Intervention Case Manager (BICM) or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services.

**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 the LEA student's ISA developed in accordance with the LEA student's IEP.

For LEA students in grades pre-kindergarten through 12, unless otherwise specified in the LEA student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch, and passing time, shall be at least:

310 instructional minutes for LEA students in grades pre-kindergarten through five inclusive.

314 instructional minutes for LEA students in grades six through twelve inclusive.

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 the LEA student's IEP.

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 the LEA student's ISA developed in accordance with the LEA student's IEP.

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**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 the LEA agree otherwise, in writing.

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 assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure 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.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

**25. CALENDARS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA 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 the 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 the 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 the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' 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 20 instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of 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 the 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 the same legal holidays as the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, may include Martin Luther King, Jr. Day, Cesar Chavez Day, President's Day, Memorial Day and Independence Day. With the approval of the 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 the LEA-developed/approved calendar. CONTRACTOR shall provide services

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pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the 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 the 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 the LEA, all data related to students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract. CONTRACTOR agrees to provide all the information in the format required by the LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System (SEIS) or comparable system approved by the LEA/SELPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The 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.

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

**27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and the LEA shall both 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 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 the LEA in implementing the IEP team's recommendations and/or activities to support the transition.

**28. STATEWIDE ACHIEVEMENT TESTING AND HIGH SCHOOL EXIT EXAMINATION**

Where CONTRACTOR is a nonpublic school, CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools and 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. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

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Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests and the California High School Exit Examination as mandated by the LEA and pursuant to the LEA, state and federal guidelines.

**29. SELPA MANDATED ATTENDANCE AT MEETINGS**

CONTRACTOR shall attend SELPA 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, and standardized testing. The LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

**30. POSITIVE BEHAVIOR INTERVENTIONS**

CONTRACTOR shall comply with the requirements of Title 5 of the California Code of Regulations sections 3001(c)-(f) and 3052(l)(1-8) regarding positive behavior interventions including, but not limited to: the completion of functional analysis assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; and emergency interventions. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 Regulation, 3064 and 3065. Such requirements will be provided in writing to the behavior intervention agency prior to entering into any contract for services. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. Behavior intervention agencies shall provide the LEA with all training protocols for behavior intervention staff employed by a nonpublic agency who do not possess a license, credential or recognized certification as part of their Master Contract application. Behavior intervention nonpublic agencies shall provide certification that all behavior aides who do not possess a license, credential or recognized certification have completed required training protocols within ten days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a "behavior intervention case manager" as that term is defined in Title 5 of the California Code of Regulations section 3001(e). CONTRACTOR shall maintain a written policy in compliance with Title 5 of the California Code of Regulations section 3052(i) and (k) regarding emergency interventions and Behavioral Emergency Reports. 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. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention similar to or like the following: (a) any intervention that is designed to, or likely to, cause physical pain; (b) releasing noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the LEA student's face; (c) any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (d) any intervention which is designed to subject, used to subject, or likely to subject the LEA student to verbal abuse, ridicule, or humiliation, or which can be expected to cause excessive emotional trauma; (e) restrictive interventions which employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used as a short term emergency intervention by CONTRACTOR's trained and qualified personnel as allowable by applicable law and regulations; (f) locked seclusion except as allowable by applicable law and regulations; (g) any intervention that precludes adequate supervision of individual; and (h) any intervention

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which deprives the LEA student of one or more of his or her senses, pursuant to California Code of Regulations 3052(l) (1-8).

**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 immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the 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 the 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 (10<sup>th</sup>) 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. (California Education Code sections 56366(a)(2)(B)(i) and (ii).) If a 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. Except as otherwise provided in the Master Contract, CONTRACTOR and the 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 the 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 the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures.

It is understood that the CONTRACTOR shall utilize the Special Education Information System (SEIS) for all IEP planning and progress reporting. The SELPA shall provide training for any nonpublic school and nonpublic agency to assure access to SEIS. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS 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 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 purposes of considering a change in the student's

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placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise, or unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

**33. SURROGATE PARENTS**

CONTRACTOR shall comply with all LEA surrogate parent assignments.

**34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of 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 ISP.

**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 policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (4) Student Grievance Procedure pursuant to Title IX 106.8 (a)(d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPPA). CONTRACTOR shall include verification of these procedures to the LEA.

**36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless the LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents 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 and shall be submitted to the LEA within 10 days of the LEA's request.

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, 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 plans. The 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 the LEA.

CONTRACTOR shall complete academic or other assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the 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. CONTRACTOR shall maintain supporting



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documentation such as 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 assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment costs may be added to the ISA and/or approved separately by the LEA at the 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 Regulation, subsection 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 the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or 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 the 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 through twelve inclusive. CONTRACTOR shall submit all transcripts on LEA approved forms to the LEA student's school of residence, for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

**38. LEA STUDENT CHANGE OF RESIDENCE**

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

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

**39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report, by telephone, to the 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 from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal. CONTRACTOR shall assist LEA to verify and clear potential dropouts three times per year, as required by the 2001

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Elementary and Secondary Education Act (No Child Left Behind; NCLB), as documentation of graduation rate is one of the indicators of Adequate Yearly Progress (AYP).

**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 living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and 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.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

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

CONTRACTOR, if providing services in a student's home as specified in the ISP, 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 the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

**42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS**

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "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 the 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 the LEA, on a quarterly basis, a list of all LEA students, including

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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.

Unless placement is made pursuant to a Office of Administrative Hearings order or a lawfully executed agreement between the LEA and parent, the 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 the LEA student's parent or another adult with educational decision-making rights.

**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 the LEA access to its facilities for the purpose of monitoring each LEA student's instructional program. LEA 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, the SELPA 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 the CDE On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA.

CONTRACTOR understands that the 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.

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**PERSONNEL**

**45. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code section 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "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 who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the 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 the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

**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 provide related services hold 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 3001(y), 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.

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 by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or 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.

**47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to the LEA and SELPA a staff list, and copies of all current licenses, credentials, 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

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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 the 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 the LEA Procedures. CONTRACTOR shall provide the 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, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall provide to the LEA updated information regarding the status of licenses, credentials, permits and/or other documents within than 30 days of any known changes.

**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 the LEA documentation of substitute coverage on the LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. The 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 agreement and as determined by the LEA) substitute, unless the 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. The 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. Reports regarding student progress shall be consistent with the provision of this Master Contract.

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. 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.

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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 the LEA.

**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., 49406, and Health and Safety Code section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the 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, 29 Code of Federal Regulations (CFR) 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 California Code of Regulations section 550. CONTRACTOR shall be 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.

**52. ADMINISTRATION OF MEDICATION**

Unless otherwise set forth in the student's ISP, 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 the LEA student with the administration of such medication after the LEA student's parent(s) provides 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 the 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 the 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 the 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.

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**53. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours by fax and mail, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

**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. 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 the LEA.

**55. SEXUAL HARASSMENT/DISCRIMINATION**

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes 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 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 the LEA that all staff members, including volunteers, 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 the LEA. The written statement shall be submitted as specified by the 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 the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the 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 the 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

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completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by the 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 the 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 in the LEA Procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the ISP or agreed to by the LEA; name of staff who provided the service; 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; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the 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 the 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 and the LEA. 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 the LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> 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 the 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 the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. SELPA will not pay mileage for NPA employee.

**58. RIGHT TO WITHHOLD PAYMENT**

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master 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, as required by EC 56366(c)(2); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or



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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 of residence to another district, but fails to notify LEA with five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. 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.

The amount which may be withheld by the 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 of 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 the LEA student.

If the 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 the 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 the 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, the 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 the LEA specifying the reason it believes payment should not be withheld. The 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 the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the 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. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the 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 the 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 the 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.

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**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 the LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. The 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 agreement and as determined by LEA) substitute. The 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 or ISA.

**NONPUBLIC SCHOOL STUDENT ABSENCE**

If CONTRACTOR is a nonpublic school, no later than the tenth (10) cumulative day of the LEA student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the 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. The 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. The LEA shall not be responsible for payment of DIS or related services for days on which a student's attendance does not qualify for Average Daily Attendance (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 Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The 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 the 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 consecutive service day of the student's absence, as specified in the LEA Procedures. The LEA shall not be responsible for the payment of services when a student is absent.

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**61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the 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 the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, 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 qualifications, social security numbers, dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service 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; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices (to be specified by the LEA) at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide assistance for such examination or audit. The 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 the LEA, unless the 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 the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the 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, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as 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 the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

**62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits 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 percentage of a 310-minute instructional day.



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2011-2012**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
Name	<b>Paula Robinson, Executive Assistant</b> Name and Title
<b>Aldar Academy</b> Nonpublic School/Agency/Related Service Provider	<b>Center Joint Unified School District</b> LEA
<b>4436 Engle Rd.</b> Address	<b>8408 Watt Avenue</b> Address
<b>Sacramento, CA 95821</b> City State Zip	<b>Antelope, CA 95843</b> City State Zip
<b>916-485-9685</b> Phone	<b>916-338-6320</b> Phone
<b>916-485-1569</b> Fax	<b>916-338-6322</b> Fax
<b>smarr@aldaracademy.org</b> Email	<b>probinson@centerusd.org</b> Email

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

<b>Scott A. Loehr, Superintendent</b> Name and Title
<b>8408 Watt Avenue</b> Address
<b>Antelope, CA 95843</b> City State Zip
<b>916-338-6320</b> Phone
<b>916-338-6322</b> Fax
<b>sloehr@centerusd.org</b> Email

**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2011-2012**

**EXHIBIT A: RATES**

**CONTRACTOR:** Aldar Academy  
**(NONPUBLIC SCHOOL OR AGENCY)**

**CONTRACTOR NUMBER:** 17  
**2011-2012 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 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. 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 \_\_\_\_\_

	<u>Rate</u>	<u>Period</u>
A. <u>Basic Education Program/Special Education Instruction</u>	124.68	6/30/12
<u>Basic Education Program/Dual Enrollment</u>		

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

**B. Related Services**

(1)	a. Transportation – Round Trip	16.94	6/30/12
	b. Transportation – One Way		
	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	80.00	6/60/12
	b. Language and Speech Therapy – Group of 2		
	c. Language and Speech Therapy – Group of 3		
	d. Language and Speech Therapy – Per diem		
	e. Language and Speech - Consultation Rate		
(5)	a. Additional Instructional Assistant - Individual (must be authorized on IEP)		
	b. Additional Instructional Assistant – Group of 2		
	c. Additional Instructional Assistant – Group of 3		
(6)	Intensive Special Education Instruction**		
(7)	a. Occupational Therapy – Individual		
	b. Occupational Therapy – Group of 2		
	c. Occupational Therapy – Group of 3		
	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: _____		



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

Dept./Site: Special Education  
 Date: November 16, 2011 Action Item   X    
 To: Board of Trustees Information Item  
 From: Scott Loehr, Superintendent # Attached Pages  
 Initials: S.L.

**SUBJECT: 2011/2012 Individual Service Agreements**

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2011/12 fiscal year.

2011/12-59*111-112, 119	BECA	\$ 10,082.00
2011/85, 89-103	Bright Futures	\$ 24,520.00
2011/12-113	MedTrans	\$ 750.00
2011/12-114-115	Aldar Academy	\$ 54,498.00
2011/12-116-117,121	Point Quest	\$ 83,459.50
2011/12-118	STEPS	\$ 3,400.00
2011/12-120	Amber Fitzgerald	\$ 2,400.00
2011/12-122-123	Mary Jane Mercer	\$ 5,780.00

\*revised

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements for the 2011/2012 school year.

**CONSENT AGENDA**



# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Instructional Services

**Date:** November 16, 2011

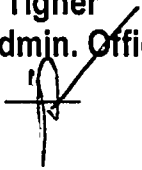
Action Item X

**To:** Board of Trustees

Information Item

**From:** George Tigner  
Chief Admin. Officer

# Attached Pages

**Initials:** 

**SUBJECT:** PROFESSIONAL SERVICE AGREEMENT

**CONSULTANT'S NAME:** MELVIN R. CUCKOVICH

**COMPANY NAME:** (if applicable)

**SERVICE(S) TO BE RENDERED:** Provide continuance of Home/Hospital Instruction in accordance with the IEP of a student enrolled in Center Joint Unified School District.

**DATE(S) OF SERVICE:** October 13, 2011 through June 30, 2012.

**PAYMENT PER DAY:** \$30 hourly rate

**TOTAL AMOUNT OF CONTRACT:** \$ 6,000.00

**FUNDING SOURCE:** 01-6500--0-5800-102-5750-1180-003-000

**RECOMMENDATION:** CJUSD Board of Trustees approves Professional Service Agreement with: MELVIN CUCKOVICH

**CONSENT AGENDA**



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

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 13th day of October, 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: Melvin R. Cuckovich  
 Address: 2580 Warrego Way, Sacramento, CA 95826  
 Phone: 916-508-2252 Taxpayer ID# [REDACTED]

Melvin Cuckovich will continue to provide Home and Hospital instruction in accordance with the IEP of a student enrolled in the Center Joint Unified School District.

\*Payment \$ 30.00 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: 10/13/2011 \*Frequency of Service Dates: up to 5 hrs wkly  
 \*Ending Date of Service: 6/30/2012

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 pg. 2 of this form)

Total amount of this contract \$ 6,000.00 Budget # \_\_\_\_\_

Reason service cannot be provided by a District employee:  
 Special Education student requiring continuance of current H/H Instructor

Signature of CONTRACTOR: *Melvin Cuckovich* Date: 11-8-11  
 Signature of District employee requesting service: *Jorge Diaz* Date: 11-8-11  
 Signature of Accounting Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Date Board of Trustees Approved \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Authorized Contracting Official: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE\*\*\*



**INDEPENDENT CONTRACTOR OR EMPLOYEE?  
DISTRICT GUIDELINES**

**PART I**

YES NO

1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		X
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		X
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		X

If the answer to 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>		X
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>		X
10. Can this relationship be terminated without the consent of <u>both</u> parties?		X

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

PART II - continued

	YES	NO
11. Does the individual operate an <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>	X	
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	X	

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

**STOP HERE**

and process the individual through payroll.

If 11 and 12 are both "YES", continue

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

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

# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b>	Instructional Services	<b>Action Item</b>	<u>  X  </u>
<b>Date:</b>	November 16, 2011	<b>Information Item</b>	
<b>To:</b>	Board of Trustees	<b># Attached Pages</b>	
<b>From:</b>	Scott A. Loehr Superintendent Initials: <u>S.L.</u>		

<b>SUBJECT:</b> PROFESSIONAL SERVICE AGREEMENT	
<b>CONSULTANT'S NAME:</b>	Mary Jane Mercer, CCC, SLP
<b>COMPANY NAME (if applicable)</b>	
<b>SERVICE(S) TO BE RENDERED:</b>	Provide Speech and Language therapy to Center Joint Unified School District students in the child's environment, during the 2011/2012 fiscal year.
<b>DATE(S) OF SERVICE:</b>	November 17, 2011 – June 30, 2010
<b>PAYMENT PER HOUR:</b>	N/A (AS NEEDED)
<b>TOTAL AMOUNT OF CONTRACT:</b>	\$ 2000.00
<b>FUNDING SOURCE:</b>	01-6500-0-5800-102-5750-1180-003-000
<b>RECOMMENDATION:</b>	CJUSD Board of Trustees approve Professional Service Agreement with: Mary Jane Mercer, CCC, SLP

**CONSENT AGENDA**



Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

### PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this      eighth day of November, 2011 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: Mary Jane Mercer, CCC, SLP

Address: 3936 Garmisch Ct., Antelope, CA 95843

Phone: (916) 752-9913 Taxpayer ID#                     

\*Full description of services to be provided:  
Speech and language therapy in the child's environment.

Payment \$85.00 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: 11-17-11 \*Frequency of Service Dates: one per week

\*Ending Date of Service: 6-30-11

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 pg. 2 of this form)

Total amount of this contract \$ as needed Budget # spec ed.

Reason service cannot be provided by a District employee:  
No district personel available to provide in home therapy.

Signature of CONTRACTOR Mary Jane Mercer Date: 11/8/2011  
 Signature of District employee requesting service: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Accounting Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Date Board of Trustees Approved \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Authorized Contracting Official: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*\*CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE\*\*\***

Form **W-9**  
(Rev. January 2011)  
Department of the Treasury  
Internal Revenue Service

### Request for Taxpayer Identification Number and Certification

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

Name (as shown on your income tax return)  
**Mary Jane Mercer**

Business name/disregarded entity name, if different from above  
**Mary Jane Mercer, Speech Language Pathology**

Check appropriate box for federal tax classification (required):  
 Individual/sole proprietor     C Corporation     S Corporation     Partnership     Trust/estate  
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ .....  
 Other (see instructions) ▶ .....  
 Exempt payee

Address (number, street, and apt. or suite no.)  
**3936 Garmisch Ct.**

City, state, and ZIP code  
**Antelope, CA 95843**

List account number(s) here (optional)

Requester's name and address (optional)

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is 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.

Notes: If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number  
[Redacted]

Employer identification number  
[Redacted]

**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).

**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 4.

Sign Here    Signature of U.S. person ▶ *Mary Jane Mercer*    Date ▶ **11/07/11**

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Purpose of Form**

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- 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.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.



**INDEPENDENT CONTRACTOR OR EMPLOYEE?  
DISTRICT GUIDELINES**

**PART I**

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		X
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is 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>		X
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		X

If the answer to 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>		X
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>		X
10. Can this relationship be terminated without the consent of both parties?		X

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

**PART II - continued**

	YES	NO
<p><b>11. Does the individual operate an independent trade or business that is available to the general public?</b>  <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is not available to the general public. NOTE: Possession of a business license or incorporation does not automatically satisfy this requirement. The determination must be made on the actual relationship between the district and the individual performing services.</i></p>	X	
<p><b>12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.?</b>  <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>	X	

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

**STOP HERE**


and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
<p><b>13. Does the individual provide all materials and support services necessary for the performance of this service?</b>  <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>	X	
<p><b>14. Is this paid by the job or on a commission?</b></p>		
<p><b>15. Does the individual bear the cost of any travel and business expenses incurred to perform this service?</b>  <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>	X	

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

# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Instructional Services</b>	
<b>Date:</b>	<b>November 16, 2011</b>	<b>Action Item</b> <input checked="" type="checkbox"/>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b>
<b>From:</b>	<b>George Tigner</b>	<b># Attached Pages</b>
	<b>Chief Administrative Officer</b>	
	<b>Initials:</b> 	

<b>SUBJECT:</b>	<b>SchoolConnects Autodialer System by SynreVoice Technologies, Inc. Subscription Renewal</b>
<p>Please approve renewal of SchoolConnects Autodialer System by SynreVoice Technologies, Inc. subscription to be used in Center Joint Unified School District during the 2012/13 fiscal year. (January 22, 2012 through January 21, 2013.)</p> <p>SchoolConnects helps schools and school districts enhance communication among parents, students, teachers and administrators while saving costs. It enables educators to use both the traditional telephone network and the modern internet to enhance the quality of education through effective communication.</p>	
<b>RECOMMENDATION:</b>	<b>CJUSD Board of Trustees to approve subscription renewal for SchoolConnects Autodialer System by SynreVoice Technologies, Inc. to be used in Center Joint Unified School District during the 2012/13 fiscal year.</b>

**CONSENT AGENDA**



**Synrevoice**  
Technologies Inc.

# Sales Quotation

200 Cochrane Drive, Suite 1  
Markham, Ontario L3R 8E7  
Phone: 800-450-5450 Fax: 905-940-1545  
[www.synrevoice.com](http://www.synrevoice.com)

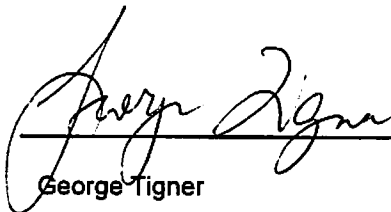
Issue Date: Oct 18, 2011  
Quote #: CAAQ11033

<p><b>Prepared For:</b> Center Unified School District</p> <p>George Tigner 8408 Watt Ave. Antelope, CA 95843 USA</p> <p><b>Phone:</b> (916)338-6400 <b>Fax:</b> (916)338-6411</p>	<p><b>Synrevoice Representative:</b> Mark Lyon <b>Email:</b> <a href="mailto:mark.lyon@synrevoice.com">mark.lyon@synrevoice.com</a> <b>Phone Number:</b> (800)450-5450 x684 <b>Fax Number:</b> (905)940-1545</p>
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Description	Units	Price	Amount
<b>Synrevoice Hosted Services (Renewal)</b>			
District Wide SchoolConnectsWeb District Annual Administrative Fee	1	\$400.00	\$400.00
District Wide SchoolConnectsWeb School Annual Administrative Fee - \$40/School *Waived - Loyalty Reward*	7 Schools	\$0.00	\$0.00
SchoolConnectsWeb Unlimited Service Plan @ \$2.50/student per year. Includes staff messages.	4,865 Students	\$2.50	\$12,162.50
Loyalty Reward 10% Discount	4,865 Students	-\$0.25	-\$1,216.25
<b>Total</b>			<b>\$11,346.25</b>

Prices Quoted are valid for 180-days.

To Renew your SchoolConnects Subscription, please sign below and fax to (905) 940-1545. Upon receipt of your order, we will issue an invoice to your attention.

 \_\_\_\_\_ Date: 10/18/11

George Tigner

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b> Superintendent's Office		Action Item <u>  X  </u>
<b>To:</b> Board of Trustees		Information Item <u>          </u>
<b>Date:</b> November 16, 2011		# Attached Pages <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent		
<b>Principal/Administrator Initials:</b> <u>          </u>		

**SUBJECT:** Memorandum of Understanding - Center Joint Unified School District and Department of Rehabilitation, Northern Sierra District, July 1, 2012 through June 30, 2015

**RECOMMENDATION:** CJUSD Board of Trustees approve Memorandum of Understanding - Center Joint Unified School District and Department of Rehabilitation, Northern Sierra District, July 1, 2012 through June 30, 2015

**CONSENT AGENDA**

**Memorandum of Understanding**  
**Center Joint Unified School District and**  
**Department of Rehabilitation, Northern Sierra District**  
**July 1, 2012 through June 30, 2015**

**I. PARTIES TO THE AGREEMENT**

This agreement is between the Center Joint Unified School District, hereinafter referred to as "Center JUSD" and the Department of Rehabilitation, Northern Sierra District, hereinafter referred to as "DOR". The organizations listed above will enter this Memorandum of Understanding (MOU) for the purpose of combining staff and resources into one team to deliver vocational rehabilitation services with educational supports to persons with significant disabilities.

**II. TERM**

The term of this agreement will be effective on July 1, 2012, and will be in effect until June 30, 2015 or until such time as it is revised or terminated. It will be mutually reviewed for applicability at least annually.

**III. NON-FINANCIAL AGREEMENT**

This agreement is non-financial in nature, and binds no party to financial obligations to any other.

#### IV. PLAN OF SERVICE

The Center JUSD and DOR staff agrees to the following plan of service in order to assist mutually eligible clients prepare for, obtain, and keep competitive employment:

##### **1. Referral Process.**

Center JUSD and DOR staff will obtain new clients by:

Referral of Special Education students by Center JUSD to take place during students' Junior or Senior Year. Ideally, this would be done early on in the Junior or Senior year so Center JUSD, DOR, and student/consumer can mutually develop plan goals together. DOR will also provide on-site orientation for staff and parents during Fall and Spring Semester; this will be done by the Roseville DOR office.

##### **2. Intake.**

Center JUSD and DOR staff will enroll new clients by:

Center JUSD staff will provide DOR with student referrals who have been identified as appropriate for DOR services. (On-going collaboration between DOR and Center JUSD will occur throughout this time in order to determine appropriateness of referrals). DOR staff from the Roseville office will meet with student referrals at Center High School or McClellan Continuation High School.

##### **3. Assessment.**

Center JUSD and DOR staff will determine those issues affecting clients' employability by:

Special Ed. Teachers and/or designated Center JUSD counselor will provide "functional skills checklist" or narrative, outlining student strengths and weaknesses. Copies of IEP's, career assessments, and any available psychological testing will be made available to DOR. If gaps are present in existing information, DOR will provide testing and assessments necessary for DOR eligibility and vocational planning.

#### **4. Eligibility.**

Center JUSD and DOR staff will determine clients' eligibility for respective services and each agency's ability to provide resources to clients' employment efforts by:

Use of existing information from Center JUSD, medical records from students' physicians, and specialty evaluations, all on as-needed basis.

#### **5. Planning.**

DOR staff will develop an Individual Plan for Employment (IPE) with each client with the input of Center JUSD staff by:

Mutual and collaborative participation in the IPE process, along with client and family members.

#### **6. IPE Progress and Monitoring.**

Center JUSD and DOR staff will support clients' progress toward employment and assist each other and clients with monitoring progress by:

Implementation of pre-vocational/job readiness class at school, community support through WorkAbility, and DOR support after graduation.

#### **7. Job Seeking Skills, Job Development and Placement.**

Center JUSD will provide Transitional/Functional Skills Instructor and WorkAbility Job Developer. DOR will provide a Senior Vocational Rehabilitation Counselor. (Percentage of time dedicated to this MOU will not be specific; however, depending on number of students referred and accepted by DOR, time dedicated by both parties should reflect willingness to provide quality services to students.



## **8. Employment and Education Supports.**

Center JUSD and DOR staff will provide the following staff supports while clients are attending school, training, employment preparation activities, and/or working:

Center JUSD will provide continuing educational and transitional support while student is enrolled in school. This could include WorkAbility services, academic and transitional counseling, and other miscellaneous services. DOR will provide vocational rehabilitation services such as adjunctive education or training (as outlined in IPE), job placement, job coaching, job retention, rehabilitation technology, and other miscellaneous services.

## **V. OUTCOMES**

Center JUSD and DOR staff agrees to the following mutual goals as a result of the above Plan of Service:

- 1. Number of DOR student/clients who receive Transition Vocational Evaluation services: 15**
- 2. Number of DOR student/clients who receive Pre and Post-Plan Vocational Instructions: 25**
- 3. Number of DOR student/clients who receive Work Experience/Community Experiences services: 10**
- 4. Number of DOR student/clients who receive Job Development services: 15**
- 5. Number of DOR student/clients placed in employment consistent with the IPE goal: 13**
- 6. Number of DOR student/clients' placements resulting in successful (26) DOR closures: 9**
- 7. Number of DOR student/clients who receive Non-supported Employment Job Coaching services: 4**

## **VI: Center JUSD and DOR STAFF PARTICIPANTS**

The following positions from CJUSD and DOR staff are identified to participate in delivering the above Plan of Service:

### **1. Center JUSD:**

Linda Bender  
 Shawna Pacheco

### **2. DOR:**

Lisa Travers, MS, SVRC  
 Al Homes, MS, RS

## **VII. PLAN OF SERVICE MONITORING**

Center JUSD and DOR staff will monitor the progress of the above Plan of Service by meeting no less than every 3 months to discuss staff and resource issues, accomplish in-service training, and monitor outcomes.

## VIII. CONTACTS

### DOR:

Contact Person: Almon L. Holmes, MS  
151 North Sunrise Avenue, Suite 601  
Roseville, CA 95661  
Phone: 916-774-4410  
Fax: 916-774-4417  
Email: [alholmes@dor.ca.gov](mailto:alholmes@dor.ca.gov)

### Center JUSD:

Contact Person: Linda Bender/Shawna Pacheco  
Center High School  
3111 Center Court Lane  
Antelope, CA 95843  
Phone: 916-338-6378  
Fax: 916-338-6370  
Email: [lbender@centerusd.org](mailto:lbender@centerusd.org)  
Email: [spacheco@centerusd.org](mailto:spacheco@centerusd.org)

## SIGNATURES;

In witness thereof, the parties agree to this MOU.

DATED: July 1, 2012

### DOR:

\_\_\_\_\_  
NAME: Mark Erlichman  
TITLE: District Administrator

### Center JUSD:

\_\_\_\_\_  
NAME: Linda Bender  
TITLE: WorkAbility/DOR Program Coordinator

# Center Unified School District

**AGENDA REQUEST FOR:**

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

**Date:** October 26, 2011

**To:** CUSD Board of Trustees

**From:** Mike Jordan

**Principal's Initials** MJ

**Action Item** X

**Information Item** \_\_\_\_\_

**# Attached Pages** 2

**SUBJECT:** Student Television Network (STN) Convention

Vernon Bisho, MCA instructor, is planning the first annual conference to the Student Television Network (STN) CONVENTION 2012 on March 21-24, 2012 at the Hyatt Regency in Dallas, Texas.

Vernon Bisho, (916-367-9066) MCA Broadcast instructor is the trip coordinator and Bonnie Schiro, CHS Computer Technician, will serve as chaperone.

Transportation will be Southwest air and Shuttle transportation to and from the hotel. The trip will be paid for via the MCA Grant, Donations, and Fundraising. We will stay at the Hyatt Regency Dallas. The entire schedule of events will occur within the STN Convention Center from Wednesday March 22 through Saturday March 24.

At this conference we will be entering a national competition for video broadcast production and learning how to compete with top students from around the country.

**CONSENT AGENDA**

**Our goal is to create the finest educational experience at Center High School that will compare to any program in the United States. By attending this conference we expect the level of understanding and competence in our students to excel, and transform the Media Communications Academy Video Broadcast program into the best program of its kind.**

**This conference adheres to the mandate of the Partnership Academy grant to provide real-world experiences related to current issues studied in class and preparation for life after high school**

**Students scheduled to attend: Bobbie Bishop, Jacob Rose, Ajay Galhan, Sebastian Romanet, Cassie Pearce, Cassie Duncan, Elisa Johnson. Students on standby, Josh Cavazos, Armani Reyes, Daniela Krestoff**

**RECOMMENDATION: Approval by the Center Joint Unified School District Board of Trustees for MCA students to attend the Student Television Network (STN) Convention in Dallas, Texas.**



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# STORYTELLING

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## In the Digital Age

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**Student Television Network (STN) CONVENTION 2012 □ GENERAL INFORMATION**  
**March 21-24, 2012 □ Hyatt Regency ~ Dallas, Texas**

**OVERVIEW TENTATIVE SCHEDULE – subject to change □ □**

**Wednesday, March 22, 2011**

4:30 Depart from Sacramento

8:00 Arrive at Dallas/Fort Worth Airport

Check in to Hotel Rooms - Hyatt Regency Dallas at Reunion

Dinner

**Thursday, March 22, 2012 □**

8:00 am – Contest Briefings Begin

8:30 am -- Early Bird Breakout Sessions □

10:00 am -- Opening Ceremony □

11:00 am -- Exhibit Booths Open □

11:00 am – Contest Briefings Begin

1:00 – 7:00 pm -- Breakout and Training Sessions □

8:30 pm -- STN Rodeo

**Friday, March 23, 2012 □**

7:00 am – Contest Briefings Begin □

9:00 am – 6:00 PM Breakout and Training Sessions

□ 8:00 am – 5:00 PM Exhibit Booths

□ 8:00 pm -- Film and Music Video Festival

**Saturday, March 24, 2012 □**

8:00 am -- Super Session □

10:00 am -- Closing Ceremony

1:00 check out

4:30 Depart from Dallas/Fort Worth Airport

8:00 pm arrive at Sacramento airport

**Estimated cost for three nights and three days**

Hotel at 4 per room	112
Airfare round trip	250.00
Shuttle Transportation	28.00
Food and incidentals 40.00/day	120.00
Grand Total	510.00

Dear Parents and guardians,

We are planning our *first annual conference* to the Student Television Network (STN) CONVENTION 2012 on March 21-24, 2012 at the Hyatt Regency in Dallas, Texas.

Vernon Bisho, (916-367-9066) MCA Broadcast instructor is the trip coordinator and Bonnie Schiro, CHS Computer Technician, will serve as chaperone.

Transportation will be Southwest air and Shuttle transportation to and from the hotel. The trip will be paid for via the MCA Grant, Donations, and Fundraising. We will stay at the Hyatt Regency Dallas. The entire schedule of events will occur within the STN Convention Center from Wednesday March 22 through Saturday March 24.

At this conference we will be entering a national competition for video broadcast production and learning how to compete with top students from around the country.

Our goal is to create the finest educational experience at Center High School that will compare to any program in the United States. By attending this conference we expect the level of understanding and competence in our students to excel, and transform the Media Communications Adademy Video Broadcast program into the best program of its kind.

This conference adheres to the mandate of the Partnership Academy grant to provide real-world experiences related to current issues studied in class and preparation fort life after high school

**Students scheduled to attend:** Bobbie Bishop, Jacob Rose, Ajay Galhan, Sebastian Romanet, Cassie Pearce, Cassie Duncan, Elisa Johnson.

**Students on standby,** Josh Cavasos, Armani Reyes, Daniela Krestoff

Sincerely,

\

Vernon Bisho  
Media Communications Adademy  
Video Broadcast Instructor  
(916) 367-9066 (cell)  
(916) 739-4238 (home)

The link to the STN web page is <http://www.studenttelevision.com/>





# Single Plan for Student Achievement

## Dudley (Arthur S.) Elementary School Center Joint Unified School District

34-73973-6032908  
CDS Code

Date of this revision: October 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.



Dudley (Arthur S.) Elementary School  
Lisa Coronado, Principal  
8000 Aztec Way  
Antelope, CA 95843  
916-338-6470  
[www.DudleyElementary.org](http://www.DudleyElementary.org)

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_.

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## **Planned Improvements in Student Performance**

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL #1</b>  <b>Dudley Elementary will obtain and maintain an Academic Performance Index (API) of 800 or higher.</b></p>	
<p><b>SCHOOL GOAL #2</b>  <b>All Dudley Elementary student subgroups will make Adequate Yearly Progress (AYP) towards grade level proficiency in English Language Arts and Mathematics as determined by the California Department of Education.</b></p>	
<p><b>SCHOOL GOAL #3</b>  <b>English Learners at Dudley Elementary will meet Annual Measurable Achievement Objectives.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Students who scored "Basic," "Below Basic" and "Far Below Basic" in grades two through six will work to reach grade level proficiency as measured by California's State Testing and Reporting.</p> <p>All students in grades two through six will contribute to earning a school Academic Performance Index of 800 or higher.</p> <p>English Learners' progress will be measured separately.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p>All subgroups of Dudley Elementary students will meet Adequate Yearly Progress (AYP) in English Language Arts (ELA) and Mathematics as determined by the California Department of Education. The minimum proficiency percentage increases each year and is currently at 67.6% in ELA and 68.5% in Mathematics.</p> <p>For the 2011 STAR tests, Dudley students scored an 818 API. The goal is to improve this number by at least one point.</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <p>Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports and Accelerated Reader will also be utilized. San Diego Quick, BPST, APST and SIPPS reading assessments will be utilized. All assessment results will be analyzed throughout the year by the Title 1 (learning center) teacher. The Title 1 teacher will "red flag" students who are not meeting the district cutpoints. Those students will receive academic supports.</p>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>Data will be collected for grades one through six. Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports, the district cut points sheet and Accelerated Reader will also be utilized.</p>

Actions to be Taken to Reach Goals 1 and 2:	Start Date / Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2. Before the school year begins, the site administrator will hold an orientation. During this presentation, the administrator will discuss school procedures and policies. Also discussed will be the communication methods employed by Dudley staff and how parents can support their children during their time at Dudley.	July 2011	No costs	\$0	N/A
2. A Title 1/learning center teacher will identify students who scored Far Below Basic and Below Basic on the California Standards Tests. The learning center teacher will track these students, meet with their parents, provide small group instruction and monitor interventions to ensure their progress towards proficiency improves. Two part-time instructional aides will also provide small group instruction in the learning center. One part-time instructional aide will provide instruction to English learners.	September 2011 – May 2012	2A. Title 1 teacher 2B. Title 1 instructional aides 2B. EL instructional aide	2A. \$80,000 2B. \$16,800 2C. the district funds	2A. Title 1 2B. Title 1 2C. N/A
2. A "multidisciplinary-team" meeting will be held the second month of school. During the meeting, members of various school teams (special education, counseling, family resource center, administration, English learner program, etc.) will meet with each teacher individually to discuss each of their students' needs. Referrals will be made, as needed.	September 2011	Substitutes will be employed to cover the duties of the teachers so they may meet with the team members.	Approximately \$375	SSTs: School and Library Improvement Program Block Grant (SLIP)
2. School staff will review student performance and progress utilizing data and information through the student study team (SST) process. The SSTs most commonly occur during parent-teacher conferences to be more convenient for families. Beyond classroom interventions and modifications, the outcome of the SST process may include: speech and language services, counseling, resource	October 2011 – May 2012	Substitutes will be employed to cover the duties of the teachers on the Student Study Team	\$125 / day / substitute; approximately SSTs: \$625 IEPs: \$3125	SSTs: School and Library Improvement Program Block Grant (SLIP)  IEPs: General Fund

services, increased English language resource services, occupational therapy, enrollment in school intervention programs, referrals to outside organizations. Student progress will also be discussed at IEP meetings.				
2. Time will be allowed for on-going teacher collaborations focused on implementing an instructional program and effective teaching strategies that address all student learning needs	September 2011 – May 2012	Collaboration will take place during staff meeting time. Substitutes for teachers of students with Individualized Education Plans (IEPs) will be provided for collaboration with the resource teacher.	\$125 / day / substitute = \$1000	SLIP
2. Professional development will be provided to train teachers to use new programs and methodology. Staff surveys indicate a need for professional development in the following areas: strategies to support our EL students, technology, strategies to motivate students, assessments, writing strategies, math supplemental areas and hands-on learning ideas.	August 2011 – May 2012	Trainers, workshops, substitutes	Up to \$5000	Title 1
2. A smart board will be placed in Mr. Weidman's room (if funding allows), which is also our staff meeting room. Mr. Weidman will pilot the technology. The smart board will be utilized during professional development trainings.	September 2011 – May 2012	One whiteboard	Up to \$5000	Title 1
2. Orchard and Accelerated Reader software will be made available to all students in grades one through six in their classrooms and in two computer labs. A. A Computer Technician will service computer hardware and software. B. The library technician will work an additional thirty minutes each day and five full days before the school year starts to manage the increased circulation from the Accelerated Reader program. C. Accelerated Reader subscription (Accelerated Math will be piloted in the learning center.) D. Spectrum library software to check out books	August 2011 – May 2012	10A. Computer Technician 10B. Library Technician 10C. Accelerated Reader 10D. Spectrum	10A. \$25,000 10B. \$3000 10C. \$4800 10D. \$495	10A. Title 1 10B. SLIP 10C. SLIP 10D. SLIP

2. Technology will be upgraded, replaced and added to support instruction.	August 2011 – May 2012	Power strips, cable, Deepfreeze software, projector, presentation document camera/readers, printer, headphones, "TVators," thumb drives for fourth through sixth grade students, DVD/VHS combo players	\$13,250	Title 1
2. Students who are significantly lower or higher than their enrolled grade level's English language arts standards will be offered instruction in a classroom one grade level lower or higher, with parent permission.	September 2011 – May 2012	No additional costs	\$0	N/A
2. English language learners will receive instruction using their core curriculum thirty minutes per day. Dudley's English learners (EL) will be supported through various methods in the Title 1 learning center.	August 2011 – May 2012	No additional costs	\$0	N/A
2. Mathematics and reading intervention instruction will be provided for students in grades two and three.	September 2011 – May 2012	Staffing, materials, supplies	No cost to the school site	N/A
2. Dudley staff and students will have the materials needed for instruction and practice of grade level standards. A. All staff members will be provided unlimited copies through the Center Unified School District copy center B. A repair contract for the RISO copy machine will be renewed so that staff can make copies using paper that was donated. This machine also allows for copies on construction paper. C. Consumable math books for students in grades kindergarten through second grade will be provided D. Classroom and school supplies	August 2011 – May 2012	8A. Copies 8B. RISO contract 8C. Workbooks 8D. Supplies	8A. \$17000 8B. \$200 8C. \$11,234 8D. remaining funds	8A. Lottery: \$8697 and SLIP: \$8303 8B. SLIP 8C. SLIP 8D. SLIP, Lottery and General Fund
2. To address our students' writing needs, staff will review writing programs during the school year with the expectation that a program will be adopted for the 2012/2013 school year. Staff will	August 2011 – May 2012	Pilot materials, substitutes for teachers to observe at other schools	Writing programs: must be approved by	Title 1

research writing programs, observe schools that use the programs and pilot them.			School Site Council; cost unknown Substitutes: up to \$750	
2. Regular school-parent communication regarding student progress and performance through parent-teacher conferences, Student Study Team meetings, paperwork sent home and Aeries' Gradebook will occur.	October 2011- May 2012	Substitutes will be employed to cover the duties of the teachers on the Student Study Team, copies, Gradebook (SST substitutes accounted for above in #2)	\$125 / day / substitute	General Fund
2. An Academic Coach is available for staff development, collaboration and demonstration lessons and to observe teachers and provide feedback.	August 2011 – May 2012	The district funds this position	\$0	N/A

<b>SCHOOL GOAL # 4</b>				
Dudley Elementary students will maintain a 95% or higher attendance rate. Students who are regularly present for instruction and practice of grade level standards will be better prepared for state testing. Students who feel safe at school can better focus on learning.				
<b>Student groups and grade levels to participate in this goal:</b> All students attending Dudley Elementary will participate in this goal.		<b>Anticipated annual growth for each group:</b> Since the benchmark has been met, students will maintain the attendance rate and will not drop below ninety-five percent.		
<b>Means of evaluating progress toward this goal:</b> Progress will be evaluated through attendance reports.		<b>Group data to be collected to measure gains:</b> Data will be collected from students at all grade levels.		
<b>Actions to be Taken to Reach Goal 3:</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. To increase school connectedness, a .8 FTE school counselor will be employed. During the 2011/2012 school year, the counselor will create a school-wide anti-bullying program. He will collaborate with teachers to implement positive behavior interventions. The counselor will provide group counseling for students experiencing grief/loss, anger management issues and peer relation concerns. The counselor will also meet individually with students with discipline concerns. In addition, he will oversee the Early Mental Health Initiative program which involves supervising two child aides who will assist with students experiencing school adjustment issues. Finally, he will be available to support students who are experiencing difficulty transitioning into the new school year.	August 2011 – May 2012	.8 FTE school counselor	\$52,000	Title 1
2. The counselor will oversee two part-time child aides who will work with kindergarten through third grade students who exhibit shyness, impulsive behavior and/or transition difficulties.	August 2011 – May 2012	(2) part-time child aides	\$14,000	Title 1



3. Before and after school clubs will be made available to students to increase school connectedness.	August 2011 – May 2012	(5) \$750 club stipends and (3) \$1500 stipends (band and yearbook)	\$8250	Student Fund, SLIP and District
4. Through a county anti-bullying grant, Dudley has received <u>Second Step</u> character education kits that will be implemented by each teacher. The <u>Healthy Play</u> program will also be implemented. Two child aides will be employed to support implementation in grades kindergarten through third grade.	August 2011 – May 2012	No cost to the school	N/A	County grant
5. Behavior Support Plans will be created for students with chronic behavior concerns.	August 2011 – May 2012	No costs	\$0	N/A
6. A campus monitor will ensure the students' safety and oversee minor conflict mediation in an effort to improve the sense of safety at Dudley. He will provide disciplinary supervision so that disruptive students may be removed from the classroom yet not sent home.	August 2011 – May 2012	Campus monitor	\$26,829	
7. Playground cameras will be purchased and installed to allow the staff to better monitor student behaviors.	August 2011	Multiple cameras	Up to \$10,000	SLIP
8. Students who have qualified for Gifted and Talented Education (GATE) will participate in Dudley's GATE Academy. By meeting the needs of Dudley's GATE students, they will be more interested in school, feel a sense of connectedness and, therefore, have better attendance.	October 2011 – May 2012	No additional costs	\$0	N/A
9. The school community will establish and support ongoing school-wide and classroom events and activities that contribute to a positive environment such as: PTA events, big/little Buddies, book fair, assemblies, dress up days and spirit contests, geography bee, talent contest, drama presentations	August 2011 – May 2012	Assembly costs	Up to \$2000	Student Fund
10. The site administrator will send letters to, make phone calls to and meet with parents/guardians of individual students who fall below a 90% attendance	August 2011 – May 2012	Copies	\$100	Lottery

rate.				
11. Incentives will be provided for students who have perfect attendance during each trimester and during the entire school year.	August 2011 – May 2012	Perfect Attendance pencils and certificates, end of year field trip	\$2000	Student Body Fund, PTA
12. Families are notified of information and upcoming events via the Dudley website and SchoolConnects, an automated dialer system.	August 2011 – May 2012	Dudley website subscription	\$840	SLIP
13. The Dudley website provides school information including a calendar of the year's events and days off.	August 2011	Website license	\$840	

## Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$16,291 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$0
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$76,342 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$20,655 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$134,936 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$77,240 (s)
<input type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$69,280 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$3,000 (d)
<input checked="" type="checkbox"/> GATE	\$34,417 (d)
<input checked="" type="checkbox"/> Lottery	\$13,230 (s)
Total amount of state categorical funds allocated to this school	\$338,630 - district controlled \$106,761 - site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$248,409 (s)
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$168,131 (d)
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$61,970 (d)
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0
<p style="text-align: center;">Total amount of federal categorical funds allocated to this school</p>	\$230,101 – district controlled <del>\$248,409</del> – site controlled
<p style="text-align: center;">Total amount of state and federal categorical funds allocated to this school</p>	\$568,731 – district controlled \$355,170 – site controlled

**School Site Council Membership:** *Education Code Section 64001(g)* requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Student	Parent or Community Member
Lisa Coronado	X				
Lisa Baca		X			
Tracie Meloy		X			
Sandra Oliver		X			
Patricia Rivas			X		
Caitlin Dickson				X	
Katherine Allen					X
Sylvia Anderson					X
Amber Christensen					X
Janine Cooper					X
Brenda Lopez					X
Bo Sherwood					X
Rochelle Sherwood					X
Tammy Swanson					X
Numbers of members of each category	1	3	1	1	8

## Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 10/18/11.

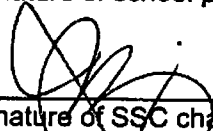
Attested:

Lisa Coronado  
Typed name of school principal

  
Signature of school principal

10/27/11  
Date

Janine Cooper  
Typed name of SSC chairperson

  
Signature of SSC chairperson

10/27/11  
Date

## Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the *Single Plan for Student Achievement*
- Appendix C: School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Dudley Elementary School Site Council Bylaws
- Appendix G: Use of Resources
- Appendix H: Acronyms and Specialized Terms

## **Appendix A: Programs Funded through the Consolidated Application**

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

### **State Programs**

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

### **Federal No Child Left Behind (NCLB) Programs**

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement



**Appendix B: Chart of Requirements for *The Single Plan for Student Achievement***

REQUIREMENTS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
<b>I. Involvement</b>												
Involve parents and community in planning and implementing the school plan	EC 52055.750(b)						X					
	EC 35294.1(b)(2)(C)									X		
	5CCR 3932	X	X	X	X	X		X				
	20 USC 7115(a)(1)(E)					X						
	20 USC 6315(c)(1)(G)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Advisory committee review and recommendations	EC 64001(a)	X	X	X	X	X		X				
	EC 52055.755						X					
Written notice of program improvement status	20 USC 6316(b)(3)					X						
<b>II. Governance and Administration</b>												
Single, comprehensive plan	EC 64001(a), (d)	X	X	X	X	X		X	X		X	X
	EC 52853	X	X	X	X	X						
	EC 41572											X
	EC 41507										X	
	EC 35294.1(a)									X		
	20 USC 6315(c)(1)(B)			X								
	20 USC 6314(b)(2)(A)				X							
School Site Council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X		X	X		X	X
SSC developed SPSA and expenditures	EC 64001(a)	X	X	X	X	X		X	X		X	X
	EC 41572										X	X
	EC 41507										X	
	EC 35294.1(b)(1)									X		
SSC annually updates the SPSA	EC 64001(g)	X	X	X	X	X		X	X		X	X
	EC 35294.2(e)									X		
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.750(a)(5)						X					

REQUIREMENTS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
Policies to ensure all groups succeed (specify role of school, LEA, and SEA; and coordination with other organizations)	20 USC 6316(b)(3)					X						
	20 USC 6316(b)(3)					X						
<b>III. Funding</b>												
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	20 USC 6316(b)(3)					X						
	20 USC 6315(c)			X								
Describe centralized services expenditures	20 USC 6314(b)(2)(A)				X							
	5 CCR 3947(b)	X	X									
<b>IV. Standards, Assessment, and Accountability</b>												
Comprehensive assessment and analysis of data	EC 64001(f)	X	X	X	X	X		X	X			
	EC 52055.740(a)(1)(D)(5)						X					
	20 USC 6314(b)(1), (2)(A)				X							
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	EC 35294.2(e)									X		
Assessment results available to parents	EC 32228.5(b)									X		
	EC 35294.2(e)									X		
	20 USC 6314(b)(2)(A)				X							
<b>V. Staffing and Professional Development</b>												
Provide staff development	EC 52853	X	X	X	X	X						
	EC 52055.7501						X					
	EC 32228(b)(2)									X		
	20 USC 6316(b)(3)					X						
	20 USC 6315(l)(1)(F)			X								
Budget 10 percent of Title I for staff development	20 USC 6314(b)(1), (2)(A)				X							
	20 USC 6316(b)(3)					X						
Provide highly qualified staff	EC 52055.740(a)(1)(D)(3)						X					
	20 USC 6315(l)(1)(E)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Distribute experienced teachers	EC 52055.750(a)(10)						X					
<b>VI. Opportunity and Learning</b>												
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						
Describe the help for students to meet state standards	EC 64001(f)	X	X	X	X	X		X	X			
	20 USC 6314(b)(1), (2)(A)				X							

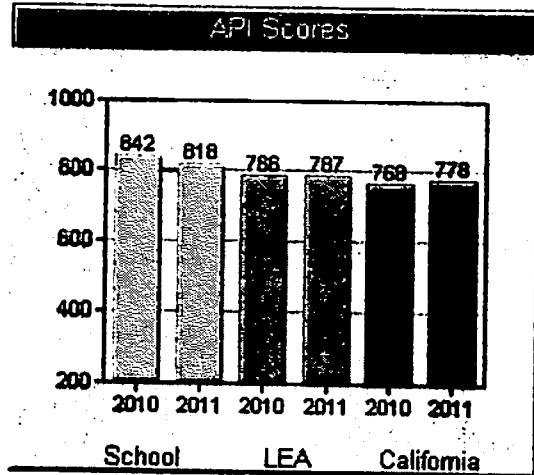
REQUIREMENTS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 6315(c)			X								
Describe auxiliary services for at-risk students	EC 52853	X	X	X	X	X						
	20 USC 6315(c)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Avoid isolation or segregation	5CCR 3934	X	X	X	X	X						

## **Appendix C: School and Student Performance Data Forms**

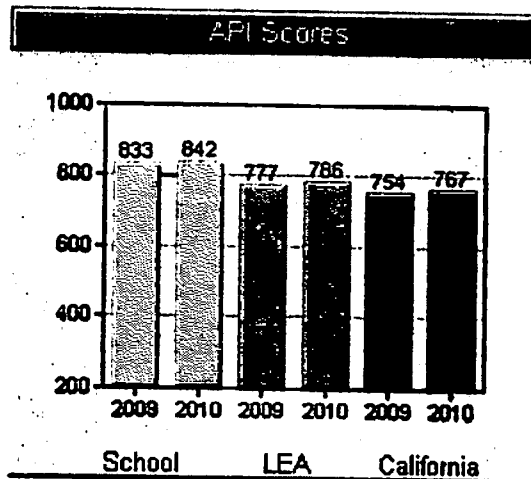
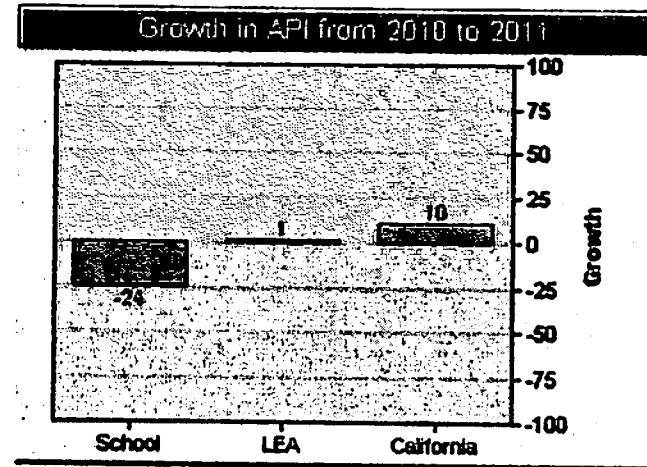
The following tables and charts are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Chart A: Academic Performance Index (API) Charts
- Chart B: Percent of Students Who Obtained Proficiency
- Table 1: English-Language Arts Adequate Yearly Progress (AYP) by Subgroup
- Table 2: Mathematics Adequate Yearly Progress (AYP) by Subgroup
- Table 3: English Language Arts Performance by Ethnicity
- Table 4: Mathematics Performance by Ethnicity
- Table 5: Academic Performance (API) Data by Grade Level – California Standards Test: English Language Arts
- Table 6: Academic Performance (API) Data by Grade Level – California Standards Test: Mathematics
- Table 7: Content Clusters Breakdown
- Table 8: California English Language Development (CELDT) Data
- Table 9: Percent Apportionment Attendance

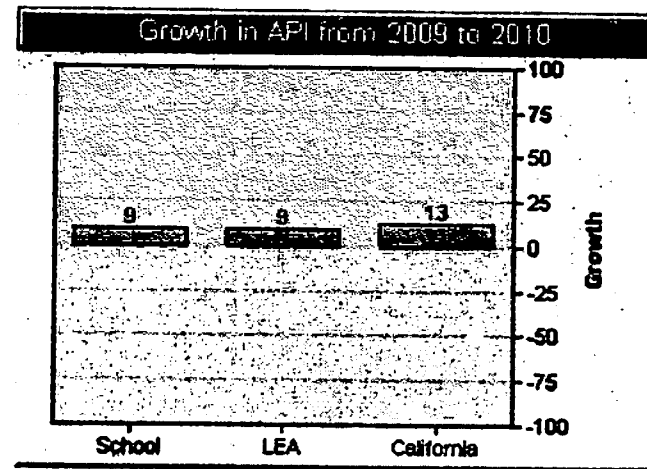
## Chart A: Academic Performance Index (API) Charts



— Statewide Performance Target for Schools = API of 800 or Above



— Statewide Performance Target for Schools = API of 800 or Above



**Chart B: Percent of Students who Obtained Proficiency, 2011**

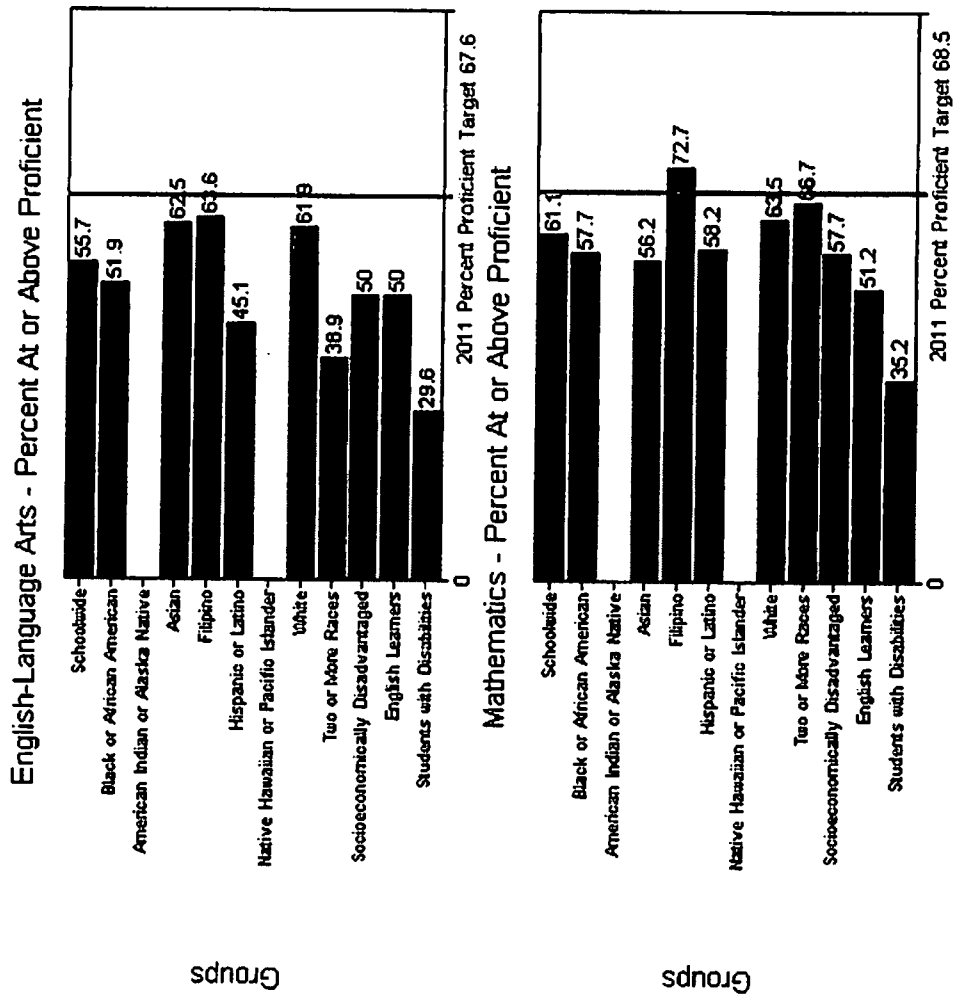
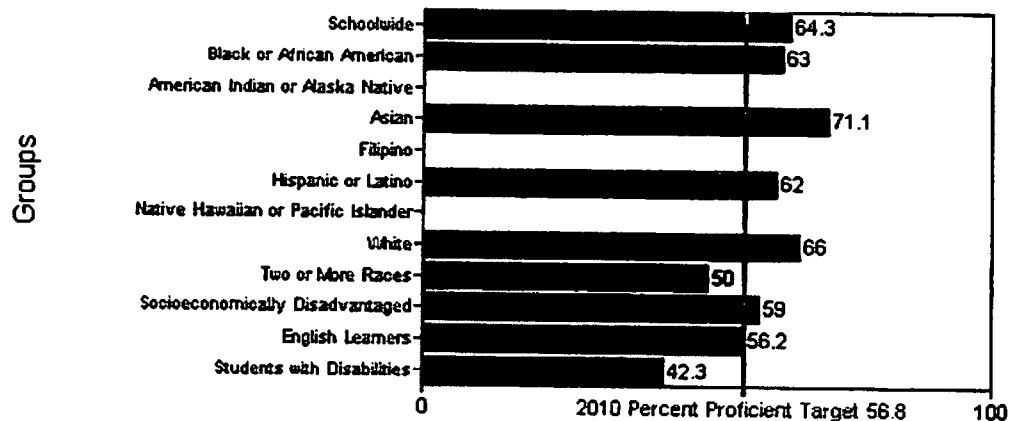
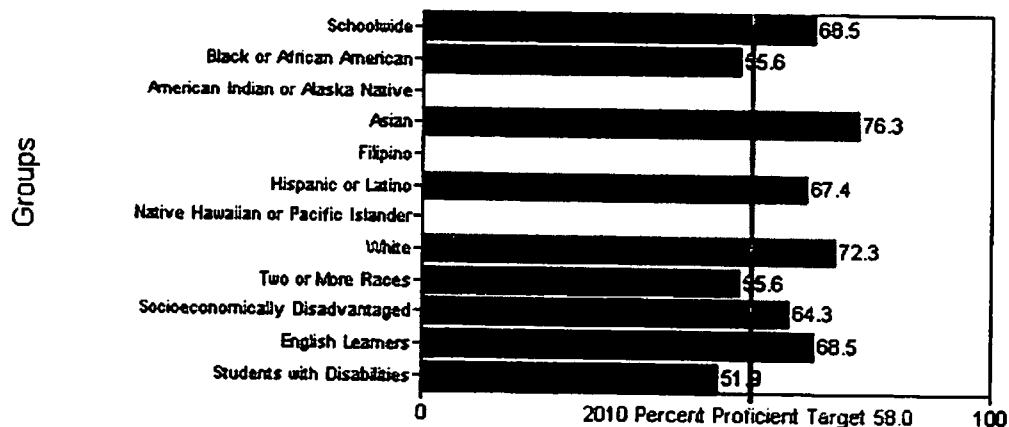


Chart C: Percent of Students who Obtained Proficiency, 2010

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



**Table 1: English-Language Arts Adequate Yearly Progress (AYP) by Subgroup: CST, CMA and CAPA**

-- = Not Numerically Significant in one or both of two consecutive years

Not Numerically Significant Subgroups in 2011: African American, Asian, American Indian, Filipino, Pacific Islander, Students with Disabilities, Two or More Races

AYP PROFICIENCY LEVEL	All Students			White			Socioeconomically Disadvantaged			Hispanic			English Learners					
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011			
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Number At or Above Proficient	276	263	228	128	124	122	123	144	124	34	57	41	53	41	43			
Percent At or Above Proficient	64.6%	64.3%	55.7%	70.3%	66%	61.9%	53.2%	59%	50%	50.7%	62%	45.1%	58.2%	56.2%	50%			
AYP Target Percent Proficient	46%	56.8%	67.6%	46%	56.8%	67.6%	46%	56.8%	67.6%	46%	56.8%	67.6%	46%	56.8%	67.6%			
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No	No			

Conclusions indicated by the data:

- All subgroups declined in proficiency. Hispanic students showed the largest decrease at -16.9%.
- All subgroups failed to meet Adequate Yearly Progress.



**Table 2: Mathematics Adequate Yearly Progress (AYP) by Subgroup: CST, CMA and CAPA**

-- = Not Numerically Significant in one or both of two consecutive years

Not Numerically Significant Subgroups in 2011: African American, Asian, American Indian, Filipino, Pacific Islander, Students with Disabilities, Two or More Races

AYP PROFICIENCY LEVEL	All Students			White			Socioeconomically Disadvantaged			Hispanic			English Learners					
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011			
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Number At or Above Proficient	287	280	250	132	136	125	142	157	143	41	62	53	59	50	44			
Percent At or Above Proficient	67.4%	68.5%	61.1%	72.9%	72.3%	63.5%	61.7%	64.3%	57.7%	61.2%	67.4%	58.2%	64.8%	68.5%	51.2%			
AYP Target Percent Proficient	47.5%	58%	68.5%	47.5%	58%	68.5%	47.5%	58%	68.5%	47.5%	58%	68.5%	47.5%	58%	68.5%			
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes (3Y)	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No			

**Conclusions indicated by the data:**

1. Until this year, Dudley Elementary has met the AYP target in all years for all numerically significant subgroups. This year, no group met the AYP target. This is a result of the target rising 10.5% and proficiency declining.
2. In 2010 all subgroups except White were at their highest level of proficiency to date. In 2011, all subgroups dropped to their lowest levels.

Table 3: English Language Arts Academic Performance by Ethnicity: CST only

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic			Asian		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
		Number (#) and Percent (%) At or Above Proficient	#	276	228	228	128	121	122	41	29	27	34	56	41	-
	%	63	69	56	69	64	62	54	62	54	52	55	46	-	68	63
Number and Percent At Basic	#	106	39	106	39	57	43	22	12	18	22	31	27	-	10	7
	%	24	21	28	21	30	22	29	26	36	33	31	30	-	25	22
Number and Percent Below Basic	#	44	16	51	16	7	23	8	5	4	9	8	13	-	3	4
	%	10	9	13	9	4	12	11	11	8	14	8	15	-	8	13
Number and Percent Far Below Basic	#	9	3	20	3	5	8	5	1	1	1	6	8	-	0	1
	%	2	2	5	2	3	4	7	2	2	2	6	9	-	0	3
TOTAL NUMBER AND PERCENT	#	435	286	405	186	190	196	76	47	50	66	101	89	-	40	32
	%	99	101	100	101	101	100	101	101	100	101	100	100	-	101	101

- = not numerically significant

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

Conclusions indicated by the data:

1. For the past four years (looking beyond this data), Hispanics are the lowest performing ethnic group of those considered numerically significant.
  2. All groups scored at their lowest level when comparing the past three years.
- This data does not factor in mobility.

**Table 4: Mathematics Academic Performance by Ethnicity: CST only**

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic			Asian		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
		Number (#) and Percent (%) At or Above Proficient	#	278	282	250	132	139	125	39	27	30	41	66	53	--
	%	66	67	62	72	72	66	51	54	58	61	65	56	--	70	49
Number and Percent At Basic	#	95	86	104	28	31	48	24	16	15	19	22	22	--	9	10
	%	22	21	26	15	16	25	31	32	30	28	22	23	--	23	27
Number and Percent Below Basic	#	48	35	40	22	17	14	12	3	2	6	10	16	--	2	3
	%	11	8	10	12	9	7	16	6	4	9	10	17	--	5	8
Number and Percent Far Below Basic	#	4	16	10	1	5	3	2	4	3	1	4	3	--	1	6
	%	1	4	2	.5	3	2	3	8	6	1	4	3	--	3	16
TOTAL NUMBER AND PERCENT	#	434	419	404	183	192	190	77	50	50	67	102	94	--	40	37
	%	100	100	100	99.5	100	100	101	100	98	99	101	99	--	101	100

-- = not numerically significant

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

Conclusions indicated by the data:

1. African American students have increased their proficiency over the past three years. All other subgroups scored their lowest when comparing the past three years.

~ This data does not factor in mobility.

**Table 5: Academic Performance (API) Data by Grade Level – CST: English Language Arts**

API PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade:5		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
		Number (#) and Percent (%) At or Above Proficient	#	69	60	56	70	49	45	90	72	78	56
	%	58	57	49	60	47	47	80	69	75	52	72	56
Number and Percent At Basic	#	34	26	35	28	44	26	14	26	21	33	24	24
	%	29	25	31	24	42	27	12	25	20	31	24	24
Number and Percent Below Basic	#	13	11	13	14	11	21	7	4	5	15	3	12
	%	11	10	12	12	10	22	6	4	5	14	3	12
Number and Percent Far Below Basic	#	2	8	9	5	2	4	2	2	0	4	1	7
	%	2	8	8	4	2	4	2	2	0	4	1	7
TOTAL NUMBER AND PERCENT*	#	118	105	113	117	106	96	113	104	104	108	102	99
	%	100	100	100	100	101	100	100	100	100	101	100	99

\*100% of students participated. Total percent varies from 99 to 101 due to the rounding of data.

**Conclusions indicated by the data:**

1. For the past two years, the third grade students dropped about 10% reaching proficiency from second grade, then the cohort of students increased proficiency in fourth grade.
2. Fourth grade stands out as consistently having outstanding results.

~ This data does not factor in mobility.

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

**Table 6: Academic Performance (API) Data by Grade Level – CST: Mathematics**

API PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade:5		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
		Number (#) and Percent (%) At or Above Proficient	#	68	67	62	86	75	66	85	74	78	61
	%	57	64	55	74	70	70	75	71	74	53	65	51
Number and Percent At Basic	#	33	15	30	22	25	17	19	23	22	25	23	35
	%	28	14	27	19	23	18	17	22	21	22	23	35
Number and Percent Below Basic	#	16	13	14	9	5	9	9	7	5	18	10	12
	%	14	12	12	7	5	10	8	7	5	16	10	12
Number and Percent Far Below Basic	#	1	10	7	0	2	2	0	1	0	12	3	1
	%	1	10	6	0	2	2	0	1	0	10	3	1
TOTAL NUMBER AND PERCENT*	#	118	105	113	117	107	94	113	105	105	116	102	99
	%	100	100	100	100	100	100	110	101	100	101	101	99

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

**Conclusions indicated by the data:**

1. Second and fifth grade students had made an increase in 2010, but dropped to lower levels again this year.
  2. The percentage of students reaching proficiency in third and fourth grade remains consistently high.
  3. Students moving from fourth grade to fifth grade dropped 20% in the percent reaching proficiency.
- ~ This data does not factor in mobility.

Table 7: Content Cluster Breakdown

The following charts provide content cluster information for the California Standards Tests in English Language Arts and Mathematics. This chart identifies the number of test questions (number possible) and the mean percent correct for the grade level.

	Reading									Writing						
	Word Analysis and Vocabulary Development			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies			
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	
<b>Grade 2</b>																
Number Possible	22			15			6			14			8			
Mean Percent Correct	71	72	62	66	66	70	80	79	79	71	70	69	61	57	59	
<b>Grade 3</b>																
Number Possible	20			15			8			13			9			
Mean Percent Correct	76	74	73	68	73	69	74	82	79	74	67	65	72	68	56	
<b>Grade 4</b>																
Number Possible	18			15			9			18			15			
Mean Percent Correct	85	77	79	77	74	67	77	72	66	76	76	73	62	69	62	
<b>Grade 5</b>																
Number Possible	14			16			12			17			16			
Mean Percent Correct	71	71	70	66	69	67	68	75	70	72	73	71	68	74	62	

Math															
	Place Value, Addition and Subtraction			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
<b>Grade 2</b>															
Number Possible	15			23			6			14			7		
Mean Percent Correct	76	75	72	76	73	70	73	73	74	72	77	76	73	77	69

Math															
	Place Value, Fractions and Decimals			Addition, Subtraction, Multiplication and Division			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
<b>Grade 3</b>															
Number Possible	16			16			12			16			5		
Mean Percent Correct	81	79	80	79	77	79	83	75	82	85	83	82	87	86	87

Math															
	Decimals, Fractions and Negative Numbers			Operations and Factoring			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
<b>Grade 4</b>															
Number Possible	17			14			18			12			4		
Mean Percent Correct	82	84	81	80	75	82	85	86	85	75	70	70	80	80	78

	Math														
	Estimation, Percents and Factoring			Operations with Fractions and Decimals			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
<b>Grade 5</b>															
Number Possible	12			17			17			15			4		
Mean Percent Correct	64	68	59	66	68	69	71	68	66	59	62	60	82	87	79

<p>Conclusions indicated by the data:</p> <p>English Language Arts:</p> <ol style="list-style-type: none"> <li>1. Literary Response and Analysis continues to be the highest content cluster.</li> <li>2. Writing Strategies continues to be the lowest content cluster.</li> </ol> <p>Mathematics:</p> <ol style="list-style-type: none"> <li>1. Third graders increased their proficiency in all areas compared to their scores in second grade.</li> <li>2. Fifth graders decreased in proficiency in all areas compared to their scores in fourth grade.</li> <li>3. There is not one content cluster area in which students all scored high or scored low.</li> </ol> <p>~ This data does not factor in mobility.</p>
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**Table 8: California English Language Development (CELDT) Data**

Grade	2008/2009 and 2009/2010 California English Language Development Test (CELDT) Results											
	# Advanced		# Early Advanced		# Intermediate		# Early Intermediate		# Beginning		Number Tested	
	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11	09/10	10/11
<b>K</b>	Not Available											
<b>1</b>	0	2	1	9	12	7	2	7	2	2	17	27
<b>2</b>	0	2	4	4	8	10	4	5	0	1	16	22
<b>3</b>	2	0	9	8	9	4	2	2	0	1	22	15
<b>4</b>	1	0	5	5	7	6	3	1	0	2	16	14
<b>5</b>	2	1	7	8	2	5	0	0	0	0	11	14
<b>Total</b>	5	5	26	34	38	32	11	15	2	6	82	92

Students Meeting CELDT Criterion* 2009/2010						
Grade	First	Second	Third	Fourth	Fifth	Total
<b># Tested</b>	17	16	22	16	11	82
<b>% Meeting Criterion</b>	6	25	50	38	82	38

Students Meeting CELDT Criterion* 2010/2011						
Grade	First	Second	Third	Fourth	Fifth	Total
<b># Tested</b>	11	6	8	5	9	39
<b>% Meeting Criterion</b>	41	27	53	36	64	42

**Conclusions indicated by the data:**

1. The majority of students in grades one through five are classified "Early Advanced" English language learners. Previous years had the majority of students designated "Intermediate."
2. Far fewer students participated in CELDT testing because students are being monitored more closely and reclassified sooner.

\*CELDT Criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, Writing) at intermediate or higher.

Table 9: Percent Apportionment Attendance

**Dudley Elementary  
Dudley Elementary  
ADA Profile Reports 2008/2009**

Month #	Month's Dates	% Apportionment Attendance / Month
1	08/04/08 - 08/29/08	97.11%
2	09/01/08 - 09/26/08	97.05%
3	09/29/08 - 10/24/08	96.34%
4	10/27/08 - 11/21/08	96.65%
<b>P-1</b>	<b>08/04/08 - 11/21/08</b>	<b>96.78%</b>
5	11/24/08 - 12/19/08	95.96%
6	01/05/09 - 01/30/09	95.58%
7	02/02/09 - 02/27/09	94.21%
8	03/02/09 - 03/27/09	94.68%
<b>P-2</b>	<b>08/04/08 - 03/27/09</b>	<b>95.94%</b>
9	03/30/09 - 04/24/09	96.23%
10	04/27/09 - 05/22/09	95.60%
11	05/25/09 - 05/28/09	95.91%
<b>Annual</b>	<b>08/04/08 - 05/28/09</b>	<b>95.91%</b>

**Dudley Elementary  
ADA Profile Reports 2009/2010**

Month #	Month's Dates	% Apportionment Attendance / Month
1	08/05/09 - 08/28/09	96.90%
2	08/31/09 - 09/25/09	96.26%
3	09/28/09 - 10/23/09	95.32%
4	10/26/09 - 11/20/09	94.86%
<b>P-1</b>	<b>08/05/09 - 11/20/09</b>	<b>95.83%</b>
5	11/23/09 - 12/18/09	95.18%
6	01/04/10 - 01/29/10	95.56%
7	02/01/10 - 02/26/10	95.11%
8	03/01/10 - 03/26/10	95.38%
<b>P-2</b>	<b>08/05/09 - 03/26/10</b>	<b>95.56%</b>
9	04/06/10 - 04/23/10	95.61%
10	04/26/10 - 05/21/10	95.22%
11	05/24/10 - 05/27/10	95.18%

<b>Annual</b>	<b>08/05/09 - 05/28/10</b>	<b>95.53%</b>
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**Dudley Elementary  
ADA Profile Reports 2010/2011**

<b>Month #</b>	<b>Month's Dates:</b>	<b>% Apportionment Attendance / Month</b>
1	08/03/09 - 08/27/09	97.30%
2	08/30/09 - 09/24/09	97.21%
3	09/27/09 - 10/22/09	96.74%
4	10/25/09 - 11/19/09	96.13%
<b>P-1</b>	<b>08/03/09 - 11/19/09</b>	<b>95.85%</b>
5	11/22/09 - 12/17/09	95.68%
6	01/03/10 - 01/28/10	94.95%
7	01/31/10 - 02/25/10	95.28%
8	02/28/10 - 03/25/10	94.48%
<b>P-2</b>	<b>08/03/09 - 03/25/10</b>	<b>95.97%</b>
9	03/28/10 - 04/22/10	96.30%
10	04/25/10 - 05/20/10	95.71%
11	05/23/10 - 05/27/10	93.34%
<b>Annual</b>	<b>08/03/09 - 05/27/10</b>	<b>95.74%</b>

Conclusions indicated by the data:

1. Dudley students maintained an attendance rate above the 95% goal. The attendance rate for each period and the annual total remains in the 95-96% range.

## Appendix D: Student Demographic Data Summary

School Demographic Characteristics October 2010 CBEDS																		
Male									Female									
	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Two or more races, not Hispanic	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American Not Hispanic	White	Two or more races, not Hispanic	Total	
Kdg	0	4	0	2	12	6	32	1	1	3	3	0	9	5	27	1	108	
1 <sup>st</sup>	0	5	1	2	14	10	30	2	1	9	0	1	9	7	28	1	120	
2 <sup>nd</sup>	0	3	1	1	7	8	33	11	0	4	1	0	8	8	21	5	111	
3 <sup>rd</sup>	1	1	0	1	6	6	22	10	0	8	0	1	9	3	24	4	98	
4 <sup>th</sup>	1	2	0	1	10	2	23	11	0	4	0	2	10	10	27	8	111	
5 <sup>th</sup>	0	6	0	0	8	8	25	5	0	2	1	1	10	5	24	12	107	
SDC	0	0	0	0	1	2	4	0	0	0	0	0	0	1	2	0	10	
Total	2	21	2	7	58	42	169	40	2	30	5	5	55	39	153	31	661	

<b>Ethnic/Racial*</b>	<b>Percent</b>	<b>Parent Education Level</b>	<b>Percent</b>
Black or African American	13	Percent with a response*	94
American Indian or Alaska Native	1	Of those with a response:	
Asian	9	Not a high school graduate	5
Filipino	2	High school graduate	15
Hispanic or Latino	23	Some college	41
Native American or Pacific Islander	1	College graduate	28
White (not of Hispanic origin)	46	Graduate school	7
Two or More Races	4	<i>*This number is the percentage of student answer documents with stated parent education level information.</i>	
<i>*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>			
<b>Participants in Free or Reduced-Price Lunch</b>	59	<b>Average Parent Education Level</b>	<b>Average</b> 3.12
<b>English Learners</b>	13	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Reclassified Fluent English Proficient	12		
<b>Participants in GATE</b>	4		
<b>Students with Disabilities</b>	12	<b>Fully Credentialed Teachers</b>	<b>Percent</b> Not included
<b>Multi-track, Year-round School Mobility</b>	No	<b>Teachers with Emergency Credentials</b>	Not included
School, CBEDS Date	92		<b>Number</b> 446
LEA, CBEDS Date	93	<b>Enrollment in Grades 2-11 on First Day of Testing</b>	446
This is a percentage of students who were counted as part of the school or LEA's enrollment on the October 2009 CBEDS data collection and who have been continuously enrolled since that date.		<b>Students Exempted from STAR Testing Per Parent Written Request</b>	0
<b>Average Class Size</b>		<b>Enrollment in Grades 2-11 on First Day of Testing</b>	446
<b>Grades</b>	<b>Average</b>	<b>Number of Students Tested</b>	
K-3	Not included	<b>Enrollments</b>	<b>Percent</b>
4-5	Not included	Grade 2	24
		Grades 3-5	76

## **Appendix E: Analysis of Current Instructional Program**

### School Motto

"Developing young minds for a better tomorrow"

### School Mission

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.

### Standards, Assessment, and Accountability

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

*Each teacher has created a plan to meet the academic needs of each individual learner. The plan was created by analyzing incoming students' STAR test scores and the teacher's previous students' test results. Documentation and work samples show progress towards the academic goals they have set. In addition, low-performing students are continuously monitored and their instruction is modified through the Student Study Team 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 Standards Test, California English Language Development Test, Open Court and Harcourt assessments, Accelerated Reader reports, Orchard reports, the district writing assessment, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement. Each teacher has created a plan to meet the academic needs of each individual learner. The plan was created by analyzing incoming students' test scores and the teacher's previous students' test results. Documentation and work samples show progress towards the academic goals they have set.*

*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 (NCLB)

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

*N/A*

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

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

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

*District-wide collaboration days, site collaboration days and staff meetings focus on student achievement as measured by the California Standards Test 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 Beginning Teacher Support and Assessment (BTSA) program is utilized for teachers new to the profession.*

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

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

*A district Academic Coach implements ongoing professional development activities in the areas of student achievement, instructional practices and technology. The Academic Coach works closely with newly hired teachers. The Academic Coach also does regular classroom observations and assists tenured teachers as needed. The Beginning Teacher Support and Assessment (BTSA) program is utilized for teachers new to the profession.*

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

*District-wide and site based collaboration days focus on student achievement as measured by the California Standards Test. 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

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

*Dudley Elementary students are provided with state adopted curriculum which is aligned to content standards. Teachers reference content standards in their lesson plans.*

*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 Avenues curriculum. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing.*

*An intervention class is offered for thirty minutes Monday through Friday for second and third grade students who have been retained or who are at risk of retention.*

*The Title 1 learning center provides intervention to first through sixth grade students who have scored Far Below Basic and Below Basic on the California Standards Tests or who tested two grade levels or more 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 (NCLB)

*State adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Avenues curriculum.*

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. Open Court is used for English/Language Arts and Harcourt is used for mathematics. English learners are provided with additional instruction using Avenues curriculum. 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 Open Court materials. Orchard software, which is standards-based computer-assisted instruction that utilizes Open Court lessons, is also used in the intervention class. Students practice reading fluency and comprehension using the Read Naturally program. For math, students in intervention use Harcourt intervention materials.*

*The Title 1 staff uses SIPPS materials to teach reading and Accelerated Math.*

#### Opportunity and Equal Educational Access

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

*State adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Avenues curriculum. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards.*

*Dudley has instituted an English/Language Arts rotation. During this time, English learners receive instruction using the Avenues curriculum. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing.*

*All students in grades one through six use Orchard software. Orchard is standards-based computer-assisted instruction. Students also use Accelerated Reader which is a program that focuses on reading comprehension.*

*Other services include: class size reduction in kindergarten through third grade, resource pull-out, speech and pathology services, occupational therapy, special day class, English language resource teacher and aide for pull-out services and counseling services*

14. Research-based educational practices to raise student achievement at this school (NCLB)

*All curriculum and materials used at Dudley Elementary are standards-based and research-based. This includes the state-adopted Open Court, Harcourt and Houghton-Mifflin curriculum as well as Orchard, Accelerated Reader and Math, Read Naturally and SIPPS supplemental materials.*

#### Involvement

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

*In September, every teacher meets with the school's resource teachers and principal to discuss every student's academic, emotional and financial needs. Also, to assist under-achieving students, Dudley Elementary sets up individual Student Study Team meetings 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 Study 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 consolidated application programs. (5 CCR 3932)

*Dudley Elementary has a School Site Council that meets a minimum of every other month. 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 (NCLB)

*Dudley Elementary receives three categories of funds that can be used to target underperforming students. Lottery monies are used to purchase copies used for homework and class assessments. The School and Library Improvement Program (SLIP) fund is used to hire substitutes to cover classes while the teacher is in SST meetings to discuss individual students' progress. This fund also targets expenditures that increase safety at Dudley Elementary, which creates a positive and safe learning environment for students to learn. 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 two part-time aides. The staff provides small group instruction to students who are performing significantly below grade level. The Title 1 funds have been used to purchase SIPPS and Accelerated Math curriculum and an enhanced version of Accelerated Reader. The Title 1 fund is used to fund a .5 FTE computer technician to support the Orchard and Accelerated Reader and Math computer programs. To support emotional well-being, increase school connectedness 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 and two part-time child aides.*

## Appendix F: Title I Compact

# **Title I Compact**

Arthur S. Dudley Elementary School

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

Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

### **Arthur S. Dudley's Title I compact is based on the following beliefs:**

- Student success is greater when the connection between home and school is positive.
- Student success is greater when the parent and teacher have a strong working relationship that is focused on the best interests of the child.
- Parents have a right and a responsibility to be involved in their child's educational experience.
- Students need to be supported and held accountable for the choices they make which affect their academic progress.
- Homework and extended day learning opportunities are very important to student academic success.

### **The Staff Pledge**

*We understand the importance of a school experience that fosters student mastery of grade level content standards. We believe that all students can learn, and we will maintain a learning environment that fosters student academic and social growth.*

- We will provide a safe, positive, caring, and challenging environment in which to learn.
- We will maintain high expectations for all students.
- We will treat students and parents with dignity and respect at all times.
- We will hold parent conferences in which we share with parents the grade level curriculum standards, the results from the California Standards Tests, and the results from classroom assessments.
- We will communicate regularly with parents about their child's progress and make ourselves available in person and by phone, using translators (staff) when needed.
- We will provide support and academic intervention for students who fall behind and need additional help.
- We will assign productive, worthwhile homework that reinforces and supports skills and concepts learned in class.

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Original - Office

Yellow - Teacher

Pink - Parent/Student

### **The Student Pledge**

*I realize that education is important and that I am the one who is MOST responsible for my success. I know that I need to try my best each day to focus on instruction and to ask questions when I do not understand. I agree to carry out the following responsibilities:*

- I will treat myself, my teachers, my classmates, and school property with respect at all times.
- I will give my best effort every day and do whatever I can to be successful.
- I will complete all homework and reading every day.
- I will come to school every day on time and stay until the end of my day.
- I will work hard and come to class focused, prepared, and ready to learn.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I will approach learning with enthusiasm and a positive attitude.
- I will be a positive member of the school by following all school and classroom rules.
- I will communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- I will limit my TV watching and video games, and instead study or read every day after school.

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### **The Parent/Guardian Pledge**

*I understand that I have a right and a responsibility to be actively involved in my child's education. I understand that literacy development (learning to read) is crucial to my child's success. I understand that my child needs to take responsibility for his/her actions and also needs to be recognized for his/her positive efforts and achievements.*

- I will treat my child's teacher and all other staff members with dignity and respect at all times.
- I will read with my child (or to my child) each day for at least 20 minutes.
- I will limit my child's time watching television.
- I will talk with my child about what he/she learned in school each day.
- I will create a quiet space for my child to do his/her homework
- I will ensure that my child completes his/her homework each day.
- I will make sure that my child gets an adequate amount of sleep each night and eats breakfast either at home or at school each day.
- I will ensure that my child attends school each day, arrives on time, and stays the entire day unless he/she is ill.
- I will make myself available to the school in person or by phone to discuss my child's academic progress and/or behavior.
- I will attend my child's parent/teacher conferences and other school events so that my child will know that I think that their work in school is important.
- I will support the school in its efforts to enforce high standards for behavior, citizenship, and academics.
- I will keep emergency contact information up-to-date.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Original - Office

Yellow - Teacher

Pink - Parent/Student

## Appendix G: Parental Involvement Policy

### Arthur S. Dudley Elementary School School Parental Involvement Policy

***In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.***

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#### PART I. GENERAL EXPECTATIONS

Arthur S. Dudley Elementary School agrees to implement the following statutory requirements:

- The school will develop with parents and distribute to parents of participating children a School Parental Involvement Policy that is agreeable to both the school and parents of participating children.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring –

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in Section 1118 of the Elementary and Secondary Education Act (ESEA).

## **PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Arthur S. Dudley Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Notify parents in advance of the meetings to develop the School Parental Involvement Policy
2. Arthur S. Dudley Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Include the School Parental Involvement Policy in the parent handbook.
  - Distribute the School Compact to each of the students the first week of school.
  - The office staff will include the School Parental Involvement Policy and the School Compact in the enrollment packet for students who enroll after the first day of school.
  - Ongoing updates and communication will be dispersed via the monthly newsletter, phone dialer and school website.
3. Arthur S. Dudley Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - The School Site Council meetings will be used as the venue for reviewing and adjusting the policy as needs arise.
4. Arthur S. Dudley Elementary School will convene at least one annual meeting to inform parents of the following:
  - That their child's school participates in Title I
  - About the requirements and program components of Title I
  - Of their rights to be involved in their child's education within Title I
  - Arthur S. Dudley Elementary School will hold a Title I meeting for parents and students exclusively to go over program eligibility, components and expectations in addition to Title I updates during the School Site Council meeting.
5. Arthur S. Dudley Elementary School will provide current information about Title I programs to parents of participating children in a timely manner:
  - A review of the offered Title 1 programs will be provided for each parent.
  - A letter is sent to all families of students who qualify for the Title 1 extended day programs as soon as they are determined to be "at risk."
  - A Title I parent meeting and family night will be planned early in the year.
6. Arthur S. Dudley Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - All curriculum is available for viewing at Back to School Night.

- Curriculum brochures for core subject areas are distributed during Back to School Night and during Parent Orientation for new students.
  - A copy of a blank report card stating the required State standards to be taught for the grade level will be shared at parent conference meetings.
  - Parents may receive the Cut Points for Retention during their Parent-Teacher conference.
7. Arthur S. Dudley Elementary School will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
  8. Arthur S. Dudley Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Arthur S. Dudley Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The parent volunteer policy is included in the parent Family Handbook as well as described in the monthly newsletter.
  - PTA actively recruits parents during family nights.
  - Events and meetings are announced during weekly automated phone calls.
  - School Site Council and ELAC (English Language Advisory Committee) meeting dates are published in the school newsletter and announced via the automated dialer.
  - There is ongoing teacher communication with parents through phone calls, emails, newsletters and conferences.
2. Arthur S. Dudley Elementary School will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy.
3. Arthur S. Dudley Elementary School will, with the assistance of the District, provide assistance to parents of children served by the school in understanding topics such as the following:
  - The State's academic content standards
  - The State's student academic achievement standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I
  - How to monitor their child's progress
  - How to work with educators

4. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
  - Inviting parents who request assistance to meet with administrators and/or teachers to go over materials and expectations
  - Inviting parents to observe lessons in the classroom and/or Learning Center
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools.
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

#### **PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Training parents to enhance the involvement of other parents
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times
- Adopting and implementing model approaches to improving parental involvement
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

**PART V. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signature page during Title I parent informational meeting. This policy was adopted by Arthur S. Dudley Elementary October 20, 2011 and will be in effect for the period of one year. At that time, the policy will be reviewed and revised as necessary. The school will distribute this policy to all parents of participating Title I, Part A children at Back to School Night and upon request. It will be made available to the local community in the Single Plan for Student Achievement. Arthur S. Dudley Elementary will notify parents of this policy in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



\_\_\_\_\_  
(Signature of Authorized Official)

10-20-11

\_\_\_\_\_  
(Date)



## **Appendix H: School Site Council By-Laws**

### **ARTHUR S. DUDLEY SCHOOL SITE COUNCIL BY-LAWS**

#### **ARTICLE I: NAME OF COMMITTEE**

The name of this Committee is the Arthur S. Dudley Elementary School Site Council. Throughout these bylaws it is referred to as the "SSC" or "Dudley SSC."

#### **ARTICLE II: OBJECTIVES**

The Dudley SSC will follow State guidelines and be consistent with policies of the Center Joint Unified School District. The SSC is expected to:

- Develop and approve the Single Plan for Student Achievement.
- Obtain recommendations for the proposed Single Plan for Student Achievement from all stake holders and any applicable school advisory committees. (Education Code 64001)
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the district governing board and by state law.

### **ARTICLE III: MEMBERSHIP AND ELECTION**

Section 1. **Composition and Size.** To meet state guidelines for elementary schools, the SSC will consist of a minimum of ten members and include a broad representation of parents/community members and staff. The SSC will include a range of socioeconomic and ethnic groups representative of the school student body. (Education Code 52853)

- A) 1. Half of the SSC will consist of the principal, classroom teachers, and other school personnel. (Teachers will be the majority of this half of the SSC).
- 2. Every staff and faculty member will be elected by their respective peer groups.
- B) 1. The other half of the SSC will consist of parents and community members. (Parents will be the majority of this half of the SSC.)  
*[If a school is identified as a State of California Immediate Intervention/Under-performing Schools Program (II/USP), parents/community members must constitute at least 51% of the SSC.]*
- 2. No employees of the school site may serve as a parent or community representatives of their SSC where they work (although they can serve for the staff half of the SSC).
- 3. All parents and community representatives will be elected by parents of the school, when there are more parents who wish to serve on the SSC than required to fill the positions on the SSC.
- C) The SSC will have at least these minimum number of members:
  - 1 Principal
  - 3 Classroom Teachers
  - 1 Other School Staff
  - 5 Parents or Community Members

10 total

*(If the council is larger, the ratios shown in "A & B" above must be maintained. An alternate may be elected in the event that a member leaves the SSC)*

Section 2. **Election of Members and Term of Office.** The election procedures must be consistent with the District policy. Elections for SSC members and alternates will occur every two years. Elected members will serve for two years until their successors have been elected and qualified. Newly elected members will assume their office at the regular meeting of the school year. Staggered terms are recommended to establish better continuity of experience on the council. Membership on the council may not be assigned or transferred.

Section 3. **Voting Rights.** Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted. Voting by proxy is not permitted.

- Section 4. **Termination of Membership.** Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson. Membership should automatically terminate for any member who is absent from three consecutive meetings, or who has moved out of the school attendance boundaries. The SSC may also suspend or expel a member for cause by affirmative vote of two-thirds of all the members of the SSC.
- Section 5. **Alternates.** An elected alternate may be seated in place of an absent SSC member. Any seated alternate will have voting power for the meeting at which he/she is officially seated by the SSC.
- Section 6. **Vacancy.** Any vacancy on the SSC will be filled for the remainder of the unexpired term through the appointment of a duly elected alternate. If the composition of the SSC falls below minimum membership and no alternatives are available, vacancies for the unexpired term must be filled by a new regular election.

#### **ARTICLE IV: OFFICERS**

- Section 1. **The officers** of the SSC will be: Chairperson, Vice Chairperson, Secretary, and other officers as the SSC deems desirable.
- Section 2. **Election and Term of Office.** The officers of the SSC shall be elected bi-annually by majority vote of the SSC members and shall serve for the term of their election.
- Section 3. **Duties.** The duties of the officers:
- Chairperson**
1. Preside at all meetings and sign documents as directed by the SSC.
  2. Prepare an agenda for each meeting and publicly post the agenda at the school site 72 hours in advance of each SSC meeting.
- Vice-Chairperson**
1. Assume the duties of the Chairperson during his/her absence.
  2. Perform other such duties as be assigned by the Chairperson or by the SSC.
- Secretary**
1. Keep minutes of all regular and special meetings of the council.
  2. Transmit true and correct copies of the minutes of such meetings to members of the council.
  3. Provide all notices in accordance with these bylaws.
  4. Be the custodian of the records of the council.
  5. Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of the school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
  6. Perform other such duties as are assigned by the chairperson or the council.

### **District Advisory Committee Representative**

1. Attend all meetings held by the District Advisory Committee.
2. Report to the SSC the news from the meetings.

## **ARTICLE V: COMMITTEES**

The SSC will form any committees required to carry on the work of the Council.

- Section 1. **Quorum.** The quorum for any committee meeting will be a majority (i.e. greater than 50%) of its members.
- Section 2. **Sub-committees.** The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the school site council.
- Section 3. **Membership.** Unless otherwise determined by the council, the council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.
- Section 4. **Term of Office.** The council shall determine the terms of office for members of a committee.
- Section 5. **Rules.** Each committee may adopt rules for its own governance not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.
- Section 6. **Quorum.** A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

## **ARTICLE VI: DUTIES OF SSC MEMBERS**

SSC members will:

1. Attend all council meetings on time, or inform the secretary of the expected absence to assign an alternate.
2. Accept a position as a committee officer or member when appointed or elected.
3. Actively participate in workshops and training sessions to increase knowledge of the school site council's purpose and functions.

4. Regularly report SSC proceedings and actions to their own peer groups, and bring back peer group recommendations to the SSC.
5. Review and approve budgets and school plans.

## **ARTICLE VII: MEETINGS**

- Section 1. **Regular Meetings.** The SSC shall meet regularly at least every other month. Special meetings may be called by the chairperson, the principal or by a majority vote of the SSC.
- Section 2. **Place of meetings.** The council shall hold its regular meetings in the Arthur S. Dudley Elementary library. Alternate meeting places may be determined by the chairperson, the principal or by majority vote of the council.
- Section 3. **Notice of Meetings.** Members must be notified of regular meetings at least 72 hours in advance. A meeting notice and agenda must also be posted in a regular public location at the school site at least 72 hours prior to each meeting.
- Section 4. **Emergency Meetings.** Emergency meetings may be called by the Chairperson, the principal or by a majority vote of the SSC. A meeting notice and agenda must be posted in a public location at the school site at least 24 hours prior to an emergency meeting.
- Section 5. **Meetings Open to School Community.** All regular and emergency meetings of the SSC or special committees will be open at all times to members of the school community. Notification will be posted in a timely manner according to Article VII, Section 2.
- Section 6. **Order of Meetings.** All regular and emergency meetings of the SSC will be conducted in accordance with Robert's Rules of Order or an appropriate adaptation. Meetings of the SSC shall be conducted with the intention of reaching consensus. In the event the SSC reaches an impasse which prohibits business from being conducted, the following action will be taken: 1. The SSC will take a vote with a (percent) majority required for the decision, 2. The principal will make the final decision.
- Section 7. **Comments.** Comments by the parents, community members, administrators, staff or faculty not on the SSC are welcomed. Public input may occur on any item on the current agenda, with prior notification to the chair, not to exceed three minutes per speaker.
- Section 9. **Quorum.** All meetings of the SCC must have a quorum present. A quorum shall consist of greater than 50% of the SSC membership.


# ARTHUR S. DUDLEY ELEMENTARY SCHOOL SITE COUNCIL BYLAWS

## ARTICLE VIII: AMENDMENTS

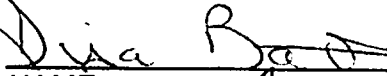
These bylaws may be amended by the SSC. The proposed amendments must have been presented and discussed at one regular meeting and noted on the agenda for review. Passage of amendments to the bylaws requires a majority vote of the SSC.

SIGNED BY:

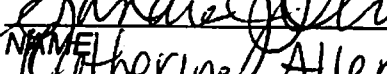
  
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SSC CHAIRPERSON      DATE: 9.6.11

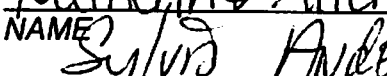
  
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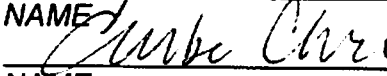
Signatures of other SSC members:

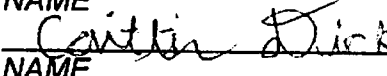
  
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Revised September 2011

## **Appendix I: Use of Resources**

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

**The state fiscal year** is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

**The federal fiscal year** is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

**Eighty-five percent** of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

**Expenditures are allowable** if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources.
- Are necessary to achieve the goals of the plan.
- Provide supplementary services for eligible students.
- Do not fund services required by state law.
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund.

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

**The district must reserve funds** from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

**The district may reserve funds** from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

**The district may also reserve funds** for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.



## Appendix J: Acronyms and Specialized Terms

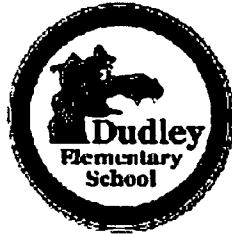
Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>
ADA	Americans with Disabilities Act	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a>
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>
APS	Academic Program Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps">http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps</a>
BTSA	Beginning Teacher Support and Assessment	<a href="http://www.btsa.ca.gov">http://www.btsa.ca.gov</a>
BTPP	Bilingual Teacher Training Program	<a href="http://www.cde.ca.gov/sp/el/bt">http://www.cde.ca.gov/sp/el/bt</a>
CAHSEE	California High School Exit Examination	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>
CBEDS	California Basic Educational Data System	<a href="http://www.cde.ca.gov/ds/ss/cb">http://www.cde.ca.gov/ds/ss/cb</a>
CBEST	California Basic Educational Skills Test	<a href="http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST">http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST</a>
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>
COE	County Office of Education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>
COP	Committee of Practitioners (Title I)	<a href="http://www.cde.ca.gov/sp/sw/t1/practitioners.asp">http://www.cde.ca.gov/sp/sw/t1/practitioners.asp</a>
CPM	Categorical Program Monitoring	<a href="http://www.cde.ca.gov/ta/cr/cc">http://www.cde.ca.gov/ta/cr/cc</a>
CSAM	California School Accounting Manual	<a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a>
CSIS	California School Information Services	<a href="http://www.cde.ca.gov/ds/sd/cs">http://www.cde.ca.gov/ds/sd/cs</a>
CSR	Comprehensive School Reform	<a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a>
CTC	Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>
DAS	District Assistance Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/documents/distassiststry1.doc">http://www.cde.ca.gov/ta/lp/vl/documents/distassiststry1.doc</a>
DSLTT	District and School Leadership Team	
EC	Education Code	<a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a>
EDGAR	U. S. Department of Education General Administrative Regulations	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>
EL	English Learner	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>

ACRONYM	STANDS FOR	WEB ADDRESS
ELA	English Language Acquisition	<a href="http://www.cde.ca.gov/sp/el/ii">http://www.cde.ca.gov/sp/el/ii</a>
ELAP	English Language Acquisition Program	<a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a>
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
ESL	English as a Second Language	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ESLRs	Expected Schoolwide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FEP	Fluent-English-Proficient	<a href="http://www.cde.ca.gov/demographics">http://www.cde.ca.gov/demographics</a>
FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>
GED	General Educational Development	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>
HPSGP	High Priority Schools Grant Program	<a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a>
IEP	Immigrant Education Program (NCLB, Title III)	<a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a>
IEP	Individualized Education Program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a>
II/USP	Immediate Intervention/Underperforming Schools Program	<a href="http://www.cde.ca.gov/ta/lp/ii">http://www.cde.ca.gov/ta/lp/ii</a>
LC	Language Census	<a href="http://www.cde.ca.gov/ds/ss/lc">http://www.cde.ca.gov/ds/ss/lc</a>
LD	Learning Disabled	
LEA	Local Educational Agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	<a href="http://www.nagb.org">http://www.nagb.org</a>
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	<a href="http://www.cde.ca.gov/pr/nclb">http://www.cde.ca.gov/pr/nclb</a>
NRT	Norm-referenced Test	
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a>
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	<a href="http://www.cde.ca.gov/rocp/dsp/coord.html">http://www.cde.ca.gov/rocp/dsp/coord.html</a>
RSDSS	Regional System for District and School Support	<a href="http://www.cde.ca.gov/sp/sw/ss/s4directory.asp">http://www.cde.ca.gov/sp/sw/ss/s4directory.asp</a>
SABE/2	Spanish Assessment of Basic Education	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.wascweb.org">http://www.wascweb.org</a>

Center Joint Unified School District  
**Dudley Elementary School**



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**2009-10 School Accountability Report Card**  
*Published January 2011*

Center Joint Unified School District  
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**Website Address**  
 www.centerusd.org

**2010-11  
 Board of Trustees**

- Nancy Anderson
- Matthew Friedman
- Jeremy Hunt
- Kelly Kelley
- Donald Wilson

**District Administration**

- Scott Loehr  
Superintendent
- Craig Deason  
Assistant Superintendent
- George Tigner  
Chief Administrative Officer
- Jeanne Bess  
Director of Fiscal Services

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- District Expenditures
- SARC Data

**Principal's Message**

I'd like to welcome you to Dudley Elementary School'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.

Dudley Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and 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 Dudley Elementary School's students, and welcome any suggestions or questions you may 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.

**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 Profile**

Dudley Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2009-10 school year, 664 students were enrolled, including 12% in special education, 13% qualifying for English Language Learner support, and 59% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2010 Academic Performance Index (API) score of 842.

Ethnic Group	%	Grade Level	
			#
African-Amer.	13.55 %	Kindergarten	118
Amer. Indian or Alaskan Native	1.20 %	Grade 1	114
Asian	9.64 %	Grade 2	104
Filipino	1.66 %	Grade 3	109
Hisp. or Latino	21.54 %	Grade 4	110
Pacific Islander	1.05 %	Grade 5	109
Caucasian	49.10 %		
Multi-Racial	2.26 %		
Total Enrollment			664

## Student Achievement

### Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	51	63	61	48	52	55	46	50	52
Math	56	66	67	47	49	48	43	46	48
Science	36	37	55	48	48	60	46	50	54
Social Science	0	0		36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Dudley Elementary School							
	African- Amer. Native	Amer. Indian or Alaskan	Asian	Caucasian	Hisp. or Filipino	Latino	Multi- Racial	Pacific Islander
Language Arts	53	*	63	63	*	56	*	*
Math	59	*	74	72	*	66	*	*
Science	*	*	67	51	*	58	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	Dudley Elementary School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55		54	69	34	56	*	
Math	48		66	69	60	63	*	
Science	60		54	56	*	54	*	
Social Science	45							

### Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	7	6	7
Similar Schools Rank	7	3	8

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	-17	47	9
<b>Ethnic Subgroups</b>			
African-Amer.	*	20	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	20
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-33	55	4
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	4	42	32
English Learners	*	*	-2

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	826	760	715
Pacific Islander			754
Caucasian	852	801	838
Multi-Racial		781	807
Economically Disadvantaged	824	760	610
English Learners	825	749	691
Students with Disabilities		600	580
All Students	842	786	767

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	DES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Dudley Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	DES	CJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

### Parent Involvement

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 email, progress reports, the school marquee, school newsletters, the school website, and an automated telephone message system. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- School Projects
- Dudley Dollar Store
- Santa Shop
- Book Fairs

**Committees**

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

**School Activities**

- Back to School Night
- Fall Festival
- Family Nights
- Movie Night
- Open House
- Student Performances
- Spaghetti Feed

**School Facilities & Maintenance**

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. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 2 years, the following improvements have been completed:

- Exterior painting projects
- Interior painting projects
- Complete modernization
- Installation of new fire alarm system
- Installation of new intercom system
- Installation of new clocks and bells

Every morning before school begins, the custodian and the principal inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Dudley Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1959
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	17
Restrooms (sets)	4
Multipurpose Room/Cafeteria	1
Library	1
Computer Labs	2
Outdoor Covered Patio	1
Playgrounds	2
Staff Lounge / Workroom	1

**Deferred Maintenance**

Dudley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Dudley Elementary School received \$14,816 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

**Facilities Inspection**

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 18, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, October 18, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds		✓	
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration office window has bb hole; cafeteria upper window has bb hole; Rm 10 window has bb holes; Rm A6 cracked window; Rm 8 hole in window over door; Rm C3 upper 2 windows have bb holes; Rm C4 upper 2 windows have bb holes.
(4)	Rm C3 ceiling tiles broken; Rm C4 ceiling tiles broken.
(6)	Cafeteria plaster broken under sink; Rm T3 new siding needs paint; playground & fields asphalt has cracks.
(13)	Plywood on playground wall deteriorating.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the teachers, administrators, and teachers aides are strategically assigned to designated entrance areas and the playground. During recess, administrators, teachers, and teacher aides supervise playground activity. Administrators and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and teacher aides monitor student behavior to ensure a safe and orderly departure.

Dudley Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Dudley 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, updated, and discussed with school staff in September 2010.

**Classroom Environment**

**Discipline & Climate for Learning**

Dudley Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	DES		
	07-08	08-09	09-10
Suspensions (#)	125	90	39
Suspensions (%)	17.36 %	13.12 %	5.87 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	227	179	116
Suspensions (%)	9.80 %	7.97 %	5.20 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

**Class Size**

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
Grade	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
K	19.8	6		
1	19.3	6		
2	19.3	6		
3	19.8	6		
4	28.5		4	
5	32.3		3	1
Grade	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
Combo 4-8	30.0		1	
Grade	Avg. Class Size	2009-10		
		Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
6			1	
Combo 4-8	30.0			

Combo classes are any combination of the grades shown.



## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Dudley Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Dudley Elementary School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Safety

Decisions concerning selection of staff development activities are performed by the principal and school parent group 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. Dudley Elementary School supports ongoing professional growth throughout the year on early release days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Dudley Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are 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-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 18, 2010, 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 No. 3/2010-11 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
<b>Language Arts</b>		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	Harcourt School Publishers, <i>Harcourt Math</i> © 2002	0 %
<b>Science</b>		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

## Professional Staff

### Counseling & Support Staff

Dudley Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Dudley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	0.8
Child Aides	2	0.6
Librarian	1	1.0
Nurse	1	0.6
Psychologist	1	1.0
Speech Therapist	1	0.5

*FTE = Full-Time Equivalent*

### Teacher Assignment

During the 2009-10 school year, Dudley Elementary School had 32 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act

requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	DES			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	35	34	32	249
Teachers with full credentials	35	34	32	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DES 10-11	CJUSD 10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	DES	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	12.5 %	12.0 %
Master's degree	6.3 %	14.9 %
Bachelor's degree plus 30 or more semester hours	81.3 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
Elementary School	\$95,167	\$103,189
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil  
2008-09

	Dollars Spent per Student				
	DES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	659	5098	N/A	N/A	N/A
Total**	\$5,835	\$6,253	93.32	N/A	N/A
Restr.†	\$720	\$1,314	54.75	N/A	N/A
Unrestr.††	\$5,116	\$4,938	103.59	\$5,681	90.05
Avg. Teacher Salary	\$69,810	\$66,508	104.96	\$57,352	121.72

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Dudley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Dudley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Dudley Elementary School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.

# Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	North Country Elementary	
Date:	November 1, 2011	Action Item <u>  X  </u>
To:	Board of Trustees	Information Item
From:	Kathleen Lord, Principal	
		# Attached Pages 48
Principal's Initials:	<u>KL</u>	

<b>SUBJECT: APPROVAL OF SINGLE PLAN FOR STUDENT ACHIEVEMENT</b>
Please approve North Country's Single Plan for School Achievement 2011/12
<b>RECOMMENDATION: APPROVAL</b>

CONSENT AGENDA

# The Single Plan for Student Achievement

## North Country Elementary School

34-73973-6108948  
CDS Code

Date of this revision: October 28, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Kathleen Lord

Position: Principal

Telephone Number: (916) 338-6480

Address: 3901 Little Rock Drive Antelope, CA 95843

E-mail Address: [klord@centerusd.org](mailto:klord@centerusd.org)

**Center Joint Unified School District**

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_.

## Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 Writing strategies continue to be a focus based on STAR scores, the District Writing Assessment and teacher input.				
Student groups and grade levels to participate in this goal: <b>All</b>		Anticipated annual performance growth for each group: <b>Subgroups to meet AYP and increase the level of proficiency on STAR scores.</b>		
Means of evaluating progress toward this goal: <b>District Writing Assessment, Classroom writing assignments, STAR</b>		Group data to be collected to measure academic gains: <b>STAR scores, third trimester DWA scores</b>		
Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures <sup>3</sup>	Estimated Cost	Funding Source
<b>Students will demonstrate writing proficiency at their grade level by developing skills in organization/structure and conventions. Students will participate in all steps of the writing process to develop fluency. Title I student support in small groups to be scheduled M-TH in the reading lab. Writing opportunities to be taught in the Madeline Hunter format. Students will write on a variety of topics and prompts using grade appropriate spelling, grammar, mechanics, and punctuation in written work. Students will be encouraged to use enriched vocabulary. Portfolios, or folders of student work will provide an opportunity to evaluate students' growth.</b>	<b>August 2011- May 2012</b>			

<sup>1</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>3</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

## Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>PROGRAM SUPPORT GOAL # 2 – Provide English Language Learners with classroom and ELD support in addition to the core program</b>				
Groups participating in this goal (e.g., students, parents, teachers, administrators) <b>ALL</b>		Anticipated annual growth for each group: <b>English Language Learners will meet AYP in English Language Arts and math.</b>		
Means of evaluating progress toward this goal: <b>Open Court unit assessments, AR levels, STAR</b>		Group data to be collected to measure gains: <b>STAR scores Aeries Gradebook</b>		
<b>Actions to be Taken to Reach This Goal<sup>4</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>5</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>English Language Learners who have been classified B and EI in grades 1-6 will receive at least 30 minutes of instruction in Avenues in the ELD classroom. I's and R-FEPs have been identified in all classrooms. ELD students will be tracked every 6 weeks according to our progress monitoring plan and evidenced within portfolios. Kindergarten students will work on letter name and sound recognition through core curriculum and the So Simple kinesthetic sight word program. Teachers will utilize Think Central,</b>	<b>August 2011- May 2012</b>			

<sup>4</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>5</sup> List the date an action will be taken or will begin, and the date it will be completed.

<b>a software supplement to the Harcourt math program as an intervention strategy in the classroom and as homework.</b>				
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### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

\* This is an estimated budget based on last year's figures.

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 31,534 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 76,342 (d)
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 20,655 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,936 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 60,075 (s)
<input checked="" type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 69,280 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 3,000 (d)
<input checked="" type="checkbox"/> GATE	\$ 34, 417 (s)
<input checked="" type="checkbox"/> Lottery	\$ 10, 290 (s)
Total amount of state categorical funds allocated to this school	\$227,871 - district controlled

	\$136,316 site
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Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 195,493 (s)
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input checked="" type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 168,131 (d)
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 61,970 (d)
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school	\$230,101– district controlled \$195,493– site controlled
Total amount of state and federal categorical funds allocated to this school	\$457,972– district controlled \$331,809 site controlled

**Form D: School Site Council Membership**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>6</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kathleen Lord	X				
Jason Farrel			X		
Lura Anderson		X			
Felicia Montgomery				X	
Linda Duncan				X	
Dennis Madsen				X	
Kristin Hanson		X			
Numbers of members of each category	1	2	1	3	

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<sup>6</sup> 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.

## Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on November 2, 2011

Attested:

Kathleen Lord

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

11/2/2011  
Date

Felicia Montgomery

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

11/2/2011  
Date

## I. Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the *Single Plan for Student Achievement*
- Appendix C: School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Outline of Bylaws
- Appendix G: Use of Resources
- Appendix H: Acronyms and Specialized Terms

## **Appendix A: Programs Funded through the Consolidated Application**

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

### **State Programs**

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

### **Federal No Child Left Behind (NCLB) Programs**

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

**Appendix B: Chart of Requirements for The Single Plan for Student Achievement**

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
<b>I. Involvement</b>															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e) EC 52055.620(a)(4) EC 52054							X							
	EC 35294.1(b)(2)(C)												X		
	5CCR 3932	X	X	X	X	X	X		X		X	X			
	20 USC 7115(a)(1)(E)					X					X				
	20 USC 6316(b)(3)														
	20 USC 6315(c)(1)(G)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Advisory committee review & recommendations	EC 64001(a) EC 52055.620(b)(1)	X	X	X	X	X	X		X		X	X			
Written notice of PI status	20 USC 6316(b)(3)					X									
<b>II. Governance and Administration</b>															
Single, comprehensive plan	EC 64001(a), (d) EC 52853	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(a)												X		
	20 USC 7114(d)(2)										X				
	20 USC 6315(c)(1)(B)			X											
	20 USC 6314(b)(2)(A)				X										

\*\* This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
School site council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X			X	X	X	X		X	X
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g)	X	X	X	X	X			X	X	X	X		X	X
	EC 35294.2(e)												X		
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.630(b)							X							
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X	X		X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52054						X								
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)			X											
	20 USC 6314(b)(2)(A)				X										
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f)	X	X	X	X	X	X		X	X	X	X			
	EC 52055.620(a)(1) - (3)							X							
	EC 52054						X								



REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools **	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 7115(a)(1)(A)										X				
	20 USC 6314(b)(1), (2)(A)				X										
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52055.625(c)							X							
	EC 35294.2(e)												X		
	EC 32228.5(b)												X		
	20 USC 7115(a)(2)										X				
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)														
Assessment results available to parents	EC 35294.2(e)												X		
	20 USC 7115(a)(1)(E)										X				
	20 USC 6314(b)(2)(A)				X										
<b>V. Staffing and Professional Development</b>															
Provide staff development	EC 52853	X	X	X	X	X						X			
	EC 52055.625(d)(1)(B),(C)							X							
	EC 32228(b)(2)												X		
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)(1)(F)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X									
Provide highly qualified staff	EC 52055.625(b), (d)							X							
	20 USC 6315(c)(1)(E)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Distribute experienced teachers	EC 52055.620(d)							X							
<b>VI. Opportunity &amp; Equal Educational Access</b>															
Describe instruction for at-risk students	EC52853	X	X	X	X	X						X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
Describe the help for students to meet	EC 64001(f)	X	X	X	X	X	X		X	X	X	X			
state standards	20 USC 6314(b)(1), (2)(A)				X										
	20 USC 6315(c)			X											
Describe auxiliary services for at-risk	EC 52853	X	X	X	X	X						X			
students	EC 52055.620(a)(7)							X							
	20 USC 7114(d)(2)(E)										X				
	20 USC 6315(c)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
<b>VII. Teaching and Learning</b>															
Goals based on performance	EC 64001(f)	X	X	X	X	X	X		X	X	X	X			
	20 USC 7115(a)(1)(A)										X				
Define objectives	EC 52054						X								
	20 USC 7114(d)(2)(B)										X				
	20 USC 6316(b)(3)					X									
Steps to intended outcomes	EC 52054						X								
	5CCR 3930		X	X	X	X			X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to	EC 52055.620(a)(3)							X							
student needs	EC 52054						X								
	5CCR 3931	X	X	X	X	X			X		X	X			
	20 USC 7114(d)(2)(E)										X				
	20 USC 6315(c)			X											
	20 USC 6314(b)(2)(A)				X										
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3)				X	X									

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools **	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 6315(c)(1)(C)			X											
	20 USC 6314(b)(1)(B)				X										
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										
-Increase learning time	20 USC 6316(b)(3);					X									
	20 USC 6314(b)(1)(B),(2)				X										
-Meet needs of low-performing students	20 USC 6315(c)(A);			X											
	20 USC 6314(b)(1)(B),(2)				X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X											
	20 USC 6314(b)(1)(J), (2)(A)				X										
-Transition from preschool	20 USC 6315(c)(1)(D)			X											
	20 USC 6314(b)(1)(G), (2)(A)				X										
Provide an environment conducive to learning	EC 52055.625(f)(1)							X							
	EC 52055.620(a)(6)							X							
	20 USC 7114(d)(1)										X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1)							X	X						
	5CCR 3937	X	X	X	X	X						X			
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X	X	X	X						X			
Provide high school career preparation	5CCR 4403		X												

## **Appendix C: School and Student Performance Data Forms**

- **Table 1: Academic Performance by Ethnicity-Language Arts**
- **Table 2: Academic Performance by Ethnicity-Mathematics**
- **Table 3: Academic Performance by Grade Level-Mathematics**
- **Table 4: Academic Performance by Grade Level-Language Arts**
- **Table 5: English-Language Arts Adequate Yearly Progress (AYP)**
- **Table 6: Mathematics Adequate Yearly Progress (AYP)**
- **Table 7: California English Language Development (CELDT) Data**

**Table 1: Academic Performance by Ethnicity: English - Language Arts**

API PROFICIENCY LEVEL		All Students			White			Hispanic		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	186	188	182	108	102	87	28	35	47
	%	60	64	57.8	62	65.5	58	52	63.3	56.6
TOTAL NUMBER AND PERCENT	#	311	295	315	175	157	150	54	56	83
	%	100	93.4	100	56	50	47.6	17	18	26.3

\*Not a statistically significant subgroup

Conclusions indicated by the data:
1. Title I students will continue to be targeted and tracked based on STAR scores and school-wide assessments. Students will receive additional services in the Learning Center and 30 minute workshop period.
2. Our Hispanic population has increased over the past three years. The number of students at or above proficient has steadily increased each of the past three years.
3. The total number of students increased while the total number of students at or above proficient has slightly decreased. We have a high level of transiency.

**Table 2: Academic Performance by Ethnicity: Mathematics**

API PROFICIENCY LEVEL		All Students			White			Hispanic		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	203	208	198	116	109	100	29*	37	51
	%	65	70	62.9	67	69.3	66.7	66	65.3	61.4
TOTAL NUMBER AND PERCENT	#	311	297	315	174	57	150	54	56	83
	%	100	94	100	56	50	47.6	17	18	26.3

\* Not all grade levels represented in figures due to small number of students tested.

Conclusions indicated by the data: All students met AYP in mathematics.
1. The percentage of students at or above proficient declined significantly from 2010 to 2011. This is a result of a greater number of students overall and 10

fewer students meeting the proficiency goal.

2. Our Hispanic population has increased over the past three years. The number of students at or above proficient has steadily increased each of the past three years.

**Table 3: Academic Performance by Grade Level**

API		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR ENGLISH-LANGUAGE ARTS											
PROFICIENCY LEVEL		Grade:2			Grade:3			Grade:4			Grade:5		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	49	55	45	38	36	47	53	49	45	46	48	43
	%	60	70	53	0	47	54	76	69	64	55	69	58
Number and Percent At Basic	#	24	15	26	25	26	28	14	18	24	32	18	19
	%	30	19	31	33	33	33	20	25	34	38	26	26
Number and Percent Below Basic	#	5	7	13	11	10	9	1	3	1	3	3	7
	%	6	9	15	14	13	10	1	4	1	4	4	9
Number and Percent Far Below Basic	#	3	1	1	2	2	2	2	1	0	3	1	5
	%	4	1	1	3	3	2	3	1	0	4	1	7
TOTAL NUMBER AND PERCENT	#	81	78	85	76	76	86	70	71	70	84	70	74
	%	100	100	100	100	95	95.6	100	100	90.9	100	92.1	87.1

Conclusions indicated by the data: Because the percentage for AYP was significantly increased, all grades except for 3<sup>rd</sup> indicate a difference in the percentage at or above proficiency. We will continue to work on the written goals to improve this number.

**Table 4: Academic Performance by Grade Level**

API		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR MATHEMATICS											
PROFICIENCY LEVEL		Grade:2			Grade:3			Grade:4			Grade:5		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	60	58	50	56	49	66	51	61	57	44	40	29
	%		74	60	74	64	77	71	84	79	54	56	40
Number and Percent At Basic	#	5	13	20	7	17	14	16	8	14	28	20	24
	%	19	17	24	9	22	16	22	11	19	35	28	33
Number and Percent Below Basic	#	6	6	11	13	11	3	5	3	1	11	10	17
	%	7	8	13	17	14	4	7	4	1	14	14	23
Number and Percent Far Below Basic	#	0	1	2	0	0	2	0	0	0	6	1	3
	%	0	1	2	0	0	2	0	0	0	7	1	4
TOTAL NUMBER AND PERCENT	#	81	78	85	76	76	86	72	72	72	77	71	73
	%	100	100	100	100	95	95.6	100	87.8	93.5	100	93.4	85.9

Conclusions indicated by the data:

1. Aside from of the increase in expectations for AYP, Number Sense, specifically multiplication, division and fractions, are content standards areas that need improvement in 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. The Harcourt re-teach supplemental math books and Think Central math software program will act as resources.

**Table 5: English-Language Arts Adequate Yearly Progress (AYP)**

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate %	100	100	100	100	100	100	100	99	100	100	99	100	100	100	100
Number at or above Proficient	187	192	182	107	101	87	30	39	47	40	47	38	102	121	118
Percent at or above Proficient	57.7	64.6	57.8	58.8	66.4	58	50.8	61.9	56.6	41.2	53.4	43.2	49.8	59.6	52.2
AYP Target	46.0	56.8	67.6	46.0	56.8	67.6	46.0	56.8	67.6	46.0	56.8	67.6	46.0	56.8	67.6
Met AYP Criteria	YES	YES	NO	YES	YES	NO	YES	YES	NO	NO	YES	NO	YES	YES	NO

**Conclusions indicated by the data:**

1. 2011 marks the first year in which no subgroups met the increasing AYP target. English Learners and Socioeconomically disadvantaged students were farthest from the mark.
2. EL Learners will be receiving intense instruction 30 minutes daily in Avenues. Teachers will continue incorporating SDAIE and Marzano's Vocabulary strategies to aide these students in language acquisition.
3. SED students not at proficient or above will receive intense pull-out instruction for 30 minutes, daily. Others will also participate in a before school reading comprehension program.
4. Incorporation of additional science and social studies instruction should provide additional background knowledge and will provide a more balanced approach to learning which should have a positive effect on ELA scores.



**Table 6: Mathematics Adequate Yearly Progress (AYP)**

AYP Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate %	100	100	100	100	100	100	100	99	100	100	99	100	100	100	100
Number at or above Proficient	204	205	198	116	108	100	33	40	51	55	59	49	120	138	130
Percent at or above Proficient	63.2	69	62.9	63.7	71.1	66.7	56.9	63.5	61.4	56.7	67	55.7	58.8	68	57.5
AYP Target	47.5%	58%	68.5	47.5%	58%	68.5	47.5%	58%	68.5	47.5%	58%	68.5	47.5%	58%	68.5
Met AYP Criteria	YES	YES	NO	YES	YES	YES	YES	YES	NO	YES	YES	NO	100	YES	NO

**Conclusions indicated by the data:**

1. The only subgroup to meet AYP was White students. They met the target using a 2- year average: **Y2 = Passed by using 2-year average:** Schools, LEAs, or subgroups that have not met 2011 AYP participation rate or percent proficient AMO criteria using a one-year formula met the participation rate or AMO using a two-year formula.
2. Teachers in grades 1-6 will determine areas that need improvement within the reported cluster scores on the STAR summary list.
3. Students will be exposed to all standards through core curriculum and additional resources such as Math Facts in a Flash and Think Central.

Table 7: California English Language Development (CELDT) Data

**California English Language Development Test (CELDT) Results**

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K	0	0%	3	8.6%	6	17%	14	40%	12	34.2%	35
1	1	4.3%	6	26%	10	43.5%	5	21.7%	1	4.3%	23
2	2	9.5%	5	23.8%	12	57.1%	2	9.5%	0	0%	21
3	4	21%	3	15.8%	8	42.1%	3	15.8%	1	5.3%	19
4	3	27.3%	5	45.5%	3	27.3%	0	0%	0	0%	11
5	2	12.5%	11	68.8%	3	18.8%	0	0%	0	0%	16
6	2	22.2%	3	33.3%	2	22.2%	2	22.2%	0	0%	9
<b>Total</b>	<b>12</b>		<b>36</b>		<b>44</b>		<b>26</b>		<b>14</b>		<b>134</b>

Conclusions indicated by the data:

1. Kindergarten students represent the majority of Beginning and Early Intermediate English Learners. Students receive support through classroom instruction and the EL instructional assistant. Kindergarten teachers use a kinesthetic approach to writing and teaching sounds and letters in addition to the Open Court curriculum.
2. Beginning and Early Intermediate students in grades 1-6 receive direct instruction from either a classroom teacher or instructional aide in Avenues in addition to reading instruction in their home classrooms.

## **Appendix E: Analysis of Current Instructional Program**

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

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

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

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

### **Teaching and Learning**

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)

#### Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

#### Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
19. Fiscal support (EPC)

## **Appendix F: Outline of Bylaws**

### **Article I Duties of the School Site Council**

The school site council of North Country School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

### **Article II Members**

#### **Section A: Composition**

The school site council shall be composed of at least nine members, selected by their peers, as follows:

- 2 Classroom teachers
- 2 Other school staff members
- 5 Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

#### **Section B: Term of Office**

School site council members shall be elected for one year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years,

and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

#### Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

#### Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

#### Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

#### Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of school site council.

*(Examples: regular elections; appointment of the school site council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)*

### Article III Officers

#### Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.

- Transmit true and correct copies of the minutes of such meetings to members of the school site council.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

#### **Section B: Election and Terms of Office**

The officers shall be elected annually, at the second meeting of the school site council and shall serve for one year, or until each successor has been elected.

#### **Section C: Removal of Officers**

Officers may be removed from office by a two-thirds vote of all the members.

#### **Section D: Vacancy**

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

### **Article IV Committees**

#### **Section A: Subcommittees**

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

#### **Section B: Other Standing and Special Committees**

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

#### **Section B: Membership**

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

#### **Section C: Terms of Office**

The school site council shall determine the terms of office for members of a committee.

#### Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

#### Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

### Article V Meetings of the School site council

#### Section A: Meetings

The school site council shall meet regularly on the first Thursday of each month. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

#### Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

#### Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: North Country Timberwolf Times, the office foyer bulletin board and via personal e-mail.

#### Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

#### Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.



**Section F: Meetings Open to the Public**

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

**Article VII  
Amendments**

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least seven days prior to the meeting at which the amendment is to be considered for adoption.

## **Appendix G: Use of Resources**

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

**The state fiscal year** is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

**The federal fiscal year** is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

**Eighty-five percent** of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

**Expenditures are allowable** if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Do not fund services required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

**The district must reserve funds** from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

**The district may reserve funds** from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

**The district may also reserve funds** for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

## Appendix H: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>
ADA	Americans with Disabilities Act	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a>
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>
APS	Academic Program Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps">http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps</a>
BTSA	Beginning Teacher Support and Assessment	<a href="http://www.btsa.ca.gov">http://www.btsa.ca.gov</a>
BTTP	Bilingual Teacher Training Program	<a href="http://www.cde.ca.gov/sp/el/bt">http://www.cde.ca.gov/sp/el/bt</a>
CAHSEE	California High School Exit Examination	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>
CBEDS	California Basic Educational Data System	<a href="http://www.cde.ca.gov/ds/ss/cb">http://www.cde.ca.gov/ds/ss/cb</a>
CBEST	California Basic Educational Skills Test	<a href="http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST">http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST</a>
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>
COE	County Office of Education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>
COP	Committee of Practitioners (Title I)	<a href="http://www.cde.ca.gov/sp/sw/t1/practitioners.asp">http://www.cde.ca.gov/sp/sw/t1/practitioners.asp</a>
CPM	Categorical Program Monitoring	<a href="http://www.cde.ca.gov/ta/cr/cc">http://www.cde.ca.gov/ta/cr/cc</a>
CSAM	California School Accounting Manual	<a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a>
CSIS	California School Information Services	<a href="http://www.cde.ca.gov/ds/sd/cs">http://www.cde.ca.gov/ds/sd/cs</a>
CSR	Comprehensive School Reform	<a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a>
CTC	Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>
DAS	District Assistance Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/documents/distassistsvy1.doc">http://www.cde.ca.gov/ta/lp/vl/documents/distassistsvy1.doc</a>
DSLTT	District/School Liason Team	
EC	Education Code	<a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a>
EDGAR	U. S. Department of Education General Administrative Regulations	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>
EL	English Learner	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ELA	English Language Acquisition	<a href="http://www.cde.ca.gov/sp/el/ii">http://www.cde.ca.gov/sp/el/ii</a>

ACRONYM	STANDS FOR	WEB ADDRESS
ELAP	English Language Acquisition Program	<a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a>
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
ESL	English as a Second Language	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ESLRs	Expected Schoolwide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FEP	Fluent-English-Proficient	<a href="http://www.cde.ca.gov/demographics">http://www.cde.ca.gov/demographics</a>
FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>
GED	General Educational Development	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>
HPSGP	High Priority Schools Grant Program	<a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a>
IEP	Immigrant Education Program (NCLB, Title III)	<a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a>
IEP	Individualized Education Program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a>
II/USP	Immediate Intervention/Underperforming Schools Program	<a href="http://www.cde.ca.gov/ta/lp/iu">http://www.cde.ca.gov/ta/lp/iu</a>
LC	Language Census	<a href="http://www.cde.ca.gov/ds/ss/lc">http://www.cde.ca.gov/ds/ss/lc</a>
LD	Learning Disabled	
LEA	Local Educational Agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	<a href="http://www.nagb.org">http://www.nagb.org</a>
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	<a href="http://www.cde.ca.gov/pr/nclb">http://www.cde.ca.gov/pr/nclb</a>
NRT	Norm-referenced Test	
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a>

ACRONYM	STANDS FOR	WEB ADDRESS
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	<a href="http://www.cde.ca.gov/rocp/dsp/coord.html">http://www.cde.ca.gov/rocp/dsp/coord.html</a>
RSDSS	Regional System for District and School Support	<a href="http://www.cde.ca.gov/sp/sw/ss/s4directory.asp">http://www.cde.ca.gov/sp/sw/ss/s4directory.asp</a>
SABE/2	Spanish Assessment of Basic Education	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a>

## **School Vision and Mission**

**“Educating Today for a Better Tomorrow”**

The mission of North Country Elementary School is to teach students in a safe and nurturing environment, enabling students to become productive, self-confident and responsible citizens. The staff shares a commitment to instructional goals and accountability. We continually look toward the future to inspire our students to become life long learners.

North Country provides an environment that...

- \* Resolves conflicts responsibly
- \* Encourages safety
- \* Stimulates the intellect through a researched-based curriculum
- \* Produces responsible citizens
- \* Enables each child to succeed
- \* Teaches ecological responsibilities

### **SCHOOL PROFILE**

North Country Elementary School is located on the southern border of Antelope settled in between Watt Avenue and Walerga Road. North Country opened in the summer of 1990 on a modified four track year round calendar. The school currently operates on a single track modified traditional schedule with the months of June and July designated as summer break. All schools in Center Unified School District share this same calendar. North Country serves Kindergarten through sixth grade with daycare provided by the Child Development Center located on our campus. Additionally, the district's TK (Transitional Kindergarten) program is housed on our campus. Our current enrollment is 580 students.

Our primary goal is to educate students to become productive, self-confident, and responsible citizens. This commitment results in an environment that directs energies and talents, celebrates cultural diversity, and understands individual needs. There is a strong focus on character education. Achievement expectations for each student remain high due to the efforts of a dedicated staff, a commitment to professional development, and a small but dedicated group of parents. In order to provide a quality program, additional staff, programs and services have been added using SLIP and Title I funding. Students scoring below basic in Reading/Language Arts are eligible to attend Timberwolf Learning Club (TLC) an award winning morning program offered three days a week for students in first through fifth grades. Enrichment opportunities include:

- Garden Club maintained by CDC
- GATE - grades 4-6 including after school enrichment opportunities throughout the year
- Conflict Managers – grades 5-6
- TECH Mentors – grades 4-6
- Technology program for grades K-6
- School-wide Reading Incentive Program K-6
- Accelerated Reader –grades 1-6
- Character Education Program –grades K-6
- Art Club – grades 4-5
- Drama/Theatre Arts Club – grades 4-6

Parents play an important role at North Country through their active participation in School Site Council, PTA and through regular volunteering in the classroom.

### ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

***1. Alignment of curriculum, instruction and materials to content and performance standards:***

Students in grades K-6 receive instruction in reading/language arts from the Open Court 2002 curriculum, including a 30 minute workshop for pre-teaching, re-teaching or enrichment. All students receive a minimum of one hour instruction in the Harcourt-Brace math curriculum. Title I students receive additional intensive instruction with a reading specialist and trained paraprofessionals. Special Day Classes, English Language Learners, Speech and Language students and Resource groups use the same curricula in addition to thirty minutes of the Avenues curriculum for ELL students.

***2. Availability of standards-based instructional materials appropriate to all student groups:***

In addition to the state approved program offered in the classroom, Title I purchased and continues to maintain the Accelerated Reading program available to students in grades K-sixth . TLC, the Title I intervention program provides students with intensified instruction based on individual need during workshop time in the learning center and in the before school program. The Read Naturally program is also used in the intervention program. ELL students receive instruction in Avenues or SIPPS from classroom teachers or the ELD teacher depending upon students' designation of Beginner, Early Intermediate, Intermediate, Early Advanced or Advanced.



**3. Alignment of staff development to standards, assessed student performance and professional needs:**

- New teachers receive curriculum support from district coaches at the beginning of the school year
- New teachers receive two days of training on the Fred Jones method of behavior management
- Teachers have been given instruction on the use of Aeries Gradebook which will give parents on-line access to student grades and progress
- Teachers were trained by staff members in the Second Step violence prevention program with follow ups scheduled during staff meetings
- Teachers interpret classroom and school-wide STAR data in order to define student strengths and weaknesses
- Staff development on a variety of topics is on-going during staff meetings. This includes but is not limited to: effective workshop activities, Student Study procedures, Child Abuse mandated reporting, Speech and Language services, Fred Jones Behavior Management, Character Education, promotion and retention policy and data analysis

**4. Services provided by the regular program to enable Underperforming students to meet standards:**

- We provide a breakfast and lunch program for our students, and offer free or reduced meals to families who qualify based on income.
- Students have access to small group instruction within the school day during workshop time to address their needs based on scores and classroom performance.
- All classrooms have approximately 3-6 computers for student use throughout the day. Students in grades 3rd through sixth are provided Internet access for research projects. There is a computer lab specifically for the Title I extended learning program.
- Students use the science curriculum from Harcourt based on state science standards.
- The Harcourt social studies curriculum ties neatly into the Open Court curriculum. Hands-on lessons in the life lab and history center provide students with meaningful activities both in social studies and science.

**5. Services provided by categorical funds to enable underperforming students to meet standards:**

- A Title I funded Reading Specialist serves students who qualify with a score of below basic during the school day in the Reading Lab.
- Intermediate students are provided with a separate computer lab to work on Accelerated Reader and other programs to supplement and enrich instruction.

- Instructional assistants are funded to serve students in the Reading Lab during workshop and during the extended learning program
- An Intervention program entitled TLC (Timberwolf Learning Club) is provided for students at risk of retention. Students attend three days weekly before school and receive specialized instruction during the school day to develop the skills needed to meet the grade level standards.
- The Accelerated Reader program allows students to read at their own level while developing fluency. Read Naturally (Title I students) helps build fluency, comprehension and writing skills.
- Three computer labs, one an Apple, and two PC labs are upgraded and maintained with Title I, Matching grant, and SLIP funding.
- Full time ELD teacher and Russian speaking Instructional assistants are available both in the EL classroom and the Title I lab to address the needs of our English Language Learners.

**6. Use of state and local assessments to modify instruction and improve student achievement:**

- We use a variety of assessments designed to determine a student's needs. The following assessments are used at a variety of grade levels: the San Diego Quick (SDQ), Basic Phonics Skills Test (BPST), Advanced Phonics Skills Test (APST), Fluency assessments, Direct Writing Assessment (DWA), the Stockton Profile in Kindergarten, Reading Lions unit summaries assessments, Chapter tests in reading and math, pre and post tests in the math program, and Accelerated Reader reports.

**7. Family, school, district and community resources available to assist these students:**

- We provide translators for parent communication with the school.
- Student Study Team meetings are held as necessary to address student needs.
- Communication to parents via a monthly newsletter, website, School Site Council and English Language Advisory Committee.
- Title I parent informational meeting.
- A Russian speaking instructional assistant assists students in the Title I TLC program, Accelerated Reader and during lunch recess.
- Child Care is offered for parents attending SSC and ELAC meetings through a joint effort with CDC and the school.

**7. Under School Based Coordinated Plan (SBCP) law special education services combined with regular education services are provided to meet unique student needs. GATE students receive differentiated classroom**

***instruction in addition to extra-curricular activities designed to challenge students with developing higher order thinking skills.***

- Regular education students may attend English Language Arts, Avenues or Math workshop groups in the learning center, resource room or other classrooms provided by a special education teacher.
- Special Education students may mainstream into regular education programs during workshop, PE, art, or other core curricular area.
- Regular education students may be assisted with class work, Accelerated Reader or homework by a highly qualified paraprofessional, reading teacher, ELD (English Language Development) teacher, or a special education teacher during appropriate, short periods of time.
- GATE students may take advantage of any of the above listed services if applicable, participate in the after school extra curricular workshops and work toward classroom goals developed to meet their needs.

Date \_\_\_\_\_

Dear Parents,

Under the School Based Coordinated Plan (SBCP) law, a school may write an educational plan for its school allowing the combination of special education and regular education services. The purpose of a school based coordinated plan is so that students may have the opportunity to benefit from specific instruction performed by a Special Education teacher. All grade levels at North Country schedule workshop periods into their daily schedules. Specialists are often involved in this rotation in order to best meet the needs of students in small group instruction. Additionally, the SBCP allows non-special education students to receive individualized assistance in the Resource room.

Your child, \_\_\_\_\_, has been identified through STAR assessments as one who can benefit from services provided by a special education teacher. Skills/services for your child will be in the area of \_\_\_\_\_. This service will be delivered by \_\_\_\_\_.

Please understand that your child has not been identified as a special education student. This service is being offered to regular education students in order to provide students with explicit personalized instruction. The School Site Council governs the School Based Coordinated Plan.

If you have any questions concerning this service, please contact Kathleen Lord or Jason Farrel.

Sincerely,

Kathleen Lord  
Principal

## North Country Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction to meet State standards
- Motivate my students to learn
- Maintain high expectations for all students
- Communicate regularly with families about student progress
- Provide a warm, safe and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning, and support the formation of partnership with families and the community
- Actively participate in collaborative decision making, work with families and colleagues to make schools accessible and welcoming places for families
- Respect the school, students, staff and families

### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and to be productive
- Bring necessary materials, completed assignments, and homework
- Follow all school and classroom rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Limit my TV watching, and instead study or read every day after school
- Respect the school, classmates, staff and families.

### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing
- Read to my child and/or have my child read to me every day.
- Communicate with the teacher when I have a concern
- Ensure that my child attends school every day, gets adequate sleep, medical attention and proper nutrition
- Frequently monitor my child's progress in school
- Participate in school activities such as: attending parent-teacher conferences, volunteering for school and class events, attending PTSA events, and being involved with the school decision making process
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

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Student

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Teacher

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Parent/Guardian

## North Country Elementary School School Parental Involvement Policy

***In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.***

\* \* \* \* \*  
\* \*

### **PART I. GENERAL EXPECTATIONS**

North Country School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that is agreeable to both the school and parents of participating children.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring—*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*

- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*  
*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. North Country Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Notify parents in advance of the meetings to develop the School Parental Involvement Policy
2. North Country Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Distribute the School Parental Involvement Policy to the parents included in the parent handbook
  - Distribute the School Compact to each of the students the first week of school
  - The office staff will include the School Parental Involvement Policy and the School Compact in the enrollment packet for students who enroll after the first day of school
  - Ongoing updates and communication through the monthly newsletter
3. North Country Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - The School Site Council meetings will be used as the venue for reviewing and adjusting the policy as needs arise
4. North Country Elementary School will convene an annual meeting to inform parents of the following:
  - That their child's school participates in Title I
  - About the requirements and program components of Title I
  - Of their rights to be involved in their child's education within Title I
    - North Country Elementary School will hold a Title I meeting for parents and students exclusively to go over program eligibility, components and expectations in addition to Title I updates once each month during the School Site Council meeting
5. North Country Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- A review of the offered Title 1 programs will be mailed home to each parent
  - A letter is sent to all families of students who qualify for the Title 1 extended day programs as soon as they are deemed "at-risk"
  - A Title I parent meeting and family night will be planned early in the year
6. North Country Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- All curriculum is available for viewing at Back to School Night
  - A copy of a bland report card stating the required State standards to be taught for the grade level will be shared at parent conference meetings
  - Parents may receive the Cut Points for Retention during their Parent-Teacher conference
7. North Country Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
8. North Country Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. North Country Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- The parent volunteer policy is included in the parent Back To School handbook as well as described in the monthly newsletter
  - PTA actively recruits parents during family nights
  - School Site Council and ELAC (English Language Advisory Committee) meetings are published in the school newsletter each and every month
  - Parents are encouraged to be involved in the Garden/Life Lab project



2. North Country Elementary School will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
3. North Country Elementary School will, with the assistance of the District, provide assistance to parents of children served by the school in understanding topics such as the following:
  - The State's academic content standards
  - The State's student academic achievement standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I
  - How to monitor their child's progress, and
  - How to work with educators
4. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Inviting parents who request assistance to meet with administrators and/or teachers to go over materials and expectations
  - Inviting parents to observe lessons in the classroom and/or Learning Center
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

**PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents
- Maximize parental involvement and participation in their children’s education by arranging school meetings at a variety of times
- Adopting and implementing model approaches to improving parental involvement
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signature page during Title I parent informational meeting.

This policy was adopted by North Country Elementary on April 4, 2011 and will be in effect for the period of one year. At that time, the policy will be reviewed and revised as necessary. The school will distribute this policy to all parents of participating Title I, Part A children on or before this date. It will be made available to the local community in the Single Plan for Student Achievement. North Country’s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

\_\_\_\_\_  
(Signature of Authorized Official)

\_\_\_\_\_  
(Date)

*Center Unified School District*

AGENDA REQUEST FOR:

Dept./Site: Family Resource Center

Action Item  X

To: Board of Trustees

Information Item

Date: August 17, 2011

# Attached Pages  4

From: Alyson Collier

Principal's Initials: 

**SUBJECT**

MOU with the Sacramento Child Abuse Prevention Center for AmeriCorps Program

**RECOMMENDATION: Approve**

**CONSENT AGENDA**

**MEMORANDUM OF UNDERSTANDING**  
**CENTER JOINT UNIFIED SCHOOL DISTRICT**  
**8408 Watt Avenue**  
**Antelope, CA 95843**  
  
**and the**  
**CHILD ABUSE PREVENTION CENTER OF SACRAMENTO, INC.**  
**4700 Roseville Road**  
**North Highlands, CA 95660**

This Memorandum of Understanding (MOU) is between the Center Unified School District (hereinafter referred to as CJUSD) and the Child Abuse Prevention Council of Sacramento, Inc. (hereinafter referred to as CAPC) who enter into this agreement to provide support services for foster youth in the Youth Investment Center Initiative (hereinafter referred to as YIC). The YIC program will utilize AmeriCorps in order to provide AmeriCorps Members to CJUSD. YIC focuses on positive outcomes for foster youth, by providing academic tutoring, mentoring, life skills training, and case management support.

It is expressly understood and agreed by all participants as follows:

**I. Purpose**

The purpose of this MOU is to establish a formal working relationship between the Child Abuse Prevention Council of Sacramento, Inc. and Center Joint Unified School District and to set forth the operative conditions which will govern this partnership. This MOU will provide and coordinate AmeriCorps membership as part of the Youth Investment Center and the CJUSD Family Resource Center program. Participation in this partnership will allow CJUSD to become a part of the Youth Investment Center Initiative which is endorsed by California Volunteers and supported by the Corporation for National and Community Service.

**II. Description of Program Services**

An equivalent of one (1) - 1700 hour and two (2) – 900 hour AmeriCorps members, recruited from the community, will perform national service in the YIC program and serve their communities by strengthening foster youth through support services in school-based or community-based organizations. The shared goal of YIC and CJUSD is to improve academic performance and increase self-sufficiency of youth in preparation for adulthood. Services are to be culturally-competent and coordinated with other services. AmeriCorps members serving in the program will perform national service to:

- Prepare foster youth for their transition towards a successful adulthood;
- Strengthen support to foster youth by enhancing the range and depth of services provided in and by CJUSD.
- Build stronger community linkages to efforts to support foster youth, including commencing and sustaining mentoring matches for foster youth.

The services will include: academic tutoring activities (i.e. homework assistance), mentoring activities, case management (i.e. home visits), and life skills workshops in the domains of communication, daily living, home life, housing and money management, self care, social relationships, work life, career planning, and work and study skills. Additional services may include referrals and access to basic needs.

Members will begin service on or after September 16, 2011. The length of service is 1700 hours or 900 hours per year per AmeriCorps member.

### **III. AmeriCorps Recruitment**

AmeriCorps programs statewide recruit individuals who want to commit time in one year to serving their community. AmeriCorps members serve terms of 1700 hours or 900 hours for up to twelve months. Members may serve no more than two terms. The program develops community leadership, strengthens the relationships between communities and service agencies and increases community participation. In return for their service, AmeriCorps members receive:

- Child care for their children under 13 years of age, if eligible;
- An educational award of \$5,550 for each 1700 hour term of service and \$2,775 for each 900 hour term of service;
- Skill/career development and training for up to 20% of their service hours;
- Health and medical benefits if eligible
- A living allowance.

### **IV. Responsibilities:**

#### **A. Child Abuse Prevention Council will:**

- Provide a maximum of \$10,028 per each 1700 hour AmeriCorps member; \$5,957 for one 900 hour AmeriCorps member; and \$12,438 for one 900 hour AmeriCorps member for one term of service. Term of service for a 1700 hour member shall not exceed 11 months. Term of service for a 900 hour member will be determined by CJUSD and not exceed 11 months.
- Invoice CJUSD on a quarterly basis for CJUSD's match of AmeriCorps member expenses.
- Develop common confidentiality guidelines to share information between CJUSD and YIC and the AmeriCorps members to the extent permitted by the California Education Code and the Welfare and institutions Codes governing client confidentiality.
- Conduct criminal background checks on potential AmeriCorps members meeting the Corporation for National and Community Service AmeriCorps Provisions.
- Provide training sessions for each AmeriCorps member.
- Conduct training conferences and coordinate quarterly meetings for AmeriCorps supervisors.
- Provide AmeriCorps administration support to AmeriCorps supervisors and members.
- Conduct enrollment and provide orientation to AmeriCorps members.

- Ensure the fiscal administration of all funding from the Corporation for National and Community Service, collection and distribution of funds and peripheral services and benefits for each AmeriCorps member.
- Coordinate the collection, analysis and reporting of YIC program data per mutual agreement with the YIC partners and program evaluator. CAPC will submit evaluation reports in compliance with AmeriCorps requirements.

**B. Center Unified School District will:**

- Provide a maximum of \$12,905 for each 1700 hour AmeriCorps member; \$6,481 for one 900 hour AmeriCorps member; and \$0 for one 900 hour AmeriCorps member.
- Recruit AmeriCorps members from the community, as often as is possible, from within the geographic area where they will serve. Members will provide service to foster youth residing in Sacramento County.
- Recruit and enroll AmeriCorps members to begin their term of service on or after October 15, 2010. Members' terms of service must be completed by September 30, 2011.
- Adhere to Corporation for National and Community Service AmeriCorps member policies as outlined annually in the CAPC AmeriCorps Program Manual.
- Develop AmeriCorps member position descriptions that provide for meaningful service activities and performance criteria that are appropriate to the skill level of AmeriCorps members.
- Ensure that members attend a CAPC AmeriCorps Orientation within the first 30 days of service.
- Ensure attendance of AmeriCorps members at all YIC CAPC AmeriCorps trainings.
- Provide training to AmeriCorps members regarding service responsibilities as described in the AmeriCorps Position Description.
- Conduct at least a midterm and end-of-term written evaluation of each AmeriCorps member's performance for full and half-time members. Performance Evaluations must be forwarded to CAPC.
- Develop common confidentiality guidelines to share information between the CJUSD and YIC and the AmeriCorps members to the extent permitted by the California Education Code and the Welfare and Institutions Codes governing client confidentiality.
- Attend supervisor conferences and quarterly meetings.
- Provide daily supervision and direction for AmeriCorps members.
- Provide office space and necessary office support.
- Collect and provide to CAPC and the YIC program evaluator data per mutual agreement to be included in quarterly evaluation reports.

**V. Terms**

This Memorandum of Understanding will operate from the date of signatures through September 30, 2012. This MOU may be terminated if funding from the Corporation for National and Community Service is decreased or not awarded.

**VI. Termination Clause**

Either party may terminate this Memorandum of Understanding in sixty (60) days of providing written notice of intention to terminate the agreement.

**VII. Indemnification**

Center Unified School District agrees to indemnify, defend and hold harmless CAPC, its board of trustees, officers, agents, and employees from and against any and all claims, costs, demands, expenses, losses, damages, injuries, and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CJUSD. It is understood that such indemnity shall survive the termination of the Agreement.

CAPC agrees to indemnify, defend and hold harmless CJUSD, its board of trustees, officers, agents, and employees from and against any and all claims, costs, demands, expenses, losses, damages, injuries, and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CAPC. It is understood that such indemnity shall survive the termination of the Agreement.

\_\_\_\_\_  
Scott Loehr  
Superintendent  
Center Joint Unified  
School District

\_\_\_\_\_  
Sheila Boxley  
President and CEO  
Child Abuse Prevention Council of  
Sacramento, Inc.

Date \_\_\_\_\_

Date \_\_\_\_\_

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item**  X

**Date:** November 16, 2011

**Information Item**

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

**# Attached Pages**  8

**Assist. Supt. Initials:**  CD

**SUBJECT:** Agreement for Participation in the  
Center Unified School District School-Age Child Care

The District is requesting approval for a one year contract with Child Development Centers to provide day care for students at Arthur S. Dudley and North Country Elementary Schools. The agreement is for July 1, 2011, through June 30, 2012.

**RECOMMENDATION:** That the Board of Trustees approves the one year agreement between Child Development Centers and Center Joint Unified School District for day care services.

**CONSENT AGENDA**



**AGREEMENT FOR PARTICIPATION IN THE  
CENTER UNIFIED SCHOOL DISTRICT  
SCHOOL-AGE CHILD CARE**

This agreement is entered into this first day of July, 2011 by and between the Center Unified School District, (hereinafter referred to as the "District") and Child Development Centers, a California nonprofit corporation, (hereinafter referred to as the "Child Care Provider").

**RECITALS**

1.1 District is a local education agency contracting with the state under agreements as described in General Child Care Funding Terms and Conditions.

1.2 Child Care Provider is a private agency, staffed, prepared, and capable of providing child care services as defined in Section 3 of this agreement.

1.3 District wishes to delegate operating responsibility to Child Care Provider for child care services authorized by contracts with the California Department of Education (hereinafter "State"), as the most cost-efficient means of providing these services at any of the following locations:

Bannon Creek School Age CDC  
2775 Millcreek Drive  
Sacramento, CA 95833

North Country School Age CDC  
3901 Little Rock Drive  
Antelope, CA 95843

Arthur Dudley School Age CDC  
8000 Aztec Way  
Antelope, CA 95843

**TERM**

2.1 This Agreement shall commence not earlier than July 1, 2011, and shall terminate, unless terminated earlier pursuant to the terms of this agreement, no later than June 30, 2012.

**SERVICES TO BE PROVIDED BY CHILD CARE PROVIDER**

3.1 Child Care Provider agrees to provide child care services as defined and outlined in the approved application, budget, and contracts between District and State. Services to be provided by Child Care Provider include, but are not limited to, academic support activities, creative arts activities, recreational activities, and daily interaction with parents as set forth in the District's application.

3.2 Child Care Provider agrees to provide adequate child days of certified enrollment (supported by at least 95% attendance) to earn a portion of the Maximum Reimbursable Amount (less

District indirect charges) of the contract as described in Attachment A. Maximum Reimbursable Amount is subject to change based on contract amendments from the California Department of Education, Child Development Division.

3.3 Child Care Provider further agrees to earn subsidized parent fees or interest income by serving an appropriate number of additional subsidized children and incurring additional reimbursable costs equivalent to the amount of subsidized parent fees collected and/or interest income.

3.4 Child Care Provider shall maintain participation in the Child Care Food Program throughout the term of this Agreement.

3.5 Child Care Provider shall be responsible for hiring qualified staff and for maintaining required ratios in accordance with licensing and State requirements.

3.6 Child Care Provider shall be responsible for seeing that all sites used pursuant to this Agreement shall meet all necessary licensing requirements.

#### **ADMINISTRATION**

4.1 Child Care Provider shall administer the program in accordance with the rules, regulations, and policies of District and State, including those stated in the "general assurances" form submitted with District's contracts with State and attached hereto.

4.2 All activities authorized by this agreement to be performed by Child Care Provider shall be performed within the approved program policies, the approved budget, the contract funding, the terms and conditions, and appropriate Child Development Division, California Department of Education Directives, in accordance with the applications and contracts between District and State attached hereto.

4.3 Child Care Provider shall comply with all applicable laws, ordinances, and codes of the federal, state, and local governments.

4.4 Child Care Provider shall require that all Child Care Provider personnel who are authorized to sign checks be bonded in an amount which will cover the total amount under the control of the Child Care Provider at any one time. Child Care Provider shall provide to the District a certificate of insurance verifying the Child Care Provider fidelity bond coverage. Said certificate of insurance shall not be canceled without thirty days prior written notice to District.

#### **REPORTS AND RECORDS**

5.1 Child Care Provider shall maintain and provide to District records for program review, evaluations, audit, and/or other purposes. Records maintained or provided pursuant to this section shall be made available to the agents of State upon request of District or State. Such records shall be maintained for a minimum of five (5) years.

5.2 Child Care Provider agrees to submit to the District such reports as required by State directives or by the District.

5.3 Child Care Provider shall report all expenditures in accordance with California School Accounting Manual Procedures.

5.4 Child Care provider shall provide an annual line-item budget by expenditure category for approval by State and District. All revenues and expenses shall be identified in separate accounts.

5.5 Child Care Provider will close its accounting and attendance records on the last day of each month for preparation of the required monthly statement. Monthly reports of enrollment, attendance, and expenditures shall be submitted to the District no later than the 16th day of each month.

5.6 Child Care Provider records shall be subject to the same audit and/or audit review requirements as imposed on District through its contracts with State. In any event, Child Care Provider shall provide to District an annual audit in accordance with State audit guidelines.

5.7 Child Care Provider shall be liable for any audit exception caused by or as a result of Child Care Provider's lack of performance as required by this Agreement.

5.8 Child Care Provider, in its discretion, may purchase necessary equipment or supplies to the extent such purchase may be reimbursed from State funds. Any unit of equipment purchased pursuant to this Agreement costing over \$7,500, and/or having a useful life expectancy of two years or more, shall have prior written authorization from District and State. Title to any equipment or supplies so purchased shall vest in Child Care Provider for the term of this Agreement. Insurance on all property purchased pursuant hereto shall be provided by Child Care Provider. Upon termination of this Agreement, title to all equipment and remaining supplies purchased pursuant hereto shall revert to District.

## **DISTRICT RESPONSIBILITIES**

6.1 District shall monitor, evaluate, and provide technical assistance to Child Care Provider regarding the conduct of activities delegated or required under this Agreement.

6.2 District shall compensate Child Care Provider monthly, based upon units of enrollment and attendance. Such compensation by the District to Child Care Provider shall be made only upon receipt of records certifying units of enrollment and attendance.

6.3 District agrees to reimburse Child Care Provider for authorized expenditures subject to receipt of funds from State.

6.4 District shall compensate Child Care Provider for travel and per diem expenses necessitated by this Agreement. Such travel and per diem expenses will be reimbursed only at rates not

exceeding those amounts paid to the majority of the State Department of Education's represented employees computed in accordance with Department of Personnel Administration Regulations, Title 2 California Code of Regulations, Subchapter 1.

6.5 District agrees that it is solely responsible to the State for fulfillment of its contracts with the State and for compliance with all terms and conditions contained within, or attached to, the contracts for the current fiscal year.

## **INDEMNIFICATION**

7.1 Child Care Provider shall indemnify, defend, and save harmless the State of California, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, suppliers, laborers, or any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by the Child Care provider in the performance of this Agreement.

7.2 Child Care Provider shall agree to indemnify, defend, and save harmless the District, its officers, agents, and employees from any and all claims and losses occurring or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of the subcontract, and from any and all claims and losses occurring or resulting to any person, firm, or corporation that may be injured or damaged by Child Care Provider in the performance of this Agreement.

7.3 Child Care provider will hold District harmless for any contract obligations entered into that cannot be met due to the non-receipt of funds.

## **INSURANCE**

8.1 Child Care Provider shall provide and maintain fidelity bond coverage as evidenced by a certificate of insurance as described under section 4.4.

8.2 Child Care Provider shall provide and shall maintain in force during the term of this contract, comprehensive bodily injury and property damage liability insurance with a combined single limit of \$1,000,000. Child Care Provider's policy or policies of liability insurance obtained pursuant to this Agreement shall name District and State as additional insureds under the terms of such policy or policies. No such policy may be canceled without 30 days prior written notice to the District.

8.3 Child Care Provider shall provide workers' compensation insurance, unemployment insurance, and disability insurance for all of its employees, as required by law.

8.4 Certificates for all types of insurance required under this Agreement shall be furnished to District within two weeks of the commencement date of this Agreement. All certificates provided pursuant to this section shall indicate the name of the carrier, the policy number, and the expiration date.

## **TERMINATION**

9.1 District may terminate this Agreement and be relieved of the payment of any consideration to the Child Care Provider upon failure by Child Care Provider to perform any of the terms of this Agreement including, but not limited to:

a. Failure, for any reason, of Child Care Provider to fulfill in a timely and proper manner its obligations under this contract, including compliance with the approved program and attached conditions, and such statutes, executive orders, and State directives as may become generally applicable at any time;

b. Submission by Child Care Provider to District of reports, accountings, records, or audits which are incorrect or incomplete in any material respect;

c. Ineffective or improper use of funds provided under this contract.

9.2 In the event that this Agreement is terminated in whole or in part by District for any reason pursuant to section 9.1, 30 days written notice shall be provided to Child Care Provider.

9.3 Notwithstanding any other provision of this Agreement, District shall be authorized to terminate this Agreement without prior notice, written or oral, should the California Department of Education terminate its contract with the District or District, in its discretion, determines that an emergency condition exists.

9.4 Child Care Provider may terminate this Agreement by giving 90 days prior written notice to District, signifying the effective date thereof.

9.5 In the event that District is required to assign or transfer this contract pursuant to any section of this Agreement, District may require Child Care provider to insure that adequate arrangements have been made for the transfer of the delegated activities to another contractor or to District.

9.6 In the event of any termination, all property and finished or unfinished documents, data, studies, and reports purchased or prepared by Child Care Provider under this contract shall be disposed of according to District and State directives.

9.7 In the event of termination pursuant to the terms of this Agreement, Child Care Provider shall be entitled to compensation for any unreimbursed expenses reasonably and necessarily incurred in satisfactory performance of this Agreement.

9.8 Notwithstanding section 9.7 above, Child Care Provider shall not be relieved of liability to the District for damages sustained by District by virtue of any breach of the contract by Child Care Provider, and District may withhold any such reimbursement to Child Care Provider for the purpose of offset until such time as the exact amount of damages due to District from Child Care Provider is agreed upon or otherwise determined.

9.9 Upon termination of this Agreement for any reason, consideration paid to Child Care Provider, as provided in this Agreement, shall be full compensation for all of Child Care Provider's expenses incurred in the performance of this agreement.

#### **NONDISCRIMINATION**

10.1 During the performance of this Agreement, the District, Child Care Provider, and its subcontractors shall not deny the Agreement's benefits to any person on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age, or sex.

10.2 Child Care Provider and District shall comply with the provisions of the Fair Employment and Housing Act (Government Code, Section 12900 et seq.), the regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Government Code, Sections 11135-11139.5) and the regulations or standards adopted by the awarding State agency to implement such article.

10.3 Child Care Provider or District shall permit access by representatives of the Department of Fair Employment and Housing and the awarding State agency upon reasonable notice at any time during the normal business hours, but in no case less than 24 hours notice, to such of its books, records, accounts, other sources of information and its facilities as said Department or Agency shall require to ascertain compliance with this clause.

10.4 District, Child Care Provider, and their subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

10.5 Child Care Provider shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the contract.

## GENERAL CONDITIONS

11.1 Child Care Provider, and the agents and employees of Child Care Provider, in the performance of this Agreement, are acting in an independent capacity and not as officers, employees, or agents of the State of California.

11.2 Child Care Provider, its agents and employees, in the performance of this Agreement, are acting in an independent capacity and not as agents or employees of District.

11.3 Child Care Provider, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court has been issued by a federal court against Child Care Provider within the last two years because of failure to comply with an order of the National Labor Relations Board.

11.4 Pursuant to sections 11.1 and 11.2, the status of the Child Care Provider under this Agreement shall be, at all times during the term of this Agreement, that of an independent contractor and at no time shall Child Care Provider (or agents and/or employees of Child Care Provider) represent itself to be, officers, employees, or agents of the District or of the State of California.

11.5 No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by Child Care Provider and District excepting a change in reimbursement rate due to a

COLA. No oral understanding or agreement not incorporated into this Agreement shall be binding on either party. Amendments to this Agreement may be subject to the approval of the State Department of Education.

11.6 In the event that a dispute arises over the terms, language, or interpretation of this Agreement, and such dispute is submitted to a court of competent jurisdiction, the prevailing party shall be entitled to recover reasonable attorneys' fees in addition to any other relief awarded by the court.

11.7 The rights and remedies granted in this Agreement in the event of default are cumulative and the exercise of those rights and remedies shall be without prejudice to the enforcement of any other violation or breach of this Agreement, and forbearance to enforce one or more of the provisions of this agreement should not be construed to be a waiver of that default or breach.

11.8 If any part of this Agreement is declared invalid for any reason, such declaration shall not affect the validity of the remainder of this Agreement. All other parts of the Agreement shall remain in effect as if the Agreement had been executed without the invalid part. Both parties hereby declare that they intend and desire that the remaining parts of the Agreement continue to be effective without any part or parts that have been declared invalid.

11.9 The captions of the sections of this Agreement are for reference only and are not to be construed in any way as a part of this Agreement.

11.10 This Agreement is not assignable by Child Care Provider, either in whole or in part, without prior written consent of the District and the State.

11.11 This Agreement is the complete and exclusive statement of the mutual understanding of the parties and that the subcontract supersedes and cancels all previous written and oral agreements and communications relating to the subject matter of the subcontract.

11.12 Time is the essence of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first written above.

DISTRICT

By \_\_\_\_\_

Title \_\_\_\_\_

CHILD CARE PROVIDER

By  \_\_\_\_\_

Title CFO/MGR

**CENTER UNIFIED SCHOOL DISTRICT CHILD CARE AGREEMENT**

**ATTACHMENT A**

Name of Program	Term	*CDD Contract and Project Number	**MRA	Days of Operation	\$/Child per ***CDE	***CDE Minimum Goal	Notes
General Center Child Care	7/1/11-6/30/12	CCTR 1213 30-7364-00-6	\$617,782	250	\$34.38	17,969.27	Indirect - \$31,429 Net - \$586,353

Any and all contracts or grants that are ancillary to the above contract for services, e.g., Instructional Materials, School Age Resource, etc.), will be considered part of this Agreement and subject to its terms and conditions.

- \*CDD - California Department of Education, Child Development Division
- \*\*MRA - Maximum Reimbursable Amount
- \*\*\*CDE - Child Days of Enrollment (Adjusted for Full Time Equivalent)



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item**  X

**Date:** November 16, 2011

**Information Item**    

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

**# Attached Pages**  3

**Assist. Supt. Initials:**  CD

**SUBJECT: Notice of Completion for the Center High School  
Baseball Field Renovation Project**

The Baseball Field Renovation Project at Center High School (Project # 30-10-325) has been completed. Kirk Brainerd, Architect; Mason Donaldson, DSA Inspector; Paul Chambers, Capital Program Management; and I have verified that all contract requirements have been completed and the Notice of Completion is ready to be filed.

**RECOMMENDATION:** That the Board of Trustees approve filing of the Notice of Completion for all work associated with the CHS Baseball Field Renovation Project.

**CONSENT AGENDA**

Recording Requested By:

Craig Deason, Assistant Superintendent  
Center Joint Unified School District

When Recorded Mail To:

Craig Deason, Assistant Superintendent  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

### NOTICE OF COMPLETION

Notice is hereby given that the work of Baseball Field Renovation Project at Center High School, Project # 30-10-325 was completed on August 28, 2011.

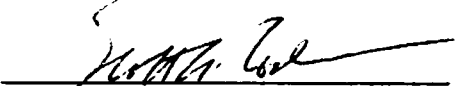
That the name and address of owner of said property is:

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

That the properties herein above referred to are located at 3111 Center Court Lane,  
Antelope, California 95843.

Center Joint Unified School District  
A Political Subdivision of the  
State of California

By: \_\_\_\_\_


  
Mr. Scott Loehr  
Superintendent  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

Notice of Completion - cont.

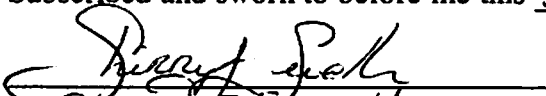
(STATE OF CALIFORNIA )  
( )FS  
(COUNTY OF SACRAMENTO )

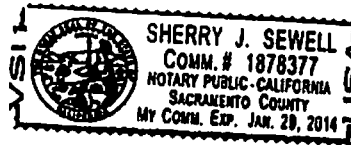
Mr. Scott Loehr, being first duly sworn deposes and says: That I am the Superintendent of the Center Unified School District, which District is the owner of property described in the foregoing Notice of Completion; and know the contents thereof; That the facts therein stated are true of my own knowledge.

Dated this 27 day of October 2011.

  
Mr. Scott Loehr  
Superintendent

Subscribed and sworn to before me this 27 day of October 2011

  
Sherry J. Sewell, Notary Public  
in and for the County of Sacramento,  
State of California



**ALL-PURPOSE ACKNOWLEDGMENT**

State of California

County of Sacramento } SS.

On Oct. 27, 11, before me, Sherry J. Sewell (Notary Public)  
DATE

personally appeared Scott Loehr, who proved to me on the

basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in (his/her/their authorized capacity(ies), and that by (his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



**I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.**

WITNESS my hand and official seal.

Sherry J. Sewell  
NOTARY'S SIGNATURE

PLACE NOTARY SEAL IN ABOVE SPACE

**OPTIONAL INFORMATION**

The information below is optional. However, it may prove valuable and could prevent fraudulent attachment of this form to an unauthorized document.

**CAPACITY CLAIMED BY SIGNER (PRINCIPAL)**

- INDIVIDUAL
- CORPORATE OFFICER \_\_\_\_\_ TITLE(S)
- PARTNER(S)
- ATTORNEY-IN-FACT
- TRUSTEE(S)
- GUARDIAN/CONSERVATOR
- OTHER: \_\_\_\_\_

**DESCRIPTION OF ATTACHED DOCUMENT**

\_\_\_\_\_  
TITLE OR TYPE OF DOCUMENT

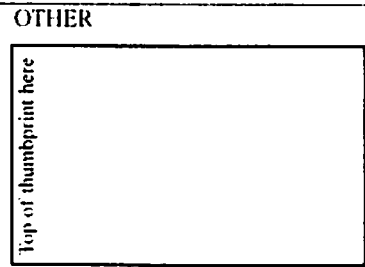
\_\_\_\_\_  
NUMBER OF PAGES

\_\_\_\_\_  
DATE OF DOCUMENT

**SIGNER (PRINCIPAL) IS REPRESENTING:**  
NAME OF PERSON(S) OR ENTITY(IES)

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

RIGHT  
THUMBPRINT  
OF  
SIGNER



# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 11/02/11

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Page** 1

**Principal's Initials:** \_\_\_\_\_

**SUBJECT:**

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT  
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll Orders for July 2011 through October 2.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the District Payroll Orders for July 2011 through October 2011.

**CONSENT AGENDA**

**DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2012**

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 919,793.88			\$ 919,793.88	191
AUG	\$ 2,152,467.80			\$ 2,152,467.80	492
SEPT	\$ 2,239,586.14			\$ 2,239,586.14	569
OCT	\$ 2,254,927.69			\$ 2,254,927.69	588
NOV				\$ -	
DEC				\$ -	
3-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 7,566,775.51	\$ -	\$ -	\$ 7,566,775.51	1840
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** October, 2011

**To:** Board of Trustees

**From:** Jeanne Bess

Action Item

Information Item

# Attached Pages 56

**SUBJECT:** Supplemental Agenda – Commercial Warrant Registers

October 6, 2011, 240,707.23, October 11, 2011, 219,952.24, October 20, 2011, 370,004.58, October 25, 2011, 199,022.38.

The commercial warrant payments to vendors totals  
\$ 1,029,686.43

**RECOMMENDATION:** That the CJUSD Board of Trustees approves the Supplemental Agenda – Vendor Warrants as presented

**CONSENT AGENDA**

Batch status: A All

From batch: 0022

To batch: 0022

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
100711

ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 01 GENERAL FUND

J297 APY500 H.02.05 10/04/11 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021097/00	ASSOCIATED VALUATION SERVICES						
260 PO-120235	10/07/2011	3555	1 01-0000-0-5800-105-0000-7200-005-000 NN P			570.30	570.30
			TOTAL PAYMENT AMOUNT	570.30 *			570.30
018649/00	ASSOCIATION FOR SUPERVISION &						
773 PO-120660	10/07/2011	10609304	1 01-0000-0-5300-101-0000-7150-002-000 NN F			89.00	89.00
			TOTAL PAYMENT AMOUNT	89.00 *			89.00
010400/00	AT&T						
14 PO-120154	10/07/2011	248-134-8100-841-3	1 01-0000-0-5902-106-0000-8110-007-000 NN P			7.81	7.81
			TOTAL PAYMENT AMOUNT	7.81 *			7.81
017561/00	BAIONI, KIM						
1009 PO-120861	10/07/2011	REIM	1 01-0000-0-4300-475-3200-2700-015-000 NN F			22.83	22.83
			TOTAL PAYMENT AMOUNT	22.83 *			22.83
021669/00	BAIONI, RON						
1047 PO-120889	10/07/2011	REIMB	1 01-0000-0-5200-371-1110-1000-012-000 NN F			35.52	35.52
			TOTAL PAYMENT AMOUNT	35.52 *			35.52
015662/00	BEHAVIORAL EDUCATION FOR						
700 PO-120600	10/07/2011	1455 AUG	1 01-6500-0-5800-102-5750-1180-003-000 NN P			5,830.32	5,830.32
			TOTAL PAYMENT AMOUNT	5,830.32 *			5,830.32
019910/00	CHANEY, AMY						
1048 PO-120890	10/07/2011	REIMB	1 01-7220-0-5211-472-1110-1000-014-944 NN F			61.46	61.46
			TOTAL PAYMENT AMOUNT	61.46 *			61.46
015699/00	CLARK SECURITY PRODUCTS						
29 PO-120159	10/07/2011	SA06494902	1 01-8150-0-4300-106-0000-8110-007-000 NN P			96.96	96.96
			TOTAL PAYMENT AMOUNT	96.96 *			96.96

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016925/00	CREATIVE SPIRIT						
1045 PO-120887	10/07/2011	SPINELLI SCH	1 01-6250-0-5800-601-0000-3110-017-000 NN F			6,549.97	6,549.97
			TOTAL PAYMENT AMOUNT	6,549.97 *			6,549.97
018951/00	DELL						
933 PO-120786	10/07/2011	XFJ31NM31	1 01-3010-0-4300-234-1110-1000-008-000 NN F			366.77	366.77
934 PO-120787	10/07/2011	XFJ2NXPF8	1 01-0000-0-4300-234-0000-2700-008-000 NN F			51.53	51.53
			TOTAL PAYMENT AMOUNT	418.30 *			418.30
018277/00	EASTER SEAL SOCIETY OF CA. INC						
491 PO-120433	10/07/2011	AUG 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			850.50	850.50
			TOTAL PAYMENT AMOUNT	850.50 *			850.50
017681/00	GEARY PACIFIC SUPPLY						
41 PO-120162	10/07/2011	26579	1 01-8150-0-4300-106-0000-8110-007-000 NN P			450.00	450.00
			TOTAL PAYMENT AMOUNT	450.00 *			450.00
022347/00	GIVE SOMETHING BACK						
1000 PO-120848	11/07/2011	1869760-0	1 01-0000-0-4300-472-1110-1000-014-472 NN F			75.40	75.40
			TOTAL PAYMENT AMOUNT	75.40 *			75.40
019433/00	HONEYWELL INTERNATIONAL ADI						
8 PO-120010	10/07/2011	FNW4802	1 01-8150-0-4300-106-0000-8110-007-000 NN P			61.42	61.42
8 PO-120010	10/07/2011	FNW4801	1 01-8150-0-4300-106-0000-8110-007-000 NN P			30.71	30.71
			TOTAL PAYMENT AMOUNT	92.13 *			92.13
016865/00	IMAGESTUFF						
946 PO-120802	10/07/2011	94553	1 01-3010-0-5800-371-1110-1000-012-000 NN F			575.06	575.06
			TOTAL PAYMENT AMOUNT	517.56 *			517.56

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Account num	Liq Amt	Net Amount
022406/00	MAXIM HEALTHCARE SERVICES INC							
741 PO-120687	10/07/2011	9091993-Z62		1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,360.00	3,360.00
741 PO-120687	10/07/2011	9071460Z62		1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,400.00	3,400.00
TOTAL PAYMENT AMOUNT							6,760.00 *	6,760.00
022172/00	MED TRANS MEDICAL/LEGAL							
795 PO-120679	10/07/2011	638		1	01-6500-0-5800-102-5750-1180-003-000	NN P	3,410.00	3,410.00
TOTAL PAYMENT AMOUNT							3,410.00 *	3,410.00
022494/00	MILLER, LISA							
1004 PO-120860	10/07/2011	REIMB		1	01-0000-0-4200-472-0000-2700-014-000	NN F	177.96	177.96
TOTAL PAYMENT AMOUNT							177.96 *	177.96
011197/00	MINGUS MOUNTAIN ACADEMY							
740 PO-120630	10/07/2011	0811		1	01-6500-0-5800-102-5750-1180-003-000	NN P	6,694.00	6,694.00
TOTAL PAYMENT AMOUNT							6,694.00 *	6,694.00
017354/00	MORALES, SANDY							
1036 PO-120882	10/07/2011	REIMB		1	01-5630-0-5800-601-1220-1000-017-000	NN F	103.79	103.79
TOTAL PAYMENT AMOUNT							103.79 *	103.79
021568/00	OEMPCWORLD.COM							
976 PO-120821	10/07/2011	485856		1	01-3010-0-4300-371-1110-1000-012-000	NN F	921.65	925.93
TOTAL PAYMENT AMOUNT							925.93 *	925.93
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
272 PO-120250	10/07/2011	18011482		1	01-0000-0-5800-111-0000-8200-007-000	NN P	113.42	113.42
272 PO-120250	10/07/2011	180112717		1	01-0000-0-5800-111-0000-8200-007-000	NN P	113.42	113.42
316 PO-120291	10/07/2011	180112718		1	01-7230-0-5800-112-0000-3600-007-000	NN P	56.97	56.97
316 PO-120291	10/07/2011	180110886		1	01-7230-0-5800-112-0000-3600-007-000	NN P	56.97	56.97
316 PO-120291	10/07/2011	180112016		1	01-7230-0-5800-112-0000-3600-007-000	NN P	56.97	56.97
316 PO-120291	10/07/2011	180111483		1	01-7230-0-5800-112-0000-3600-007-000	NN P	56.97	56.97
TOTAL PAYMENT AMOUNT							454.72 *	454.72

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
014538/00	R & R PRODUCTS						
71 PO-120169	10/07/2011	CD1494770	1 01-0000-0-4300-106-0000-8110-007-000 NN P			67.53	67.53
			TOTAL PAYMENT AMOUNT	67.53 *			67.53
017106/00	SIA/VISION SERVICE PLAN						
PV-121021	10/07/2011	SIA/VISIONS OCTOBER	01-0000-0-9552-000-0000-0000-000-000 NN				4,859.45
			TOTAL PAYMENT AMOUNT	4,859.45 *			4,859.45
010263/00	SMUD						
88 PO-120179	10/07/2011	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P			90,844.81	90,844.81
			TOTAL PAYMENT AMOUNT	90,844.81 *			90,844.81
014979/00	TOWER OF YOUTH						
1044 PO-120886	10/07/2011	CHS	1 01-7220-0-5800-472-1110-1000-014-000 NN F			250.00	250.00
			TOTAL PAYMENT AMOUNT	250.00 *			250.00
020091/00	VAN NESS-CORONADO, LISA						
986 PO-120859	10/07/2011	REIMB	1 01-0054-0-4300-234-1110-1000-008-000 NN F			540.00	540.00
			TOTAL PAYMENT AMOUNT	540.00 *			540.00
019842/00	WFCB-OSH COMMERCIAL SERVICES						
65 PO-120166	10/07/2011	021103068209232001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.18	18.18
65 PO-120166	10/07/2011	021102268509262011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			38.75	38.75
65 PO-120166	10/07/2011	021103087009242011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			16.43	16.43
65 PO-120166	10/07/2011	021101533609292011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			9.68	9.68
65 PO-120166	10/07/2011	0211001528609292011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			5.38	5.38
65 PO-120166	10/07/2011	021101528609292011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			16.12	16.12
65 PO-120166	10/07/2011	021101494509272011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.72	18.72
65 PO-120166	10/07/2011	021102291109282011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			31.58	31.58
65 PO-120166	10/07/2011	021102291009282011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			73.18	73.18
277 PO-120255	10/07/2011	021101491409272011	1 01-0000-0-9320-000-0000-0000-000-000 NN P			109.84	109.84
			TOTAL PAYMENT AMOUNT	337.86 *			337.86
			TOTAL FUND	PAYMENT	131,094.11 **		131,094.11

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ACCOUNTS PAYABLE PRELIST  
 BATCH: 0022 100711  
 FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018143/00		CHILD DEVELOPMENT CENTERS INC					
1042 PO-120885	10/07/2011	5030-610 RESERVE	1 12-6105-0-8590-000-0000-0000-000-000 NN F			74,733.00	74,733.00
TOTAL PAYMENT AMOUNT						74,733.00 *	74,733.00
TOTAL FUND			PAYMENT			74,733.00 **	74,733.00

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021498/00	CA SCHOOL NUTRITION ASSOC.						
1015 PO-120864	10/07/2011	537869 L KASEY	1 13-5310-0-5200-108-0000-3700-007-000 NN F			370.00	370.00
TOTAL PAYMENT AMOUNT				370.00 *			370.00
014156/00	COUNTY OF SACRAMENTO						
828 PO-120705	10/07/2011	WHSE AR0058738	1 13-5310-0-5800-108-0000-3700-007-000 NN P			181.00	181.00
828 PO-120705	10/07/2011	OAKHL AR0005361	1 13-5310-0-5800-108-0000-3700-007-000 NN P			533.00	533.00
TOTAL PAYMENT AMOUNT				714.00 *			714.00
011613/00	DITTO PRINT & COPY						
503 PO-120441	10/07/2011	4519	1 13-5310-0-5800-108-0000-3700-007-000 NN P			115.72	115.72
TOTAL PAYMENT AMOUNT				115.72 *			115.72
021080/00	ED JONES FOOD SERVICE INC						
273 PO-120251	10/07/2011	141758	1 13-5310-0-4700-108-0000-3700-007-000 NN P			4,469.52	4,469.52
273 PO-120251	10/07/2011	142009	1 13-5310-0-4700-108-0000-3700-007-000 NN P			8,032.08	8,032.08
273 PO-120251	10/07/2011	141546	1 13-5310-0-4700-108-0000-3700-007-000 NN P			7,280.89	7,280.89
273 PO-120251	10/07/2011	141350	1 13-5310-0-4700-108-0000-3700-007-000 NN F			8,824.45	11,993.22
TOTAL PAYMENT AMOUNT				31,775.71 *			31,775.71
016063/00	ENCABO, JHONNA						
1014 PO-120863	10/07/2011	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			15.43	15.43
TOTAL PAYMENT AMOUNT				15.43 *			15.43
013988/00	HAJOCA CORPORATION						
577 PO-120521	10/07/2011	S006350456.001	1 13-5310-0-4300-108-0000-3700-007-000 NN P			166.99	166.99
TOTAL PAYMENT AMOUNT				166.99 *			166.99
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
284 PO-120262	10/07/2011	180110885	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	10/07/2011	180112015	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	10/07/2011	180111481	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	10/07/2011	180112716	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	10/07/2011	180113255	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
TOTAL PAYMENT AMOUNT				335.50 *			335.50
016148/00	REED, JOY						
1013 PO-120862	10/07/2011	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			10.50	10.50
TOTAL PAYMENT AMOUNT				10.50 *			10.50
016043/00	SHELTONS UNLIMITED MECHANICAL						
270 PO-120248	10/07/2011	11-10801	1 13-5310-0-5600-108-0000-3700-007-000 NY P			161.55	161.55
TOTAL PAYMENT AMOUNT				161.55 *			161.55
020462/00	STAPLES ADVANTAGE						
494 PO-120442	10/07/2011	110172328	1 13-5310-0-4300-108-0000-3700-007-000 NN P			91.10	91.10
494 PO-120442	10/07/2011	110172272	1 13-5310-0-4300-108-0000-3700-007-000 NN P			116.91	116.91
494 PO-120442	10/07/2011	110199087	1 13-5310-0-4300-108-0000-3700-007-000 NN P			14.21	14.21
TOTAL PAYMENT AMOUNT				222.22 *			222.22
TOTAL FUND PAYMENT				33,887.62 **			33,887.62

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 100711  
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016043/00	SHELTONS UNLIMITED MECHANICAL						
1028 PO-120874	10/07/2011	11-10646	1 14-0024-0-5600-106-9607-8110-007-000 NY F			992.50	992.50
TOTAL PAYMENT AMOUNT							992.50
TOTAL FUND PAYMENT						992.50 **	992.50
TOTAL BATCH PAYMENT						240,707.23 ***	240,707.23
TOTAL DISTRICT PAYMENT						240,707.23 ****	240,707.23
TOTAL FOR ALL DISTRICTS:						240,707.23 ****	240,707.23

Number of warrants to be printed: 40, not counting voids due to stub overflows.



Batch status: A All

From batch: 0024

To batch: 0024

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
10142011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10/14/11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
011650/00	ADVANCE SOUND & ELECTRONICS						
914 PO-120772	10/14/2011	26056	1 01-8150-0-4300-106-0000-8110-007-000 NN P			199.75	199.75
TOTAL PAYMENT AMOUNT						199.75 *	199.75
010669/00	ALHAMBRA & SIERRA SPRINGS						
115 PO-120076	10/14/2011	4781257 092911	1 01-7230-0-4300-112-0000-3600-007-000 NN P			67.30	67.30
10 PO-120151	10/14/2011	4782453 092911	1 01-8150-0-4300-106-0000-8110-007-000 NN P			93.29	93.29
248 PO-120230	10/14/2011	4780794 092911	1 01-0000-0-4300-103-0000-7200-003-000 NN P			34.85	34.85
618 PO-120533	10/14/2011	4781839 092911	1 01-0000-0-4300-475-3200-2700-015-000 NN P			38.84	38.84
TOTAL PAYMENT AMOUNT						234.28 *	234.28
014733/00	ALL WEST COACHLINES INC.						
1054 PO-120895	10/14/2011	39083	1 01-7220-0-5810-472-9616-1050-014-000 NN F			881.28	881.28
1063 PO-120901	10/14/2011	569.16	1 01-0000-0-5810-472-1110-4000-014-915 NN F			569.16	569.16
TOTAL PAYMENT AMOUNT						1,450.44 *	1,450.44
017493/00	APPLE EDUCATION						
1053 PO-120894	10/14/2011	R29857519221623.53	1 01-0036-0-4400-103-1110-1000-003-000 NN F			1,631.02	1,623.53
TOTAL PAYMENT AMOUNT						1,623.53 *	1,623.53
011675/00	AT&T MESSAGING						
15 PO-120155	10/14/2011	6591871	1 01-0000-0-5902-106-0000-8110-007-000 NN P			720.00	720.00
TOTAL PAYMENT AMOUNT						720.00 *	720.00
021604/00	ATLAS DISPOSAL INDUSTRIES						
13 PO-120153	10/14/2011	404136	1 01-0000-0-5550-106-0000-8110-007-000 NN P			160.06	160.06
13 PO-120153	10/14/2011	404653	1 01-0000-0-5550-106-0000-8110-007-000 NN P			543.92	543.92
13 PO-120153	10/14/2011	404659	1 01-0000-0-5550-106-0000-8110-007-000 NN P			669.22	669.22
13 PO-120153	10/14/2011	404658	1 01-0000-0-5550-106-0000-8110-007-000 NN P			376.40	376.40
13 PO-120153	10/14/2011	404657	1 01-0000-0-5550-106-0000-8110-007-000 NN P			242.43	242.43
13 PO-120153	10/14/2011	395602/404660	1 01-0000-0-5550-106-0000-8110-007-000 NN P			223.24	223.24
13 PO-120153	10/14/2011	404654	1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,265.03	1,265.03
13 PO-120153	10/14/2011	404656	1 01-0000-0-5550-106-0000-8110-007-000 NN P			194.17	194.17
13 PO-120153	10/14/2011	404655	1 01-0000-0-5550-106-0000-8110-007-000 NN P			782.00	782.00
13 PO-120153	10/14/2011	406825	1 01-0000-0-5550-106-0000-8110-007-000 NN P			354.00	354.00
TOTAL PAYMENT AMOUNT						4,810.47 *	4,810.47

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10/14/11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010442/00	BAR HEIN						
19	PO-120013	10/14/2011	369212/59157CR	1	01-0000-0-4300-106-0000-8110-007-000 NN P	832.50	832.50
TOTAL PAYMENT AMOUNT						832.50 *	832.50
016068/00	BELTRAN, LOIDA						
1074	PO-120912	10/14/2011	TRAINING 8/27,28 9/17,18,24	1	01-7230-0-5800-112-0000-3600-007-000 NN F	533.75	533.75
1074	PO-120912	10/14/2011	TRAINING8/27,28 9/17,18,24	2	01-7240-0-5800-112-5001-3600-007-000 NN F	533.75	533.75
TOTAL PAYMENT AMOUNT						1,067.50 *	1,067.50
011697/00	C.A.S.H.						
1073	PO-120911	10/14/2011	2011-12-11	1	01-0000-0-5300-106-0000-8110-007-000 NN F	439.00	439.00
TOTAL PAYMENT AMOUNT						439.00 *	439.00
020540/00	CALIFORNIA AMERICAN WATER CO						
25	PO-120158	10/14/2011	05-0052643-9	1	01-0000-0-5540-106-0000-8110-007-000 NN P	3,810.76	3,810.76
25	PO-120158	10/14/2011	05-0401542-1	1	01-0000-0-5540-106-0000-8110-007-000 NN P	823.97	823.97
25	PO-120158	10/14/2011	05-0482624-9	1	01-0000-0-5540-106-0000-8110-007-000 NN P	898.39	898.39
25	PO-120158	10/14/2011	05-0053100-9	1	01-0000-0-5540-106-0000-8110-007-000 NN P	8,805.18	8,805.18
25	PO-120158	10/14/2011	05-0550586-7	1	01-0000-0-5540-106-0000-8110-007-000 NN P	13,539.21	13,539.21
25	PO-120158	10/14/2011	05-0509237-9	1	01-0000-0-5540-106-0000-8110-007-000 NN P	350.58	350.58
25	PO-120158	10/14/2011	05-0482625-6	1	01-0000-0-5540-106-0000-8110-007-000 NN P	3,524.33	3,524.33
25	PO-120158	10/14/2011	05-0053101-7	1	01-0000-0-5540-106-0000-8110-007-000 NN P	2,618.09	2,618.09
25	PO-120158	10/14/2011	05-0052956-5	1	01-0000-0-5540-106-0000-8110-007-000 NN P	5,205.40	5,205.40
25	PO-120158	10/14/2011	05-0054874-8	1	01-0000-0-5540-106-0000-8110-007-000 NN P	283.75	283.75
25	PO-120158	10/14/2011	05-0054876-3	1	01-0000-0-5540-106-0000-8110-007-000 NN P	120.34	120.34
25	PO-120158	10/14/2011	05-0062336-8	1	01-0000-0-5540-106-0000-8110-007-000 NN P	5,883.61	5,883.61
25	PO-120158	10/14/2011	05-0052955-7	1	01-0000-0-5540-106-0000-8110-007-000 NN P	11,021.48	11,021.48
25	PO-120158	10/14/2011	05-0401551-2	1	01-0000-0-5540-106-0000-8110-007-000 NN P	2,850.42	2,850.42
25	PO-120158	10/14/2011	05-04015456-2	1	01-0000-0-5540-106-0000-8110-007-000 NN P	283.75	283.75
25	PO-120158	10/14/2011	05-0054875-5	1	01-0000-0-5540-106-0000-8110-007-000 NN P	283.75	283.75
25	PO-120158	10/14/2011	05-0054873-0	1	01-0000-0-5540-106-0000-8110-007-000 NN P	283.75	283.75
TOTAL PAYMENT AMOUNT						60,586.76 *	60,586.76
010832/00	COMMERCIAL SPEEDOMETER SERVICE						
125	PO-120083	10/14/2011	40393	1	01-7230-0-4300-112-0000-3600-007-000 NN P	85.33	85.33
TOTAL PAYMENT AMOUNT						85.33 *	85.33

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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 T9MP				
016731/00	COMMITTEE FOR CHILDREN						
897 PO-120838	10/14/2011	236507	1 01-6250-0-4300-601-0000-3110-017-000 NN F			704.35	639.86
			TOTAL PAYMENT AMOUNT	639.86 *			639.86
010236/00	CREATIVE BUS SALES						
127 PO-120189	10/14/2011	5005613/5004185	1 01-7230-0-4300-112-0000-3600-007-000 NN P			673.76	673.76
			TOTAL PAYMENT AMOUNT	673.76 *			673.76
016483/00	DEVELOPMENTAL STUDIES CENTER						
916 PO-120774	10/14/2011	ORDER#68212	1 01-6500-0-4200-102-5750-1110-003-000 NN P			1,285.42	1,285.42
			TOTAL PAYMENT AMOUNT	1,285.42 *			1,285.42
015800/00	DISCOUNT SCHOOL SUPPLY						
799 PO-120682	10/14/2011	204316480102	1 01-6500-0-4300-102-5770-1110-003-011 NN F			250.63	214.70
			TOTAL PAYMENT AMOUNT	214.70 *			214.70
021610/00	EATON INTERPRETING SERVICES						
815 PO-120761	10/14/2011	113229	1 01-0000-0-5800-103-0000-7200-003-000 NN F			125.00	105.00
815 PO-120761	10/14/2011	113230	2 01-0000-0-5800-103-0000-7200-003-000 NN P			105.00	105.00
815 PO-120761	10/14/2011	113231	2 01-0000-0-5800-103-0000-7200-003-000 NN P			105.00	105.00
815 PO-120761	10/14/2011	113512	2 01-0000-0-5800-103-0000-7200-003-000 NN P			105.00	105.00
815 PO-120761	10/14/2011	113513	2 01-0000-0-5800-103-0000-7200-003-000 NN P			105.00	105.00
			TOTAL PAYMENT AMOUNT	525.00 *			525.00
010336/00	ECOTECH PEST MANAGEMENT INC						
37 PO-120160	10/14/2011	504	1 01-0000-0-5500-106-0000-8110-007-000 NN P			787.00	787.00
			TOTAL PAYMENT AMOUNT	787.00 *			787.00
019262/00	ENTERPRISE RENT A CAR						
1055 PO-120896	10/14/2011	D847162	1 01-0000-0-5810-472-1110-4000-014-915 NN F			90.82	90.82
1056 PO-120897	10/14/2011	D847217	1 01-0000-0-5810-472-1110-4000-014-915 NN F			90.82	90.82
1057 PO-120898	10/14/2011	D847238	1 01-0000-0-5810-472-1110-4000-014-915 NN F			90.82	90.82
1058 PO-120899	10/14/2011	D847290	1 01-0000-0-5810-472-1110-4000-014-915 NN F			90.82	90.82
1075 PO-120913	10/14/2011	D847371-3082	1 01-0000-0-5810-472-1110-4000-014-915 NN F			90.82	90.82

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TOTAL PAYMENT AMOUNT					454.10 *			454.10
021764/00	FUTURE FORD OF SACRAMENTO							
132 PO-120087	10/14/2011	194730		1 01-7230-0-4300-112-0000-3600-007-000 NN P			38.64	38.64
TOTAL PAYMENT AMOUNT					38.64 *			38.64
020278/00	GITAR CENTER							
636 PO-120542	10/14/2011	2290292385		1 01-0000-0-4300-106-0000-8110-007-000 NN F			195.51	177.89
TOTAL PAYMENT AMOUNT					177.89 *			177.89
010992/00	HARBOR FREIGHT TOOLS USA INC							
274 PO-120252	10/14/2011	02-00514264		1 01-0000-0-9320-000-0000-0000-000-000 NN P			235.75	235.75
274 PO-120252	10/14/2011	02-00514904		1 01-0000-0-9320-000-0000-0000-000-000 NN P			129.61	129.61
TOTAL PAYMENT AMOUNT					365.36 *			365.36
010602/00	HI-LINE ELECTRICAL & MECH							
137 PO-120192	10/14/2011	10129033		1 01-7230-0-4300-112-0000-3600-007-000 NN P			241.03	241.03
TOTAL PAYMENT AMOUNT					241.03 *			241.03
017002/00	HOME DEPOT CREDIT SERVICES							
53 PO-120041	10/14/2011	7070522		1 01-0000-0-4300-106-0000-8110-007-000 NN P			30.14	30.14
52 PO-120163	10/14/2011	9019085		1 01-8150-0-4300-106-0000-8110-007-000 NN P			98.49	98.49
52 PO-120163	10/14/2011	3014439		1 01-8150-0-4300-106-0000-8110-007-000 NN P			7.31	7.31
52 PO-120163	10/14/2011	6022932/6205343		1 01-8150-0-4300-106-0000-8110-007-000 NN P			111.21	111.21
TOTAL PAYMENT AMOUNT					247.15 *			247.15
021775/00	HOME DEPOT SUPPLY							
643 PO-120547	10/14/2011	9111083232		1 01-8150-0-4300-106-0000-8110-007-000 NN P			52.15	52.15
TOTAL PAYMENT AMOUNT					52.15 *			52.15

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019433/00	HONEYWELL INTERNATIONAL ADI						
8 PO-120010	10/14/2011	FWPG5701	1 01-8150-0-4300-106-0000-8110-007-000 NN P			197.70	197.70
8 PO-120010	10/14/2011	FWPG5701	1 01-8150-0-4300-106-0000-8110-007-000 NN P			38.66	38.66
			TOTAL PAYMENT AMOUNT	236.36 *			236.36
018990/00	INTERSTATE BATTERY SYSTEM						
140 PO-120093	10/14/2011	40022303	1 01-7230-0-4300-112-0000-3600-007-000 NN P			682.76	682.76
			TOTAL PAYMENT AMOUNT	682.76 *			682.76
010609/00	KELLY MOORE PAINT CO						
59 PO-120046	10/14/2011	20300000104809	1 01-8150-0-4300-106-0000-8110-007-000 NN P			624.43	624.43
			TOTAL PAYMENT AMOUNT	624.43 *			624.43
022406/00	MAXIM HEALTHCARE SERVICES INC						
741 PO-120687	10/14/2011	9109180-262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,140.00	3,140.00
			TOTAL PAYMENT AMOUNT	3,140.00 *			3,140.00
015289/00	MCQUEEN, JANET						
1064 PO-120902	10/14/2011	REIMB	1 01-7240-0-3404-112-5001-3600-000-000 NN F			50.00	50.00
			TOTAL PAYMENT AMOUNT	50.00 *			50.00
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
945 PO-120801	10/14/2011	580574753001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			237.84	237.84
945 PO-120801	10/14/2011	580574754001	1 01-8150-0-4300-106-0000-8110-007-000 NN F			30.98	51.82
995 PO-120836	10/14/2011	580776593001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			23.64	23.64
			TOTAL PAYMENT AMOUNT	313.30 *			313.30
018670/00	PALMER HAMILTON LLC						
915 PO-120773	10/14/2011	92710	1 01-8150-0-4300-106-0000-8110-007-000 NN P			50.79	50.79
			TOTAL PAYMENT AMOUNT	50.79 *			50.79

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
014069/00	PLATT ELECTRIC SUPPLY						
70 PO-120168	10/14/2011	0333946	1 01-8150-0-4300-106-0000-8110-007-000 NN P			551.90	551.90
70 PO-120168	10/14/2011	0320869	1 01-8150-0-4300-106-0000-8110-007-000 NN P			11.73	11.73
70 PO-120168	10/14/2011	0250805	1 01-8150-0-4300-106-0000-8110-007-000 NN P			26.54	26.54
70 PO-120168	10/14/2011	0257793	1 01-8150-0-4300-106-0000-8110-007-000 NN P			1,218.95	1,218.95
70 PO-120168	10/14/2011	0264605	1 01-8150-0-4300-106-0000-8110-007-000 NN P			200.22	200.22
70 PO-120168	10/14/2011	0266629	1 01-8150-0-4300-106-0000-8110-007-000 NN P			31.53	31.53
70 PO-120168	10/14/2011	0272318	1 01-8150-0-4300-106-0000-8110-007-000 NN P			24.31	24.31
70 PO-120168	10/14/2011	0290879	1 01-8150-0-4300-106-0000-8110-007-000 NN P			144.49	144.49
70 PO-120168	10/14/2011	0333330	1 01-8150-0-4300-106-0000-8110-007-000 NN P			149.82	149.82
70 PO-120168	10/14/2011	0309218	1 01-8150-0-4300-106-0000-8110-007-000 NN P			41.90	41.90
70 PO-120168	10/14/2011	0324542	1 01-8150-0-4300-106-0000-8110-007-000 NN P			230.50	230.50
70 PO-120168	10/14/2011	0315289	1 01-8150-0-4300-106-0000-8110-007-000 NN P			47.84	47.84
TOTAL PAYMENT AMOUNT						2,679.73 *	2,679.73
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
272 PO-120250	10/14/2011	180113831	1 01-0000-0-5800-111-0000-8200-007-000 NN P			113.42	113.42
316 PO-120291	10/14/2011	180113256	1 01-7230-0-5800-112-0000-3600-007-000 NN P			56.97	56.97
316 PO-120291	10/14/2011	180113832	1 01-7230-0-5800-112-0000-3600-007-000 NN P			56.97	56.97
TOTAL PAYMENT AMOUNT						227.36 *	227.36
017016/00	RADIO SHACK CORPORATION						
673 PO-120577	10/14/2011	056487	1 01-8150-0-4300-106-0000-8110-007-000 NN P			27.97	27.97
TOTAL PAYMENT AMOUNT						27.97 *	27.97
010552/00	SAC VAL JANITORIAL						
974 PO-120819	10/14/2011	1956943	1 01-0000-0-9320-000-0000-0000-000-000 NN P			57.05	57.05
974 PO-120819	10/14/2011	1956480	1 01-0000-0-9320-000-0000-0000-000-000 NN P			4,544.53	4,544.53
974 PO-120819	10/14/2011	1955955	1 01-0000-0-9320-000-0000-0000-000-000 NN P			374.33	374.33
974 PO-120819	10/14/2011	1956895	1 01-0000-0-9320-000-0000-0000-000-000 NN P			90.87	90.87
TOTAL PAYMENT AMOUNT						5,066.78 *	5,066.78
010266/00	SACRAMENTO COUNTY UTILITIES						
78 PO-120174	10/14/2011	50000918485	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,726.22	2,726.22
78 PO-120174	10/14/2011	50000918556	1 01-0000-0-5540-106-0000-8110-007-000 NN P			535.10	535.10
78 PO-120174	10/14/2011	50000918618	1 01-0000-0-5540-106-0000-8110-007-000 NN P			374.57	374.57
TOTAL PAYMENT AMOUNT						3,635.89 *	3,635.89

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016337/00	SAECHOA, PA						
505 PO-120449	10/14/2011	AUGUST MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000 NN P			144.30	144.30
505 PO-120449	10/14/2011	SEPTEMBER MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000 NN P			155.40	155.40
		TOTAL PAYMENT AMOUNT		299.70 *			299.70
014786/00	SCHOOL SPECIALTY						
540 PO-120469	10/14/2011	308101047815	1 01-0000-0-4300-236-1110-1000-009-000 NN F			850.80	494.42
		TOTAL PAYMENT AMOUNT		494.42 *			494.42
011500/00	SIA / DELTA DENTAL						
PV-121022	10/14/2011	OCTOBER	01-0000-0-9552-000-0000-0000-000-000 NN				42,350.71
		TOTAL PAYMENT AMOUNT		42,350.71 *			42,350.71
017018/00	SIERRA BUILDING SYSTEMS INC						
1023 PO-120869	10/14/2011	3781	1 01-8150-0-4300-106-0000-8110-007-000 NN P			84.74	84.74
		TOTAL PAYMENT AMOUNT		84.74 *			84.74
011527/00	SIERRA OFFICE SUPPLY						
816 PO-120695	10/14/2011	2369619-0	1 01-8150-0-4300-106-0000-8110-007-000 NN F			407.30	407.30
		TOTAL PAYMENT AMOUNT		407.30 *			407.30
019453/00	SPORT SUPPLY GROUP INC						
814 PO-120694	10/14/2011	94190050	1 01-0000-0-4300-371-0000-2700-012-000 NN F			441.60	403.27
		TOTAL PAYMENT AMOUNT		403.27 *			403.27
019018/00	SPX SERVICE SOLUTIONS						
912 PO-120771	10/14/2011	SIS/70071997	1 01-7230-0-5600-112-0000-3600-007-000 NN F			250.00	225.00
		TOTAL PAYMENT AMOUNT		225.00 *			225.00



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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 T9MP				
015221/00	STUDICA INC						
757 PO-120646	10/14/2011	057219	1 01-0000-0-4300-472-0000-2700-014-000	NN F	4,590.15	4,590.15	
757 PO-120646	10/14/2011	057219	2 01-0000-0-5800-472-0000-2700-014-000	NN F	199.00	199.00	
TOTAL PAYMENT AMOUNT			4,789.15 *			4,789.15	
011357/00	TAP PLASTICS INC						
94 PO-120062	10/14/2011	365457	1 01-8150-0-4300-106-0000-8110-007-000	NN P	106.67	106.67	
TOTAL PAYMENT AMOUNT			106.67 *			106.67	
016410/00	TIGNER, GEORGE						
1076 PO-120914	10/14/2011	REIMB	1 01-0036-0-4400-103-1110-1000-003-000	NN F	222.01	222.01	
TOTAL PAYMENT AMOUNT			222.01 *			222.01	
020676/00	TIME FOR KIDS INC						
896 PO-120858	10/14/2011	TFK 11-30	2 01-5640-0-5800-103-0000-3140-003-000	NN F	135.00	135.00	
896 PO-120858	10/14/2011	TFK11-30	3 01-6250-0-5800-601-0000-3110-017-000	NN F	810.00	810.00	
896 PO-120858	10/14/2011	TFK11-30	1 01-6250-0-5800-601-0000-3110-017-238	NN F	540.00	540.00	
TOTAL PAYMENT AMOUNT			1,485.00 *			1,485.00	
016370/00	TWIN RIVERS UNIFIED SCH DIST						
390 PO-120348	10/14/2011	OCT 120776	1 01-0031-0-5801-110-0000-8300-004-000	NN P	11,333.33	11,333.33	
TOTAL PAYMENT AMOUNT			11,333.33 *			11,333.33	
021143/00	US AIR CONDITIONING						
102 PO-120068	10/14/2011	7843404	1 01-8150-0-4300-106-0000-8110-007-000	NN P	143.64	143.64	
TOTAL PAYMENT AMOUNT			143.64 *			143.64	
022179/00	US HEALTHWORKS						
480 PO-120424	10/14/2011	1962958-CA	1 01-0000-0-5800-110-0000-7200-004-000	NN P	138.00	138.00	
480 PO-120424	10/14/2011	1966404-CA	1 01-0000-0-5800-110-0000-7200-004-000	NN P	60.00	60.00	
480 PO-120424	10/14/2011	1959717-CA	1 01-0000-0-5800-110-0000-7200-004-000	NN P	160.00	160.00	
TOTAL PAYMENT AMOUNT			358.00 *			358.00	

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015191/00	WACHOB, CYNTHIA						
264 PO-120244	10/14/2011	REIMB SEPT	1 01-6500-0-5210-102-5060-2110-003-000 NN P			109.34	109.34
			TOTAL PAYMENT AMOUNT		109.34 *		109.34
016252/00	WALTON ENGINEERING INC						
160 PO-120108	10/14/2011	69181	1 01-7230-0-5600-112-0000-3600-007-000 NN F			340.96	923.64
			TOTAL PAYMENT AMOUNT		923.64 *		923.64
019842/00	WFCB-OSH COMMERCIAL SERVICES						
65 PO-120166	10/14/2011	021103212810052011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			12.25	12.25
65 PO-120166	10/14/2011	021102243509232011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			43.32	43.32
65 PO-120166	10/14/2011	021102309909302011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			43.08	43.08
1072 PO-120909	10/14/2011	021104652110032011	1 01-0000-0-4300-111-0000-8200-007-000 NN P			25.69	25.69
			TOTAL PAYMENT AMOUNT		124.34 *		124.34
022348/00	WILSON, SHERRY						
161 PO-120109	10/14/2011	REIMB 000-45	1 01-7230-0-5800-112-0000-3600-007-000 NN P			5.39	5.39
			TOTAL PAYMENT AMOUNT		5.39 *		5.39
			TOTAL FUND	PAYMENT	158,352.64 **		158,352.64

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FUND : 09 CHARTER SCHOOLS

J474 APY500 H.02.05 10/11/11 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 DSP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS						
367 PO-120328	10/14/2011	27036624779099	2 09-1100-0-4300-501-0000-2700-016-000 NN F			86.53	8.27
367 PO-120328	10/14/2011	27036624779099	1 09-1100-0-4300-501-1110-1000-016-000 NN F			446.14	33.08
TOTAL PAYMENT AMOUNT						41.35 *	41.35
TOTAL FUND PAYMENT				41.35 **			41.35

81 CENTER UNIFIED SCHOOL DIST.  
10142011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10/14/11  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL	FUNC RES DEP T9MP		
-----							
011256/00	BERNARD FOOD INDUSTRIES INC						
1037 PO-120883	10/14/2011	00611774	1	13-5310-0-4700-108-0000-3700-007-000	NN P	143.04	143.04
1037 PO-120883	10/14/2011	00612057	1	13-5310-0-4700-108-0000-3700-007-000	NN P	78.24	78.24
			TOTAL PAYMENT AMOUNT	221.28 *			221.28
020098/00	BIG TRAY						
990 PO-120834	10/14/2011	702712	1	13-5310-0-4400-108-0000-3700-007-000	NN P	1,042.30	1,042.30
			TOTAL PAYMENT AMOUNT	1,042.30 *			1,042.30
011602/00	DANIELSEN CO., THE						
276 PO-120254	10/14/2011	185486	2	13-5310-0-4300-108-0000-3700-007-000	NN P	190.00	190.00
276 PO-120254	10/14/2011	185821	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
276 PO-120254	10/14/2011	186224	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
276 PO-120254	10/14/2011	186597	2	13-5310-0-4300-108-0000-3700-007-000	NN P	149.55	149.55
276 PO-120254	10/14/2011	185486	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,459.87	2,459.87
276 PO-120254	10/14/2011	185821	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,108.17	2,108.17
276 PO-120254	10/14/2011	186224	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,036.31	2,036.31
276 PO-120254	10/14/2011	186597	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,791.89	2,791.89
			TOTAL PAYMENT AMOUNT	9,751.79 *			9,751.79
011423/00	PLATH DISTRIBUTION INC						
279 PO-120257	10/14/2011	8496	1	13-5310-0-4700-108-0000-3700-007-000	NN P	14,929.86	14,929.86
			TOTAL PAYMENT AMOUNT	14,929.86 *			14,929.86
019993/00	PROPACIFIC FRESH						
278 PO-120256	10/14/2011	NORTH COUNTRY	1	13-5310-0-4700-108-0000-3700-007-000	NN P	694.76	694.76
278 PO-120256	10/14/2011	SPINELLI	1	13-5310-0-4700-108-0000-3700-007-000	NN P	550.33	550.33
278 PO-120256	10/14/2011	WILSON RILES	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,448.72	1,448.72
278 PO-120256	10/14/2011	OAK HILL	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,142.80	1,142.80
278 PO-120256	10/14/2011	CENTER HIGH	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,559.29	2,559.29
278 PO-120256	10/14/2011	GLOBAL YOUTH	1	13-5310-0-4700-108-0000-3700-007-000	NN P	158.80	158.80
278 PO-120256	10/14/2011	DUDLEY	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,000.33	1,000.33
			TOTAL PAYMENT AMOUNT	7,555.03 *			7,555.03

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10/14/11  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011255/00	SARA LEE BAKERY GROUP						
280 PO-120258	10/14/2011	OAKHILL	1 13-5310-0-4700-108-0000-3700-007-000 NN P			269.70	269.70
280 PO-120258	10/14/2011	GLOBAL YOUTH	1 13-5310-0-4700-108-0000-3700-007-000 NN P			59.80	59.80
280 PO-120258	10/14/2011	DUDLEY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			312.90	312.90
280 PO-120258	10/14/2011	CHS	1 13-5310-0-4700-108-0000-3700-007-000 NN P			535.10	535.10
280 PO-120258	10/14/2011	NOCO	1 13-5310-0-4700-108-0000-3700-007-000 NN P			328.25	328.25
280 PO-120258	10/14/2011	SPINELLI	1 13-5310-0-4700-108-0000-3700-007-000 NN P			310.64	310.64
280 PO-120258	10/14/2011	WCR	1 13-5310-0-4700-108-0000-3700-007-000 NN P			341.10	341.10
TOTAL PAYMENT AMOUNT				2,157.49 *			2,157.49
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
290 PO-120268	10/14/2011	2189609829	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,053.12	1,053.12
TOTAL PAYMENT AMOUNT				1,053.12 *			1,053.12
011422/00	SYSKO OF SAN FRANCISCO						
275 PO-120253	10/14/2011	109061322	2 13-5310-0-4300-108-0000-3700-007-000 NN P			1,159.43	1,159.43
275 PO-120253	10/14/2011	109120546	2 13-5310-0-4300-108-0000-3700-007-000 NN P			930.24	930.24
275 PO-120253	10/14/2011	109190873	2 13-5310-0-4300-108-0000-3700-007-000 NN P			1,781.13	1,781.13
275 PO-120253	10/14/2011	109260439/1433691CR	2 13-5310-0-4300-108-0000-3700-007-000 NN P			1,286.77	1,286.77
275 PO-120253	10/14/2011	109131344	2 13-5310-0-4300-108-0000-3700-007-000 NN P			362.19	362.19
275 PO-120253	10/14/2011	109290528	2 13-5310-0-4300-108-0000-3700-007-000 NN P			436.61	436.61
275 PO-120253	10/14/2011	109061322	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,634.35	3,634.35
275 PO-120253	10/14/2011	109120546	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,437.90	3,437.90
275 PO-120253	10/14/2011	109190873	1 13-5310-0-4700-108-0000-3700-007-000 NN P			4,231.46	4,231.46
275 PO-120253	10/14/2011	109260439	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,839.24	3,839.24
TOTAL PAYMENT AMOUNT				21,099.32 *			21,099.32
TOTAL FUND PAYMENT				57,810.19 **			57,810.19

81 CENTER UNIFIED SCHOOL DIST.  
10142011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10/14/11  
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020734/00	AAA SERVICES						
1067	PO-120904	10/14/2011	232243	1	14-0024-0-5600-106-9607-8110-007-000 NN F	120.00	120.00
TOTAL PAYMENT AMOUNT					120.00 *		120.00
020742/00	LEGACY ROOFING & WATERPROOFING						
564	PO-120488	10/14/2011	200417A	1	14-0024-0-5600-106-9605-8110-007-000 NN F	1,053.91	1,053.91
TOTAL PAYMENT AMOUNT					1,053.91 *		1,053.91
010376/00	SLAKEY BROS. INC.						
1066	PO-120903	10/14/2011	80119244-00	1	14-0024-0-5600-106-9607-8110-007-000 NN F	2,499.80	2,499.80
TOTAL PAYMENT AMOUNT					2,499.80 *		2,499.80
019842/00	WFCB-OSH COMMERCIAL SERVICES						
1068	PO-120905	10/14/2011	021102372510042011	1	14-0024-0-4300-106-9607-8110-007-000 NN P	30.01	30.01
1068	PO-120905	10/14/2011	021102370210042011	1	14-0024-0-4300-106-9607-8110-007-000 NN F	44.34	44.34
TOTAL PAYMENT AMOUNT					74.35 *		74.35
TOTAL FUND PAYMENT					3,748.06 **		3,748.06
TOTAL BATCH PAYMENT					219,952.24 ***	0.00	219,952.24
TOTAL DISTRICT PAYMENT					219,952.24 ****	0.00	219,952.24
TOTAL FOR ALL DISTRICTS:					219,952.24 ****	0.00	219,952.24

Number of warrants to be printed: 67, not counting voids due to stub overflows.

Batch status: A All

From batch: 0026

To batch: 0026

Include Revolving Cash: Y

Include Address: 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 T9MP				
014863/00	ACADEMY BUSINESS SERVICES/UHS						
493 PO-120435	10/21/2011	SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NN F			3,918.39	3,918.39
			TOTAL PAYMENT AMOUNT	3,918.39 *			3,918.39
013985/00	ALL DIESEL ELECTRIC INC.						
1088 PO-120931	10/21/2011	7476	1 01-7230-0-4300-112-0000-3600-007-000 NN F			255.04	255.04
			TOTAL PAYMENT AMOUNT	255.04 *			255.04
021763/00	ALL STAR RENTS						
1079 PO-120917	10/26/2011	264838	1 01-0000-0-5600-106-0000-8110-007-000 NN F			1,756.00	1,756.00
			TOTAL PAYMENT AMOUNT	1,756.00 *			1,756.00
011757/00	ATHLETICS UNLIMITED						
1083 PO-120926	10/26/2011	009900000000	1 01-3010-0-5800-371-1110-1000-012-000 NN F			292.34	292.34
			TOTAL PAYMENT AMOUNT	292.34 *			292.34
021669/00	BAIONI, RON						
1082 PO-120925	10/26/2011	REIMB CAMERAS	1 01-3010-0-4300-371-1110-1000-012-000 NN F			611.56	611.56
			TOTAL PAYMENT AMOUNT	611.56 *			611.56
021235/00	BECKER, LEE ANN						
257 PO-120240	10/21/2011	SEPT	1 01-0000-0-5210-102-0000-3140-003-000 NN F			76.23	79.37
			TOTAL PAYMENT AMOUNT	79.37 *			79.37
014056/00	BENDER, LINDA						
1100 PO-120938	10/26/2011	MILEAGE REIMB	1 01-6520-0-5210-472-5770-1110-003-000 NN F			81.15	81.15
			TOTAL PAYMENT AMOUNT	81.15 *			81.15
011838/00	BLICK ART MATERIALS						
919 PO-120777	10/21/2011	9876928	1 01-0000-0-4300-472-1262-1000-014-000 NN F			287.68	287.67
			TOTAL PAYMENT AMOUNT	287.67 *			287.67



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 T9MP				
017755/00	BULB DIRECT INC						
1005 PO-120852	10/21/2011	377549	1 01-0000-0-4300-472-1275-1000-014-000 NN F			85.51	87.31
			TOTAL PAYMENT AMOUNT	87.31 *			87.31
020466/00	CALSTRS ACCOUNTING DIVISION						
1128 PO-120952	10/26/2011	429668013658	1 01-0000-0-7438-100-0000-9100-005-000 NN F			814.01	814.01
1128 PO-120952	10/21/2011	429668013658	2 01-0000-0-7439-100-0000-9100-005-000 NN F			7,565.65	7,565.65
1135 PO-120967	10/21/2011	429631236990	1 01-0000-0-7438-100-0000-9100-005-000 NN F			3,318.06	3,318.06
1135 PO-120967	10/21/2011	429631236990/429621339550	2 01-0000-0-7439-100-0000-9100-005-000 NN F			27,809.36	27,809.36
			TOTAL PAYMENT AMOUNT	39,507.08 *			39,507.08
010575/00	CAPITOL CLUTCH & BRAKE INC.						
123 PO-120188	10/21/2011	1158048	1 01-7230-0-4300-112-0000-3600-007-000 NN P			281.87	281.87
123 PO-120188	10/21/2011	1158048	2 01-7240-0-4300-112-5001-3600-007-000 NN P			281.88	281.88
			TOTAL PAYMENT AMOUNT	563.75 *			563.75
021036/00	CCHAT CENTER						
508 PO-120450	10/21/2011	CENTE 9-2011	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,607.57	2,607.57
			TOTAL PAYMENT AMOUNT	2,607.57 *			2,607.57
020305/00	CDW GOVERNMENT INC.						
1002 PO-120850	10/21/2011	ZTV7843	1 01-0000-0-4300-472-1110-1000-014-472 NN F			18.57	18.57
			TOTAL PAYMENT AMOUNT	18.57 *			18.57
021256/00	CLMS/CLHS/NHSA						
977 PO-120840	10/21/2011	MSMEMLL-CHURCHILL	1 01-3010-0-5300-371-1110-1000-012-000 NN F			295.00	295.00
			TOTAL PAYMENT AMOUNT	295.00 *			295.00
010236/00	CREATIVE BUS SALES						
127 PO-120189	10/21/2011	5006463	1 01-7230-0-4300-112-0000-3600-007-000 NN P			304.61	304.61
			TOTAL PAYMENT AMOUNT	304.61 *			304.61

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 T9MP				
010063/00	CURRICULUM ASSOCIATES INC						
868	PO-120743	10/21/2011	90119967	1 01-3010-0-4300-240-1110-1000-011-000	NN F	6,036.54	6,073.69
			TOTAL PAYMENT AMOUNT	6,073.69 *			6,073.69
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
	PV-121024	10/21/2011	OCTOBER PAYMENT	01-0000-0-9552-000-0000-0000-000-000	NN		2,613.10
			TOTAL PAYMENT AMOUNT	2,613.10 *			2,613.10
016483/00	DEVELOPMENTAL STUDIES CENTER						
954	PO-120823	10/26/2011	68487	1 01-3010-0-4300-234-1110-1000-008-000	NN F	3,464.16	3,648.44
			TOTAL PAYMENT AMOUNT	3,648.44 *			3,648.44
015631/00	DISCOVERY EDUCATION						
532	PO-120463	10/21/2011	90067340	1 01-0000-0-5612-159-1110-1000-003-000	NN F	9,070.00	9,070.00
			TOTAL PAYMENT AMOUNT	9,070.00 *			9,070.00
016767/00	DV WAREHOUSE INC						
1049	PO-120891	10/21/2011	73689	1 01-7220-0-4300-472-1110-1000-014-000	NN F	33.54	33.54
			TOTAL PAYMENT AMOUNT	33.54 *			33.54
020517/00	EDUCATIONAL DATA SYSTEMS						
1033	PO-120880	10/21/2011	10119825	1 01-0000-0-4300-103-0000-3160-003-911	NN F	127.97	127.97
			TOTAL PAYMENT AMOUNT	127.97 *			127.97
016266/00	ENVISION CONSULTING GROUP INC						
1087	PO-120930	10/21/2011	2011072/3473973	1 01-0000-0-5800-103-0000-2110-003-000	NN F	1,260.00	1,260.00
			TOTAL PAYMENT AMOUNT	1,260.00 *			1,260.00
022347/00	GIVE SOMETHING BACK						
930	PO-120784	10/21/2011	1867310	1 01-6500-0-4300-102-5770-1110-003-019	NN F	37.69	37.69
			TOTAL PAYMENT AMOUNT	37.69 *			37.69

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0026 102111  
 FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011818/00	GOODELL PORTER SANCHEZ &						
205 PO-120144	10/21/2011	INV DATE 4126.0	1 01-0000-0-5800-105-0000-7200-005-000 NN P			12,000.00	12,000.00
			TOTAL PAYMENT AMOUNT	12,000.00 *			12,000.00
017718/00	GUIDING HANDS INC.						
888 PO-120755	10/21/2011	SEP-11 D11352	1 01-6500-0-5800-102-5750-1180-003-000 NN P			3,074.58	3,074.58
			TOTAL PAYMENT AMOUNT	3,074.58 *			3,074.58
015264/00	HIGHLANDS RADIATOR						
136 PO-120091	10/21/2011	12611	1 01-7230-0-5600-112-0000-3600-007-000 NY P			82.50	82.50
136 PO-120091	10/21/2011	12611	2 01-7240-0-5600-112-5001-3600-007-000 NY P			82.50	82.50
			TOTAL PAYMENT AMOUNT	165.00 *			165.00
018990/00	INTERSTATE BATTERY SYSTEM						
140 PO-120093	10/21/2011	645315	1 01-7230-0-4300-112-0000-3600-007-000 NN P			527.70	527.70
			TOTAL PAYMENT AMOUNT	527.70 *			527.70
022170/00	JAPPERT, APRIL						
874 PO-120737	10/21/2011	SEPT MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000 NN P			355.20	355.20
			TOTAL PAYMENT AMOUNT	355.20 *			355.20
010355/00	KAISER						
PV-121026	10/21/2011	NOVEMBER	01-0000-0-9552-000-0000-0000-000-000 NN				146,285.82
			TOTAL PAYMENT AMOUNT	146,285.82 *			146,285.82
010609/00	KELLY MOORE PAINT CO						
59 PO-120046	10/21/2011	20300000104999	1 01-8150-0-4300-106-0000-8110-007-000 NN P			22.07	22.07
			TOTAL PAYMENT AMOUNT	22.07 *			22.07

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 T9MP				
020606/00	KLATT, BEN						
1105 PO-120941	10/21/2011	REIMB	1 01-0000-0-4300-472-1203-1000-014-000 NN F			107.25	107.25
			TOTAL PAYMENT AMOUNT	107.25 *			107.25
022467/00	LANGUAGE LINE SERVICES						
1086 PO-120929	10/21/2011	2817303	1 01-0000-0-5800-103-0000-2110-003-000 NN P			21.17	21.17
			TOTAL PAYMENT AMOUNT	21.17 *			21.17
011197/00	MINGUS MOUNTAIN ACADEMY						
740 PO-120630	10/21/2011	0711	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,500.00	2,500.00
740 PO-120630	10/21/2011	0811	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,875.00	2,875.00
			TOTAL PAYMENT AMOUNT	5,375.00 *			5,375.00
021692/00	MONOPRICE INC						
918 PO-120776	10/21/2011	5160866	1 01-0054-0-4300-238-1110-1000-010-000 NN F			164.84	158.08
			TOTAL PAYMENT AMOUNT	158.08 *			158.08
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
146 PO-120097	10/21/2011	835445	1 01-7230-0-4300-112-0000-3600-007-000 NN P			28.32	28.32
146 PO-120097	10/21/2011	835458	1 01-7230-0-4300-112-0000-3600-007-000 NN P			12.48	12.48
146 PO-120097	10/21/2011	834488	1 01-7230-0-4300-112-0000-3600-007-000 NN P			23.48	23.48
146 PO-120097	10/21/2011	833061	1 01-7230-0-4300-112-0000-3600-007-000 NN P			38.25	38.25
146 PO-120097	10/26/2011	832304	1 01-7230-0-4300-112-0000-3600-007-000 NN P			6.41	6.41
146 PO-120097	10/21/2011	833447	1 01-7230-0-4300-112-0000-3600-007-000 NN P			27.35	27.35
146 PO-120097	10/21/2011	832309	1 01-7230-0-4300-112-0000-3600-007-000 NN P			28.41	28.41
146 PO-120097	10/21/2011	833272	1 01-7230-0-4300-112-0000-3600-007-000 NN P			18.22	18.22
146 PO-120097	10/21/2011	833263	1 01-7230-0-4300-112-0000-3600-007-000 NN P			29.26	29.26
146 PO-120097	10/26/2011	832993	1 01-7230-0-4300-112-0000-3600-007-000 NN P			235.65	235.65
146 PO-120097	10/21/2011	834109	1 01-7230-0-4300-112-0000-3600-007-000 NN P			28.21	28.21
146 PO-120097	10/21/2011	833911	1 01-7230-0-4300-112-0000-3600-007-000 NN P			49.86	49.86
146 PO-120097	10/21/2011	834040	1 01-7230-0-4300-112-0000-3600-007-000 NN P			16.68	16.68
146 PO-120097	10/21/2011	833665	1 01-7230-0-4300-112-0000-3600-007-000 NN P			20.15	20.15
146 PO-120097	10/21/2011	833634	1 01-7230-0-4300-112-0000-3600-007-000 NN P			26.93	26.93
146 PO-120097	10/21/2011	538910	1 01-7230-0-4300-112-0000-3600-007-000 NN P			294.16	294.16
146 PO-120097	10/21/2011	834955	1 01-7230-0-4300-112-0000-3600-007-000 NN P			98.00	98.00
146 PO-120097	10/21/2011	835277	1 01-7230-0-4300-112-0000-3600-007-000 NN P			8.81	8.81
146 PO-120097	10/21/2011	8131676/529898CR	2 01-7240-0-4300-112-5001-3600-007-000 NN P			43.04	43.04
146 PO-120097	10/21/2011	832302	2 01-7240-0-4300-112-5001-3600-007-000 NN P			24.75	24.75

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 T9MP				
017315 (CONTINUED)							
146 PO-120097	10/21/2011	529870	2 01-7240-0-4300-112-5001-3600-007-000 NN P			363.54	363.54
146 PO-120097	10/21/2011	542102	2 01-7240-0-4300-112-5001-3600-007-000 NN P			11.58	11.58
TOTAL PAYMENT AMOUNT							1,433.54 *
018967/00 NEXTEL COMMUNICATIONS INC							
108 PO-120186	10/21/2011	10/5/11	1 01-0000-0-5903-106-0000-8110-007-000 NN P			572.26	572.26
251 PO-120233	10/21/2011	10/5/11	1 01-0000-0-5903-103-0000-2110-003-000 NN P			270.62	270.62
251 PO-120233	10/21/2011	10/5/11	1 01-0000-0-5903-103-0000-2110-003-000 NN P			12.01	12.01
393 PO-120351	10/21/2011	10/5/11	1 01-0000-0-5903-472-0000-2700-014-000 NN P			191.50	191.50
561 PO-120486	10/21/2011	10/5/11	1 01-0000-0-5903-101-0000-7150-002-000 NN P			114.70	114.70
526 PO-120584	10/21/2011	10/5/11	1 01-0000-0-5903-236-0000-2700-009-000 NN P			24.02	24.02
975 PO-120820	10/21/2011	10/5/11	1 01-7230-0-5903-112-0000-3600-007-000 NN P			84.40	84.40
TOTAL PAYMENT AMOUNT							1,269.51 *
022163/00 ODYSSEY							
667 PO-120573	10/21/2011	8002441	1 01-6500-0-5800-102-5750-1180-003-000 NN P			3,851.60	3,851.60
TOTAL PAYMENT AMOUNT							3,851.60 *
017576/00 OFFICE DEPOT/BUS.SERVICES DIV							
1051 PO-120893	10/21/2011	581636793001	1 01-7230-0-4300-112-0000-3600-007-000 NN F			83.01	174.33
TOTAL PAYMENT AMOUNT							174.33 *
011345/00 PLACER LEARNING CENTER							
496 PO-120436	10/21/2011	SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			9,041.80	9,041.80
TOTAL PAYMENT AMOUNT							9,041.80 *
018535/00 POINT QUEST EDUCATION INC							
511 PO-120451	10/21/2011	SEPT 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			3,352.71	3,352.71
TOTAL PAYMENT AMOUNT							3,352.71 *

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0026 102111  
 FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015962/00	SCHMIEDER, KRIS						
1095 PO-120934	10/21/2011	REIMB	1 01-0000-0-5300-240-0000-2700-011-777 NN F			109.00	109.00
			TOTAL PAYMENT AMOUNT				109.00
011844/00	SCHOOLMASTERS SAFETY						
963 PO-120814	10/21/2011	505321	1 01-0000-0-4300-475-3200-2700-015-000 NN F			58.13	62.58
			TOTAL PAYMENT AMOUNT				62.58
019222/00	SIERRA PEDIATRIC THERAPY						
666 PO-120572	10/21/2011	SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NY P			875.00	875.00
			TOTAL PAYMENT AMOUNT				875.00
020462/00	STAPLES ADVANTAGE						
1021 PO-120867	10/21/2011	110529882	1 01-0000-0-4300-103-0000-2110-003-000 NN F			119.15	119.16
			TOTAL PAYMENT AMOUNT				119.16
010137/00	STATE BOARD OF EQUALIZATION						
289 PO-120267	10/21/2011	57-415168	1 01-7230-0-5800-112-0000-3600-007-000 NN P			78.51	78.51
			TOTAL PAYMENT AMOUNT				78.51
019065/00	THOMPSON, MARGARET						
1098 PO-120936	10/21/2011	REIMB	1 01-0000-0-4300-102-0000-3140-003-000 NN F			96.49	96.49
1099 PO-120937	10/21/2011	MILEAGE REIMB	1 01-0000-0-5210-102-0000-3140-003-000 NN F			86.81	86.81
			TOTAL PAYMENT AMOUNT				183.30
017756/00	TIGER DIRECT						
879 PO-120751	10/21/2011	F70611550103	1 01-0000-0-4400-472-0000-2700-014-000 NN P			509.98	509.98
879 PO-120751	10/21/2011	F70611550101	1 01-0000-0-4400-472-0000-2700-014-000 NN F			147.25	156.19
			TOTAL PAYMENT AMOUNT				666.17

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 102111  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016439/00	WEAVER, SANDRA						
1085 PO-120928	10/21/2011	REIMB	1 01-6500-0-4300-102-5001-2700-003-000 NN F			89.92	89.92
			TOTAL PAYMENT AMOUNT	89.92 *			89.92
022221/00	WESTERN HEALTH ADVANTAGE						
PV-121025	10/21/2011	NOVEMBER	01-0000-0-9552-000-0000-0000-000-000 NN				87,412.22
			TOTAL PAYMENT AMOUNT	87,412.22 *			87,412.22
018567/00	WESTERN STATES GLASS						
106 PO-120072	10/21/2011	210499	1 01-8150-0-4300-106-0000-8110-007-000 NN P			143.40	143.40
			TOTAL PAYMENT AMOUNT	143.40 *			143.40
			TOTAL FUND PAYMENT	350,484.46 **			350,484.46

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST

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BATCH: 0026 102111

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FUND : 09 CHARTER SCHOOLS

Vendor/Addr	Remit name	Date	Description
018967/00	NEXTEL COMMUNICATIONS INC		

Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
1003 PO-120851	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	2 09-0700-0-5903-503-0000-2700-018-000	NN P	30.50	30.50
1003 PO-120851		1 09-1100-0-5903-501-0000-2700-016-000	NN P	30.50	30.50
TOTAL PAYMENT AMOUNT				61.00 *	61.00

TOTAL FUND PAYMENT 61.00 \*\*

61.00



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 102111  
FUND : 13 CAFETERIA FUND

J752 APY500 H.02.05 10/19/11 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 T9MP				
018967/00	NEXTEL COMMUNICATIONS INC						
282 PO-120260	10/21/2011	10/5/11	1 13-5310-0-5903-108-0000-3700-007-000 NN P			12.21	12.21
TOTAL PAYMENT AMOUNT						12.21 *	12.21
TOTAL FUND PAYMENT						12.21 **	12.21

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ACCOUNTS PAYABLE PRELIST J752 APY500 H.02.05 10/19/11 PAGE 11  
BATCH: 0026 102111 << Open >>  
FUND : 14 DEFERRED MAINTENANCE FUND

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 T9MP				
016043/00	SHELTONS UNLIMITED MECHANICAL						
866 PO-120733	10/21/2011	11-10649	1 14-0024-0-5600-106-9607-8110-007-000 NY F			8,835.94	8,835.94
			TOTAL PAYMENT AMOUNT	8,835.94 *			8,835.94
010376/00	SLAKEY BROS. INC.						
1112 PO-120946	10/21/2011	17024761-00	1 14-0024-0-4300-106-9607-8110-007-000 NN F			59.68	59.68
			TOTAL PAYMENT AMOUNT	59.68 *			59.68
			TOTAL FUND PAYMENT	8,895.62 **			8,895.62

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 102111  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021763/00	ALL STAR RENTS						
1029 PO-120875	10/21/2011	264799	.1 21-0000-0-5600-472-9609-8500-007-000 NN P			240.35	240.35
1029 PO-120875	10/21/2011	264669	.1 21-0000-0-5600-472-9609-8500-007-000 NN P			106.25	106.25
1050 PO-120892	10/21/2011	265239	1 21-0000-0-5600-472-9609-8500-007-000 NN P			126.10	126.10
TOTAL PAYMENT AMOUNT				472.70 *			472.70
015636/00	HASTIE'S SAND AND GRAVEL						
1031 PO-120876	10/21/2011	105672	1 21-0000-0-4300-472-9609-8500-007-000 NN P			974.60	974.60
TOTAL PAYMENT AMOUNT				974.60 *			974.60
014771/00	ROEBBELEN CONTRACTING INC						
PV-121023	12/21/2011	BASEBALL FIELD FINAL	21-0000-0-6170-472-9631-8500-007-000 NN				8,000.00
TOTAL PAYMENT AMOUNT				8,000.00 *			8,000.00
013911/00	SIERRA DISPLAY INCORPORATED						
1008 PO-120855	10/21/2011	15686	1 21-0000-0-4300-106-9630-8500-007-000 NN F			1,125.43	1,103.99
TOTAL PAYMENT AMOUNT				1,103.99 *			1,103.99
TOTAL FUND PAYMENT				10,551.29 **			10,551.29
TOTAL BATCH PAYMENT				370,004.58 ***	0.00		370,004.58
TOTAL DISTRICT PAYMENT				370,004.58 ****	0.00		370,004.58
TOTAL FOR ALL DISTRICTS:				370,004.58 ****	0.00		370,004.58

Number of warrants to be printed: 58, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0027

To batch: 0027

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021774/00	A-M-S						
7	PO-120009	10/28/2011	9411572-00	1	01-8150-0-4300-106-0000-8110-007-000 NN P	65.87	65.87
					TOTAL PAYMENT AMOUNT	65.87 *	65.87
015797/00	ACE SUPPLY HARDWARE NORTH						
91	PO-120181	10/28/2011	85833/2	1	01-8150-0-4300-106-0000-8110-007-000 NN P	20.81	20.81
					TOTAL PAYMENT AMOUNT	20.81 *	20.81
010669/00	ALHAMBRA & SIERRA SPRINGS						
466	PO-120410	10/28/2011	4780818 090611	1	01-0000-0-4300-105-0000-7200-005-000 NN P	46.87	46.87
					TOTAL PAYMENT AMOUNT	46.87 *	46.87
019311/00	ALIGNMENT SPECIALTIES						
116	PO-120077	10/28/2011	007167	2	01-7240-0-4300-112-5001-3600-007-000 NY P	236.00	236.00
					TOTAL PAYMENT AMOUNT	236.00 *	236.00
021763/00	ALL STAR RENTS						
11	PO-120152	10/28/2011	268715	1	01-8150-0-5600-106-0000-8110-007-000 NN P	489.36	489.36
					TOTAL PAYMENT AMOUNT	489.36 *	489.36
019769/00	AMERICAN EXPRESS						
1019	PO-120866	10/28/2011	0-03000	1	01-0000-0-4400-101-0000-7150-002-000 NN F	615.18	615.18
1019	PO-120866	10/28/2011	0-03000	2	01-0000-0-4400-110-0000-7200-004-000 NN F	615.18	615.18
1034	PO-120881	10/28/2011	0-03000	1	01-0000-0-5200-120-0000-7110-001-000 NN F	650.00	650.00
					TOTAL PAYMENT AMOUNT	1,880.36 *	1,880.36
010564/00	APPLE COMPUTER						
1092	PO-120933	10/28/2011	9888071544	1	01-0000-0-4400-115-0000-7700-007-000 NN F	1,518.35	1,518.35
					TOTAL PAYMENT AMOUNT	1,518.35 *	1,518.35

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021820/00	APPLE INC						
998 PO-120846	10/28/2011	9886043168	1 01-8150-0-4400-106-0000-8110-007-000 NN F			543.67	543.67
1123 PO-120949	10/28/2011	9888090265	1 01-0000-0-4300-371-1110-1000-012-000 NN F			139.00	138.35
TOTAL PAYMENT AMOUNT				682.02 *			682.02
011757/00	ATHLETICS UNLIMITED						
1157 PO-120991	10/28/2011	SO#0990000003648	1 01-3010-0-5800-371-1110-1000-012-000 NN F			292.34	292.34
TOTAL PAYMENT AMOUNT				292.34 *			292.34
018533/00	ATKINSON ANDELSON LOYA RUUD						
729 PO-120636	10/28/2011	390737	1 01-0000-0-5804-105-0000-7200-005-000 NE P			1,816.17	1,816.17
TOTAL PAYMENT AMOUNT				1,816.17 *			1,816.17
017760/00	BACKFLOW TECHNOLOGIES LLC						
18 PO-120012	10/28/2011	11-3853	1 01-0000-0-5800-106-0000-8110-007-000 NN P			61.00	61.00
TOTAL PAYMENT AMOUNT				61.00 *			61.00
021669/00	BAIONI, RON						
1118 PO-120957	10/28/2011	REIMB	1 01-0000-0-5200-371-0000-2700-012-000 NN F			9.99	9.99
1119 PO-120958	10/28/2011	REIMB	1 01-0000-0-4300-371-0000-2700-012-000 NN F			41.14	41.14
TOTAL PAYMENT AMOUNT				51.13 *			51.13
010442/00	BAR HEIN						
19 PO-120013	10/28/2011	370479/4852	1 01-0000-0-4300-106-0000-8110-007-000 NN P			96.07	96.07
TOTAL PAYMENT AMOUNT				96.07 *			96.07
016805/00	BATES, CHERYL						
514 PO-120453	10/28/2011	SEPT D SILVA	1 01-6500-0-5800-102-5750-1180-003-000 NY P			126.51	126.51
TOTAL PAYMENT AMOUNT				126.51 *			126.51

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016243/00	BR FUNSTON TOM DUFFY CO						
97 PO-120064	10/28/2011	271261	1 01-8150-0-4300-106-0000-8110-007-000 NN P			231.66	231.66
			TOTAL PAYMENT AMOUNT	231.66 *			231.66
019075/00	BRIGHT FUTURES THERAPY						
490 PO-120432	10/28/2011	2051 SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			12,240.00	12,240.00
			TOTAL PAYMENT AMOUNT	12,240.00 *			12,240.00
010340/00	CALIFORNIA STATE DEPARTMENT OF						
481 PO-120425	10/28/2011	871446	1 01-0000-0-5800-110-0000-7200-004-000 NN P			256.00	256.00
			TOTAL PAYMENT AMOUNT	256.00 *			256.00
016518/00	CAMBIUM LEARNING STORE						
964 PO-120824	10/28/2011	RI 839979	1 01-3010-0-4300-234-1110-1000-008-000 NN F			1,605.87	1,605.88
			TOTAL PAYMENT AMOUNT	1,605.88 *			1,605.88
021678/00	CAPITOL ACADEMY						
670 PO-120585	10/28/2011	SEPT 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			10,747.80	10,747.80
			TOTAL PAYMENT AMOUNT	10,747.80 *			10,747.80
020305/00	CDW GOVERNMENT INC.						
1138 PO-120969	10/28/2011	1132409	1 01-0000-0-4400-236-1110-1000-009-000 NN F			1,002.05	1,002.05
			TOTAL PAYMENT AMOUNT	1,002.05 *			1,002.05
021175/00	CINTAS DOCUMENT MANAGEMENT						
1150 PO-120981	10/28/2011	DG37040486	1 01-0000-0-5800-472-1110-1000-014-472 NN F			113.00	113.00
1159 PO-120993	10/28/2011	DG37040485	1 01-0000-0-5800-371-0000-2700-012-000 NN P			80.00	80.00
			TOTAL PAYMENT AMOUNT	193.00 *			193.00

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
-----							
015699/00	CLARK SECURITY PRODUCTS						
29	PO-120159	10/28/2011	sa06944001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	38.14
TOTAL PAYMENT AMOUNT						38.14 *	38.14
014357/00	COOK, KAREN						
1122	PO-120961	10/28/2011	REIMB	1	01-3010-0-4300-371-1110-1000-012-000	NN F	28.00
TOTAL PAYMENT AMOUNT						28.00 *	28.00
010236/00	CREATIVE BUS SALES						
127	PO-120189	10/28/2011	5006808/5006450cr	1	01-7230-0-4300-112-0000-3600-007-000	NN P	73.23
TOTAL PAYMENT AMOUNT						73.23 *	73.23
011290/00	DISCOUNT GLASS & SCREEN CO						
36	PO-120028	10/28/2011	744225	1	01-8150-0-4300-106-0000-8110-007-000	NN P	215.50
TOTAL PAYMENT AMOUNT						215.50 *	215.50
011613/00	DITTO PRINT & COPY						
833	PO-120711	10/28/2011	4532	1	01-4203-0-4300-103-4760-1000-003-000	NN F	106.78
1010	PO-120856	10/28/2011	4531	1	01-0000-0-5800-103-0000-2110-003-000	NN F	587.88
TOTAL PAYMENT AMOUNT						694.66 *	694.66
020358/00	DOMACH, DEAN						
1139	PO-120970	10/28/2011	REIMB	1	01-0000-0-4300-238-1110-1000-010-000	NN F	76.44
TOTAL PAYMENT AMOUNT						76.44 *	76.44
014253/00	EDUCATION WEEK						
1148	PO-120980	10/28/2011	CHS M JORDAN	1	01-0000-0-4300-472-1110-1000-014-472	NN F	49.00
TOTAL PAYMENT AMOUNT						49.00 *	49.00



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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015172/00	FRENCH, DAVID L.						
1117 PO-120956	10/28/2011	REIMB	1 01-0000-0-4300-371-0000-2700-012-000 NN F			32.46	32.46
			TOTAL PAYMENT AMOUNT	32.46 *			32.46
019704/00	FRISCH, JOYCE						
1169 PO-120995	10/28/2011	REIMB	1 01-3010-0-4300-371-1110-1000-012-000 NN F			6.99	6.99
			TOTAL PAYMENT AMOUNT	6.99 *			6.99
017681/00	GEARY PACIFIC SUPPLY						
41 PO-120162	10/28/2011	2473129	1 01-8150-0-4300-106-0000-8110-007-000 NN P			247.87	247.87
			TOTAL PAYMENT AMOUNT	247.87 *			247.87
022347/00	GIVE SOMETHING BACK						
956 PO-120810	10/28/2011	1868811-0/C1868811-1	1 01-0000-0-4300-472-1110-1000-014-472 NN F			19.16	10.53
1097 PO-120935	10/28/2011	1877745-0	1 01-6500-0-4300-102-5770-1110-003-018 NN F			29.97	29.97
1103 PO-120955	10/28/2011	1878518-0	1 01-0000-0-4300-101-0000-7150-002-000 NN F			217.96	217.97
1103 PO-120955	10/28/2011	1878518-0	2 01-0000-0-4300-120-0000-7110-001-000 NN F			14.28	14.28
			TOTAL PAYMENT AMOUNT	272.75 *			272.75
011750/00	HARO, ESTHER						
1158 PO-120992	10/28/2011	REIMB	1 01-0000-0-5200-371-0000-2700-012-000 NN F			65.00	65.00
			TOTAL PAYMENT AMOUNT	65.00 *			65.00
017002/00	HOME DEPOT CREDIT SERVICES						
52 PO-120163	10/28/2011	6669253660	1 01-8150-0-4300-106-0000-8110-007-000 NN P			348.03	348.03
52 PO-120163	10/28/2011	5575653	1 01-8150-0-4300-106-0000-8110-007-000 NN P			74.86	74.86
			TOTAL PAYMENT AMOUNT	422.89 *			422.89
019433/00	HONEYWELL INTERNATIONAL ADI						
8 PO-120010	10/28/2011	FYN5601	1 01-8150-0-4300-106-0000-8110-007-000 NN P			73.26	73.26
8 PO-120010	10/28/2011	FYN1301	1 01-8150-0-4300-106-0000-8110-007-000 NN P			309.34	309.34
			TOTAL PAYMENT AMOUNT	382.60 *			382.60

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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 T9MP				
021458/00	HUGHES HARDWOOD INC	[REDACTED]					
56 PO-120043	10/28/2011	202639	1 01-8150-0-4300-106-0000-8110-007-000 NN P			48.49	48.49
			TOTAL PAYMENT AMOUNT			48.49 *	48.49
018809/00	I LEARN	[REDACTED]					
1124 PO-120950	10/28/2011	6184	1 01-3010-0-5800-371-1110-1000-012-000 NN F			5,656.88	5,250.00
			TOTAL PAYMENT AMOUNT			5,250.00 *	5,250.00
014923/00	JENSEN PRE-CAST						
1025 PO-120871	10/28/2011	NC16071	1 01-8150-0-4300-106-0000-8110-007-000 NN P			50.89	50.89
			TOTAL PAYMENT AMOUNT			50.89 *	50.89
015080/00	LILLY PROPERTIES INC	[REDACTED]					
952 PO-120807	10/28/2011	1010115	1 01-0000-0-5800-106-0000-8200-007-000 NN P			506.83	506.83
			TOTAL PAYMENT AMOUNT			506.83 *	506.83
022230/00	MANAGED HEALTH NETWORK	[REDACTED]					
379 PO-120336	10/28/2011	3200030834	1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,173.15	1,173.15
			TOTAL PAYMENT AMOUNT			1,173.15 *	1,173.15
019877/00	MASON, VENESSA						
1094 PO-120953	10/28/2011	REIMB	1 01-3010-0-5200-234-1110-1000-008-000 NN F			180.46	180.46
			TOTAL PAYMENT AMOUNT			180.46 *	180.46
022406/00	MAXIM HEALTHCARE SERVICES INC	[REDACTED]					
741 PO-120687	10/28/2011	9135070-Z62	1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,674.00	3,674.00
741 PO-120687	10/28/2011	9118784-Z62	1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,069.40	3,069.40
			TOTAL PAYMENT AMOUNT			6,743.40 *	6,743.40

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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 T9MP				
018678/00	MCGRAW HILL						
1027 PO-120873	10/28/2011	63917040001	1 01-6500-0-4200-102-5750-1110-003-000 NN F			197.68	205.12
			TOTAL PAYMENT AMOUNT	205.12 *			205.12
015747/00	MILES, PRESTINNA						
1167 PO-120989	10/28/2011	REIMB MILEAGE	1 01-0000-0-5210-110-0000-7200-004-000 NN F			34.96	34.96
			TOTAL PAYMENT AMOUNT	34.96 *			34.96
019059/00	MILLENNIUM TERMITE & PEST						
61 PO-120165	10/28/2011	TR71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
61 PO-120165	10/28/2011	TR 72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			116.00	116.00
			TOTAL PAYMENT AMOUNT	207.00 *			207.00
011197/00	MINGUS MOUNTAIN ACADEMY						
740 PO-120630	10/28/2011	0911	1 01-6500-0-5800-102-5750-1180-003-000 NN F			3,306.00	3,306.00
740 PO-120630	10/28/2011	0911	2 01-6500-0-5800-102-5750-1180-003-000 NN F			6,013.00	6,013.00
			TOTAL PAYMENT AMOUNT	9,319.00 *			9,319.00
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
909 PO-120769	10/28/2011	580060400001	1 01-0000-0-4300-115-0000-7700-007-000 NN F			3.75	3.75
920 PO-120796	10/28/2011	580574895001	1 01-6500-0-4300-102-5770-1110-003-018 NN F			26.92	11.30
1016 PO-120865	10/28/2011	582293053001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			44.31	40.32
1024 PO-120870	10/28/2011	582292864001	1 01-0000-0-4300-371-1110-1000-012-000 NN F			21.10	21.00
656 PO-120918	10/28/2011	583469815001	1 01-0000-0-4300-234-0000-2700-008-000 NN F			35.79	35.79
1109 PO-120944	10/28/2011	583469815001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			287.99	288.00
			TOTAL PAYMENT AMOUNT	400.16 *			400.16
018882/00	PACENT LEARNING SOLUTIONS						
876 PO-120745	10/28/2011	11-130	1 01-3010-0-4300-240-1110-1000-011-000 NN F			495.24	495.24
			TOTAL PAYMENT AMOUNT	495.24 *			495.24

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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 T9MP				
010253/00	PEARSON EDUCATION						
884 PO-120754	10/28/2011	73239040	1 01-6500-0-4300-102-5770-1191-003-041 NN F			266.41	257.37
TOTAL PAYMENT AMOUNT							257.37
010254/00	PEARSON EDUCATION						
733 PO-120760	10/28/2011	bk65019516	1 01-0037-0-4100-103-1110-1000-003-000 NN F			7,699.36	7,746.78
TOTAL PAYMENT AMOUNT							7,746.78
021157/00	PHYSICAL THERAPY CLINICS INC						
206 PO-120145	10/28/2011	31103	1 01-0000-0-5800-100-1110-1000-005-955 NN P			2,300.00	2,300.00
TOTAL PAYMENT AMOUNT							2,300.00
019700/00	PITNEY BOWES INC						
364 PO-120323	10/28/2011	2906528-OT11	1 01-0000-0-7439-106-0000-9100-007-000 NN P			1,530.00	1,530.00
TOTAL PAYMENT AMOUNT							1,530.00
014069/00	PLATT ELECTRIC SUPPLY						
70 PO-120168	10/28/2011	0342969	1 01-8150-0-4300-106-0000-8110-007-000 NN P			212.97	212.97
70 PO-120168	10/28/2011	0350542	1 01-8150-0-4300-106-0000-8110-007-000 NN P			220.98	220.98
70 PO-120168	10/28/2011	0258394	1 01-8150-0-4300-106-0000-8110-007-000 NN P			13.79	13.79
70 PO-120168	10/28/2011	0325321	1 01-8150-0-4300-106-0000-8110-007-000 NN P			243.30	243.30
70 PO-120168	10/28/2011	0401439	1 01-8150-0-4300-106-0000-8110-007-000 NN P			243.30	243.30
70 PO-120168	10/28/2011	0398151	1 01-8150-0-4300-106-0000-8110-007-000 NN P			190.51	190.51
70 PO-120168	10/28/2011	0384941	1 01-8150-0-4300-106-0000-8110-007-000 NN P			226.87	226.87
70 PO-120168	10/28/2011	0426996	1 01-8150-0-4300-106-0000-8110-007-000 NN P			19.40	19.40
70 PO-120168	10/28/2011	0411969	1 01-8150-0-4300-106-0000-8110-007-000 NN P			57.88	57.88
70 PO-120168	10/28/2011	0417939	1 01-8150-0-4300-106-0000-8110-007-000 NN P			185.98	185.98
TOTAL PAYMENT AMOUNT							1,614.98
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
272 PO-120250	10/28/2011	180114984	1 01-0000-0-5800-111-0000-8200-007-000 NN P			113.42	113.42
TOTAL PAYMENT AMOUNT							113.42

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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 T9MP				
017016/00	RADIO SHACK CORPORATION						
673 PO-120577	10/28/2011	056914	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.25	18.25
			TOTAL PAYMENT AMOUNT	18.25 *			18.25
017657/00	RENAISSANCE LEARNING INC. [REDACTED]						
1125 PO-120951	10/28/2011	INV3849989	1 01-3010-0-4300-371-1110-1000-012-000 NN F			148.20	137.54
1149 PO-120973	10/28/2011	ESP4304319-0546T	1 01-3010-0-5612-236-1110-1000-009-000 NN P			279.00	279.00
1149 PO-120973	10/28/2011	ESP4300985-0649T	1 01-3010-0-5612-236-1110-1000-009-000 NN F			179.00	179.00
			TOTAL PAYMENT AMOUNT	595.54 *			595.54
010242/00	ROTO ROOTER / SACRAMENTO						
77 PO-120173	10/28/2011	310067530	1 01-8150-0-5600-106-0000-8110-007-000 NN P			475.00	475.00
			TOTAL PAYMENT AMOUNT	475.00 *			475.00
010552/00	SAC VAL JANITORIAL						
239 PO-120221	10/28/2011	1957123	2 01-0000-0-4300-111-0000-8200-007-000 NN P			64.54	64.54
239 PO-120221	10/28/2011	1956072	2 01-0000-0-4300-111-0000-8200-007-000 NN P			46.06	46.06
239 PO-120221	10/28/2011	1958371	2 01-0000-0-4300-111-0000-8200-007-000 NN P			59.27	59.27
239 PO-120221	10/28/2011	1958568	2 01-0000-0-4300-111-0000-8200-007-000 NN P			323.25	323.25
974 PO-120819	10/28/2011	01957546	1 01-0000-0-9320-000-0000-0000-000-000 NN P			97.21	97.21
			TOTAL PAYMENT AMOUNT	590.33 *			590.33
010266/00	SACRAMENTO COUNTY UTILITIES						
78 PO-120174	10/28/2011	50000185866	1 01-0000-0-5540-106-0000-8110-007-000 NN P			579.46	579.46
			TOTAL PAYMENT AMOUNT	579.46 *			579.46
013973/00	SAMBA HOLDINGS INC						
154 PO-120102	10/28/2011	0153942-IN	1 01-7230-0-4300-112-0000-3600-007-000 NN P			39.95	39.95
			TOTAL PAYMENT AMOUNT	39.95 *			39.95
016043/00	SHELTONS UNLIMITED MECHANICAL [REDACTED]						
82 PO-120059	10/28/2011	11-10646	1 01-8150-0-4300-106-0000-8110-007-000 NY P			992.50	992.50
			TOTAL PAYMENT AMOUNT	992.50 *			992.50

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Account num	Liq Amt	Net Amount
017018/00	SIERRA BUILDING SYSTEMS INC							
1023 PO-120869	10/28/2011	3807		1	01-8150-0-4300-106-0000-8110-007-000	NN P	269.74	269.74
TOTAL PAYMENT AMOUNT								269.74
019222/00	SIERRA PEDIATRIC THERAPY							
666 PO-120572	10/28/2011	CABA 000001		1	01-6500-0-5800-102-5750-1180-003-000	NY P	750.00	750.00
TOTAL PAYMENT AMOUNT								750.00
020462/00	STAPLES ADVANTAGE							
1061 PO-120900	10/28/2011	110609501		1	01-0036-0-4300-103-1110-1000-003-000	NN F	96.98	96.98
TOTAL PAYMENT AMOUNT								96.98
021813/00	SUREWEST							
93 PO-120183	10/28/2011	60445-0001		1	01-0000-0-5902-106-0000-8110-007-000	NN P	2,277.21	2,277.21
TOTAL PAYMENT AMOUNT								2,277.21
020800/00	SWIFT, WINDIGO							
1121 PO-120960	10/28/2011	REIMB		1	01-3010-0-4300-371-1110-1000-012-000	NN F	51.44	51.44
TOTAL PAYMENT AMOUNT								51.44
020075/00	TATYANA SILCHUK							
790 PO-120675	10/28/2011	AUG/SEPT		1	01-6500-0-5800-102-5770-3600-003-000	NN P	360.84	360.84
TOTAL PAYMENT AMOUNT								360.84
010519/00	TIM'S BAND INSTRUMENT SERVICE							
880 PO-120747	10/28/2011	M 80523		1	01-0000-0-5600-472-1262-1000-014-000	NN P	326.86	326.86
880 PO-120747	10/28/2011	M80524		1	01-0000-0-5600-472-1262-1000-014-000	NN P	114.32	114.32
880 PO-120747	10/28/2011	85478		1	01-0000-0-5600-472-1262-1000-014-000	NN P	16.38	16.38
TOTAL PAYMENT AMOUNT								457.56

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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 T9MP				
-----							
021111/00	ULINE						
1046 PO-120888	10/28/2011	40366968	1 01-0000-0-4300-371-1110-1000-012-000 NN F			269.81	239.58
1133 PO-120965	10/28/2011	40356345	1 01-0000-0-4300-110-0000-7200-004-000 NN F			109.54	109.54
TOTAL PAYMENT AMOUNT						349.12 *	349.12
017123/00	US HEALTHWORKS MEDICAL GROUP						
158 PO-120106	10/28/2011	1971493-CA	1 01-7230-0-5800-112-0000-3600-007-000 NY P			120.00	120.00
TOTAL PAYMENT AMOUNT						120.00 *	120.00
019842/00	WFCB-OSH COMMERCIAL SERVICES						
65 PO-120166	10/28/2011	021102448510112011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			23.68	23.68
65 PO-120166	10/28/2011	021102440010102011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			59.65	59.65
65 PO-120166	10/28/2011	021101058409012011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			27.43	27.43
66 PO-120167	10/28/2011	021104144308172011	1 01-0000-0-4300-106-0000-8110-007-000 NN P			59.24	59.24
TOTAL PAYMENT AMOUNT						170.00 *	170.00
020672/00	WILLIAMS, CHERYL						
1120 PO-120959	10/28/2011	REIMB	1 01-3010-0-4300-371-1110-1000-012-000 NN F			14.99	14.99
TOTAL PAYMENT AMOUNT						14.99 *	14.99
022190/00	WILSON C. RILES MIDDLE SCHOOL						
1168 PO-120994	10/28/2011	AVID T SHIRTS	1 01-0000-0-5800-371-1110-1000-012-916 NN F			824.35	824.35
TOTAL PAYMENT AMOUNT						824.35 *	824.35
017313/00	XEROX CORPORATION						
247 PO-120229	10/28/2011	30048075	1 01-0000-0-9320-000-0000-0000-000-000 NN F			889.58	889.58
389 PO-120347	10/28/2011	30048075	1 01-0000-0-5800-115-9790-8200-007-000 NN P			49,475.66	49,475.66
389 PO-120347	10/28/2011	300048195	1 01-0000-0-5800-115-9790-8200-007-000 NN P			562.84	562.84
448 PO-120400	10/28/2011	300048075	1 01-7220-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
449 PO-120401	10/28/2011	30048075	1 01-0000-0-5612-472-9769-1000-014-000 NN P			25.00	25.00
450 PO-120402	10/28/2011	300048075	1 01-0000-0-5612-115-9780-8200-007-000 NN P			25.00	25.00
452 PO-120403	10/28/2011	300048075	1 01-6500-0-5612-102-5001-2700-003-000 NN P			25.00	25.00
453 PO-120404	10/28/2011	30048075	1 01-0000-0-5612-371-0000-2700-012-000 NN P			25.00	25.00
451 PO-120412	10/28/2011	300048075	1 01-3550-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
742 PO-120631	10/28/2011	300048075	1 01-0000-0-9320-000-0000-0000-000-000 NN P			103.20	103.20
917 PO-120775	10/28/2011	300048075	1 01-3010-0-5612-371-1110-1000-012-000 NN P			50.00	50.00

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount	
-----									
				TOTAL PAYMENT AMOUNT		51,381.28 *		51,381.28	
				TOTAL FUND	PAYMENT	134,856.57 **		134,856.57	



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BATCH: 0027 102811  
FUND : 09 CHARTER SCHOOLS

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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 T9MP				
-----							
017313/00	XEROX CORPORATION						
454 PO-120405	10/28/2011	30048075	1 09-1100-0-5612-501-1110-1000-016-000 NN P			100.00	100.00
456 PO-120407	10/28/2011	300048075	1 09-0700-0-5612-503-0000-8110-018-000 NN P			100.00	100.00
456 PO-120407	10/28/2011	30048075	1 09-0700-0-5612-503-0000-8110-018-000 NN P			100.00	100.00
TOTAL PAYMENT AMOUNT			300.00 *				300.00
TOTAL FUND PAYMENT			300.00 **				300.00

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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 T9MP				
-----							
010669/00	ALHAMBRA & SIERRA SPRINGS						
467 PO-120445	10/28/2011	7069912	1 11-0030-0-4300-601-4130-1000-017-000 NN P			34.99	34.99
			TOTAL PAYMENT AMOUNT	34.99 *			34.99
017313/00	XEROX CORPORATION						
457 PO-120408	10/28/2011	300048075	1 11-0030-0-5612-601-4130-1000-017-000 NN P			25.00	25.00
			TOTAL PAYMENT AMOUNT	25.00 *			25.00
			TOTAL FUND PAYMENT	59.99 **			59.99

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FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018143/00		CHILD DEVELOPMENT CENTERS INC					
678 PO-120580	10/28/2011	5030-911	1 12-6105-0-5800-100-8500-1000-005-000 NN P			43,605.44	43,605.44
TOTAL PAYMENT AMOUNT				43,605.44 *			43,605.44
TOTAL FUND PAYMENT				43,605.44 **			43,605.44

BATCH: 0027 102811

FUND : 13 CAPTERIA FUND

<< Open >>

Vendor/Addr	Remit name	Reg Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
-------------	------------	---------------	------	-------------	------------	--------------	---------	-------------	---------	------------

020098/00 BIG TRAY

990 PO-120834 10/28/2011 549245

1 13-5310-0-4400-108-0000-3700-007-000 NN P 3,006.22 \* 3,006.22 TOTAL PAYMENT AMOUNT

020305/00 CDM GOVERNMENT INC.

1115 PO-120947 10/28/2011 1038789

1 13-5310-0-5800-108-0000-3700-007-000 NN F 150.48 \* 150.48 TOTAL PAYMENT AMOUNT

022364/00 HEARTLAND PAYMENT SYSTEMS

281 PO-120259 10/28/2011 MSB00000000444

1 13-5310-0-5300-108-0000-3700-007-000 NN P 284.85 \* 284.85 TOTAL PAYMENT AMOUNT

022518/00 LUNCHBYTE SYSTEMS INC

892 PO-120758 10/28/2011 49582

1 13-5310-0-5800-108-0000-3700-007-000 NN F 1,325.33 \* 1,325.33 TOTAL PAYMENT AMOUNT

014069/00 PLATT ELECTRIC SUPPLY

338 PO-120304 10/28/2011 0302845

1 13-5310-0-4300-108-0000-3700-007-000 NN P 154.45 \* 154.45 TOTAL PAYMENT AMOUNT

021194/00 PRUDENTIAL OVERALL SUPPLY INC

284 PO-120262 10/28/2011 180114983

1 13-5310-0-5800-108-0000-3700-007-000 NN P 67.10 \* 67.10 TOTAL PAYMENT AMOUNT

284 PO-120262 10/28/2011 180113830

1 13-5310-0-5800-108-0000-3700-007-000 NN P 67.10 \* 67.10 TOTAL PAYMENT AMOUNT

018178/00 SAMCO

1142 PO-120971 10/28/2011 S161802

1 13-5310-0-4300-108-0000-3700-007-000 NN P 55.93 \* 55.93 TOTAL PAYMENT AMOUNT

1142 PO-120971 10/28/2011 S1-62112

1 13-5310-0-4300-108-0000-3700-007-000 NN P 29.60 \* 29.60 TOTAL PAYMENT AMOUNT

81 CENTER UNIFIED SCHOOL DIST.  
10/28/11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 13 CAFETERIA FUND

J986 APY500 H.02.05 10/25/11 PAGE 17  
<< 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 TSMP				
018331/00	SCHOOL LUNCH PRODUCTS INC						
1160 PO-120983	10/28/2011	73042	1 13-5310-0-4700-108-0000-3700-007-000 NN F			595.42	595.42
TOTAL PAYMENT AMOUNT							595.42
TOTAL FUND PAYMENT						5,833.18 **	5,833.18

81 CENTER UNIFIED SCHOOL DIST.  
10/28/11

ACCOUNTS PAYABLE PRELIST J986 APY500 H.02.05 10/25/11 PAGE 18  
 BATCH: 0027 102811 << Open >>  
 FUND : 14 DEFERRED MAINTENANCE FUND

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 T9MP				
-----							
017002/00	HOME DEPOT CREDIT SERVICES						
1161 PO-120984	10/28/2011	2282853	1 14-0024-0-5600-106-9605-8110-007-000 NN P			78.09	78.09
1161 PO-120984	10/28/2011	2282844	1 14-0024-0-5600-106-9605-8110-007-000 NN P			658.91	658.91
			TOTAL PAYMENT AMOUNT				737.00
							737.00 *
021139/00	PACIFIC COAST BREAKER LLC						
1071 PO-120910	10/28/2011	51888	1 14-0024-0-4300-106-9607-8110-007-000 NN F			30.00	25.86
			TOTAL PAYMENT AMOUNT				25.86
							25.86 *
014069/00	PLATT ELECTRIC SUPPLY						
1069 PO-120906	10/28/2011	378166	1 14-0024-0-4300-106-9607-8110-007-000 NN F			335.34	335.34
			TOTAL PAYMENT AMOUNT				335.34
							335.34 *
			TOTAL FUND	PAYMENT			1,098.20
							1,098.20 **

81 CENTER UNIFIED SCHOOL DIST.  
10/28/11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 102811  
FUND : 21 BUILDING FUND

J986 APY500 H.02.05 10/25/11 PAGE 19  
<< 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 T9MP				
010579/00	A&B ASPHALT SEALING CO INC						
1041 PO-120884	10/28/2011	10014	1 21-0000-0-5800-371-9609-8500-007-000 NN F			12,925.00	12,925.00
TOTAL PAYMENT AMOUNT							12,925.00 *
019750/00	CAPITAL PROGRAM MGMT INC						
423 PO-120371	10/28/2011	51	1 21-0000-0-6234-106-9600-8500-007-000 NN P			344.00	344.00
TOTAL PAYMENT AMOUNT							344.00 *
TOTAL FUND PAYMENT						13,269.00 **	13,269.00
TOTAL BATCH PAYMENT						199,022.38 ***	0.00
TOTAL DISTRICT PAYMENT						199,022.38 ****	0.00
TOTAL FOR ALL DISTRICTS:						199,022.38 ****	0.00

Number of warrants to be printed: 91, not counting voids due to stub overflows.

## *Center Joint Unified School District*

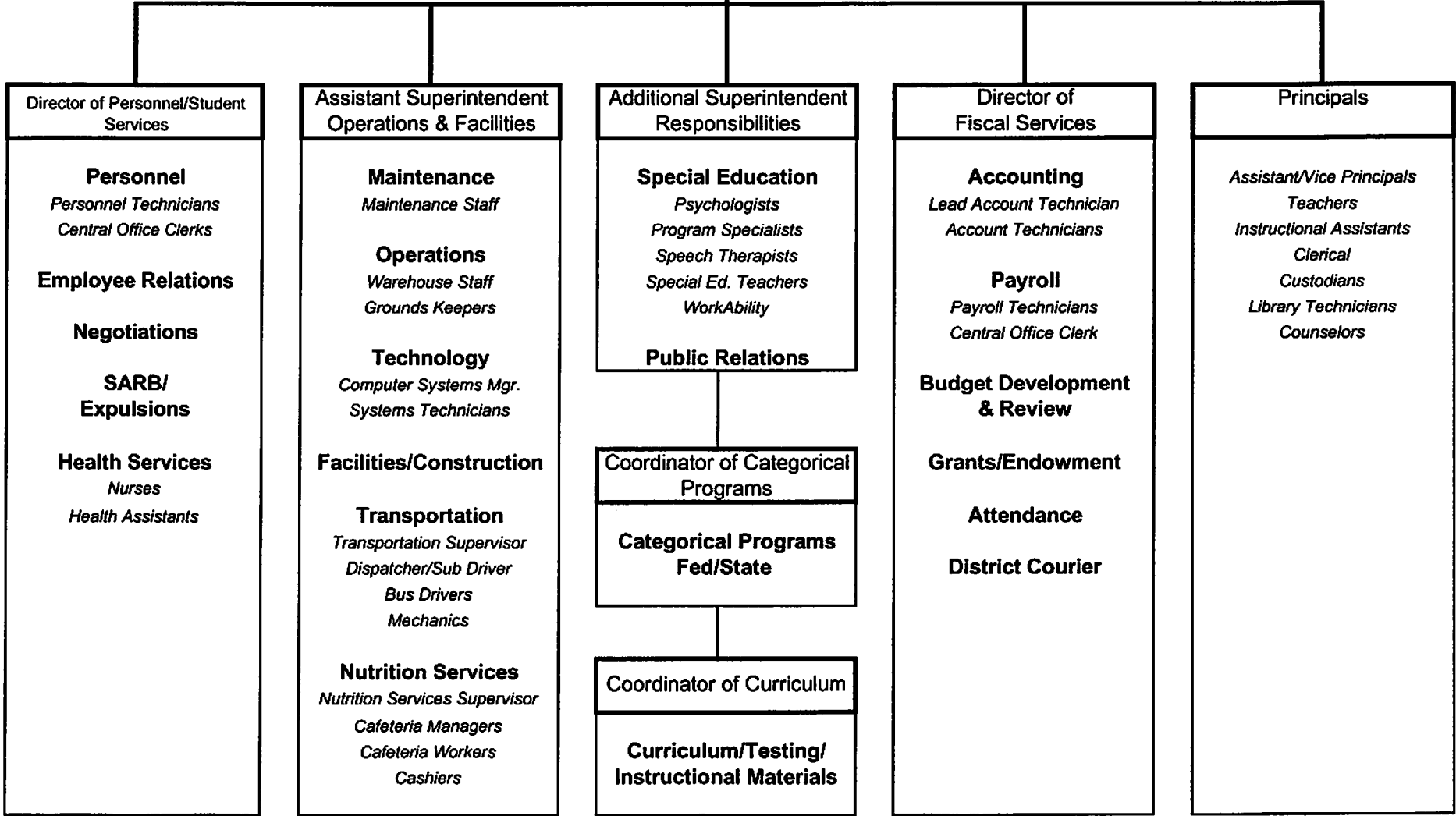
		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b> Superintendent's Office		Action Item <u>    X    </u>
<b>To:</b> Board of Trustees		Information Item <u>          </u>
<b>Date:</b> November 16, 2011		# Attached Pages <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent		
<b>Principal/Administrator Initials:</b> _____		

<p><b>SUBJECT: District Organizational Chart and Related Job Descriptions</b></p> <p>As a result of our Chief Administrative Officer's retirements notice, I am recommending the following organizational changes to begin with the 2012/13 school year. The result of this reorganization will reduce the district's general fund by approximately \$20,000. Each of the new or revised positions fall onto current and existing salary schedules.</p> <p>Attached you will find the proposed organizational chart and the resulting job descriptions.</p> <p><b>RECOMMENDATION: CJUSD Board of Trustees approve the District Organizational Chart and Related Job Descriptions.</b></p>
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**BOARD OF TRUSTEES**

Superintendent



Board Approved:

## **CENTER UNIFIED SCHOOL DISTRICT**

**JOB TITLE:** Director of Personnel/Student Services

### **DESCRIPTION OF BASIC RESPONSIBILITIES**

1. Plan, organize, and direct the daily operations and assigned functions of the Personnel Department.
2. Plan, organize, and direct in the area of Student Services.

**SUPERVISOR:** Superintendent

### **TYPICAL DUTIES**

#### Personnel Services

1. Advise Superintendent and Board on all Employee and negotiation matters.
2. Responsible for recruitment, selection, employment processing, evaluation, discipline, and termination procedures of all certificated and classified personnel.
3. Development of job specifications, selection criteria, job announcements and employment tests and prepares personnel transactions for submission to the Board for approval.
4. Responsible for personnel wage and salary administration, including the preparation of various salary schedules and determination of individual salary placement.
5. Develop and implement internal Personnel procedures to assure smooth and efficient delivery of services in compliance with laws and Board policy.
6. Maintains a position control system for the monitoring of Board staffing allocations.
7. Manage and maintain teacher and classified substitute services.
8. Communicate with other administrators, District staff and members of the public to coordinate activities, resolve issues, and exchange information.
9. Serve in a lead capacity on the management negotiations team for certificated and classified bargaining units.
10. Investigate discrimination complaints, alleged contract violations, and provide guidance to management and supervisory personnel in grievance processing.

11. Develop and revise job descriptions according to current Personnel regulations and negotiation procedures.
12. Responsible for administration of all District benefits including insurance premiums, payment, workers compensation claims, and student insurance.
13. Maintain credentialing files and records for all certificated staff.
14. Supervise and recommend transfers, reassignment and appropriate training of assigned staff.
15. Maintain District Mandated Costs logs and necessary data for submission to State for reimbursement.

### Student Services

1. Supervise, direct, and evaluate instructional services for homebound students.
2. Serve as the District representative for issues regarding Home School program.
3. Supervise, direct, and evaluate Health Services.
4. Serve as a member of the Superintendent's Cabinet and as a representative of the Superintendent as necessary.
5. Tracks, monitors, and makes recommendations to the Superintendent regarding Student Enrollment.
6. Serves as the District's representative on the School Attendance Review Board (SARB).
7. Serves as the District's administrator of the Student Expulsion Hearing Process.
8. Attend Board meetings and advise as to requirements and responsibilities of the District.
9. Perform other duties as assigned by the Superintendent as well as other duties related to the above as required.

### Staff Development

1. Supervise the planning, organization, coordination and/or conduct training and inservice programs for District certificated and/or classified staff.
2. Conduct annual staff development needs assessment; direct necessary follow-up activities.
3. Supervise, develop and prepare new teacher assistance programs.
4. Implement quality, long range, and comprehensive staff development programs to support the curriculum and instructional strategies.

## **EMPLOYMENT STANDARDS**

### **Knowledge of:**

- Applicable laws, codes, regulations, and procedures of Personnel Administration;
- Principles of supervising and evaluating staff;
- Recruitment techniques, various interview and selection methods/techniques, including test, validation and administration;
- Employee Relations/Negotiations in public schools;
- Fringe benefit administration;
- Credentialing laws;
- Worker compensation and unemployment insurance regulations;
- Board policies and District procedures/operations.

### **Ability to:**

- Provide information and assistance to others concerning employment policies and personnel transactions;
- Analyze problems and issues to make sound conclusions and recommendations;
- Interpret and apply the provisions of laws and procedures concerning personnel service policy;
- Demonstrate leadership qualities and utilize motivational techniques and strategies;
- Work independently and make appropriate common sense decisions;
- Supervise and evaluate the performance of assigned staff;
- Communicate clearly and effectively both orally and in writing;
- Maintain effective working relationships with those contacted in the performance of required duties.

## **EDUCATION AND EXPERIENCE**

Any combination of education and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the required knowledge and abilities would be:

### **Education**

Possession of a masters degree from an accredited college or university in education, public administration, or a related field.

## **Experience**

At least five (5) years teaching experience PLUS at least five (5) years of increasingly responsible educational management experience.

## **TYPICAL PHYSICAL CHARACTERISTICS**

- Sufficient vision to monitor a variety of activities and read various documents;
- Sufficient hearing for normal telephone conversations;
- Sufficient dexterity to write, operate telephone and business machines;
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups;
- Sitting or standing for extended periods or time;
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

## **CENTER UNIFIED SCHOOL DISTRICT**

**JOB TITLE:** Categorical Services Coordinator

### **DESCRIPTION OF BASIC RESPONSIBILITIES:**

To assist in the planning and organizing of the District's categorical programs and assist site principals in the implementation, monitoring, and compliance of assigned programs.

**SUPERVISOR:** Superintendent

### **TYPICAL DUTIES:**

1. Assist in the implementation and evaluation of all District categorical funded programs in the Consolidated Programs packet.
2. Assist in preparing applications, reports, and plans for submission to the State Department of Education.
3. Assists in the reviewing and selection of materials to meet the specific needs of categorical programs and participants.
4. Assists in conducting District meetings to ensure that categorical activities are coordinated with sites as needed.
5. Attend state and county level meetings to obtain information and disseminate to staff as needed.
6. Assists in facilitating the implementation of CPM, EL, GATE, Title I, Title IV.
7. Organize and schedule classroom prevention programs/lessons at the K-12 level.
8. Conduct in-service/training to staff for implementation of SDFSC/TUPE curriculum.
9. Assist in the implementation of STAR Testing including CELDT.
10. Coordinate implementation of California Health Kids Survey.
11. Increase parent involvement in related programs.
12. Maintain AERIES data for all monitored programs.
13. Grant Writing.

### **EMPLOYMENT STANDARDS:**

#### **Knowledge of:**

- Applicable laws, regulations, policies and procedures;
- planning and organization of the District's categorical programs;
- policies and procedures affecting programs;
- record keeping systems and files;
- proper English usage, grammar, punctuation, and spelling;
- computer terminology and operation;
- ELD programs and standards;
- Successful teaching strategies for English Learners and low performing students;
- Categorical program monitoring.

### **Ability to:**

- Interpret and apply rules, regulations, policies and procedures;
- analyze situations accurately and implement an effective course of action;
- learn the procedures, requirements, and applications of assigned responsibilities;
- work with minimal supervision;
- operate standard office equipment;
- meet schedules and timeline;
- communicate clearly and effectively with site administrators, teachers, and instructional aides both orally and in writing;
- maintain effective work relationships with those contacted in the performance of required duties;
- work with teachers to implement new programs and modify existing programs.

### **EDUCATION, EXPERIENCE AND REQUIREMENTS:**

- Bachelor's Degree
- Valid California Teaching Credential or Pupil Personnel Services Credential
- CLAD or BCLAD Certificate
- Administrative Service Credential preferred
- Training of Certificated and Classified employees and parents in program related topics
- Grant writing experience
- Valid California Driver's License
- Drug test clearance
- TB test clearance
- Criminal Justice Fingerprint processing

### **PHYSICAL CHARACTERISTICS:**

1. Sufficient vision to read printed material.
2. Sufficient hearing to conduct in person and telephone conversations.
3. Understandable voice with sufficient volume and clarity to be heard in normal conversations.
4. Sufficient dexterity to write, use telephone, office, and standard equipment.
5. Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

### **COMPENSATION:**

The position will be placed on the Certificated Salary Schedule. This position is categorically funded through State/Federal funds; the compensation may be adjusted annually based on the availability of funds. If such funds are reduced or eliminated, the position may be reduced or eliminated.

# **CENTER UNIFIED SCHOOL DISTRICT**

**JOB TITLE:** Curriculum Coordinator

## **DESCRIPTION OF BASIC RESPONSIBILITIES**

To plan, organize, and direct the District's instructional/curriculum activities

**SUPERVISOR:** Superintendent

## **TYPICAL DUTIES:**

1. Evaluate existing curriculum; recommend initiation or modification of instructional programs; and develop long range plans for curriculum enhancement.
2. Establish procedures and design programs specifically for curriculum development and related instructional support services.
3. Provide positive leadership in creating opportunities to promote academic improvement of students.
4. Implement curriculum and instructional activities consistent with the assessment of required federal, state, and District programs.
5. Implement curriculum and instructional activities consistent with Student testing, textbooks, and instructional materials.
6. Coordinate district testing programs.

## **EMPLOYMENT STANDARDS:**

### **Knowledge of:**

- California State Standards for the Teaching Profession;
- Appropriate teaching methods;
- Human development and learning theory;
- Diagnostic techniques of student learning needs;
- Methods of assessing student performance;
- Uses of both standardized and criterion-referenced tests to assess student performance levels;
- Effective teaching and critical thinking strategies;
- Teaching methodologies applied to specific curricular areas;
- District's adopted courses of study;
- State curriculum frameworks.



### **Ability to:**

- Establish and maintain effective work relationships;
- Model and discuss appropriate student motivational techniques;
- Demonstrate appropriate teaching strategies across the District curriculum;
- Work cooperatively with classroom teachers to improve instruction;
- Communicate with individuals from varied educational and cultural backgrounds;
- Direct support personnel;
- Evaluate student performance;
- Maintain records;
- Meet schedules and deadlines;
- Meet and maintain the physical requirements necessary to perform assigned job functions in a safe and effective manner;
- Communicate effectively in both oral and written form;
- Integrate appropriate technology into existing curriculum.

### **EDUCATION, EXPERIENCE AND REQUIREMENTS:**

- Valid California Teaching Credential;
- Three or more years of successful teaching experience;
- Experience organizing and conducting professional development activities;
- TB Test clearance;
- Valid California Driver's License;
- Drug test clearance;
- Criminal Justice Fingerprint clearance.

### **PHYSICAL CHARACTERISTICS:**

1. Sufficient vision to read printed material;
2. Sufficient hearing to conduct in-person and telephone conversations;
3. Understandable voice with sufficient volume and clarity to be heard in normal conversations;
4. Sufficient dexterity to write, use telephone and office equipment;
5. Sufficient strength to lift, carry, reach and handle objects;
6. Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.



**TIME SENSITIVE – For Board ACTION –  
Nominations due Monday, January 9, 2012  
Please deliver to all members of the governing board. Thank you.**

October 28, 2011



**MEMORANDUM**

**TO:** Board Presidents and Superintendents - CSBA Member Boards of Education  
**FROM:** Martha Fluor, President  
**SUBJECT:** Call for Nominations for CSBA Delegate Assembly

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CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. **Nomination and Candidate Biographical Sketch forms for CSBA's Delegate Assembly are now being accepted until Monday, January 9, 2012.** All forms and information related to the election process are available to download from the CSBA website at [www.csba.org/AboutCSBA.aspx](http://www.csba.org/AboutCSBA.aspx).

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- Boards may nominate as many individuals as it chooses by using the nomination form.
- Approval from board member to be nominated to CSBA's Delegate Assembly.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form and an optional one-page, one-sided résumé, (résumé cannot be substituted for the candidate biographical sketch form).
- All nomination materials must be postmarked or faxed no later than **Monday, January 9.**
- Delegates serve two-year terms beginning April 1, 2012 through March 31, 2014
- There are two required Delegate Assembly meetings each year, one in May in Sacramento and one preceding the CSBA Annual Education Conference and Trade show in November/December.

For further information about the Delegate Assembly, please contact Michelle Neto in CSBA's Administration department at (800) 266-3382. You may download the following forms and find more information at [www.csba.org/AboutCSBA.aspx](http://www.csba.org/AboutCSBA.aspx). Thank you.

- ❖ Delegate Assembly Brochure
- ❖ Nomination Form
- ❖ Candidate's Biographical Sketch Form
- ❖ Important Dates
- ❖ List of all Delegates whose term expires in 2012
- ❖ Alphabetical List of Districts and County offices
- ❖ FAQ





# 2012 Delegate Assembly Candidate Biographical Sketch Form

**Due: Monday, January 9, 2012** (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** 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 candidate form will **not** be accepted.

Name: _____	CSBA Region/Subregion: _____ / _____
District or COE: _____	Years on board: _____ ADA: _____
Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If you, how long have you served as a Delegate? _____

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

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

## CSBA DELEGATES WHOSE ELECTED TERM EXPIRES IN 2012

Below are the names of Delegates in each region/subregion whose term expires in 2011 and are up for re-elections, if they choose to run. Delegates must be nominated by a CSBA member board that is located within the region or subregion. If a subregion is not listed, it is because the Delegate's term has not expired. *Nomination and Candidate Biographical sketch forms are due Monday, January 9, 2012.*

### **REGION 1 - Counties: Del Norte, Humboldt, Lake, Mendocino**

#### ***Subregion 1-A (Del Norte, Humboldt)***

Vacant (Two-Year Term)

#### ***Subregion 1-B (Lake, Mendocino)***

Kathy James (Ukiah USD)

### **REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity**

#### ***Subregion 2-C (Lassen, Plumas)***

Ken Theobald (Lassen Union HSD)

### **REGION 3 - Counties: Marin, Napa, Solano, Sonoma**

#### ***Subregion 3-A (Sonoma)***

Katherine Sanchez (Bennett Valley Union SD)

#### ***Subregion 3-C (Solano)***

Patricia Shamansky (Fairfield-Suisun USD)

#### ***Subregion 3-D (Marin)***

Linda M. Jackson (San Rafael City Schools)

### **REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba**

#### ***Subregion 4-A (Glenn, Tehama)***

Rhonda J. Johnson (Red Bluff Joint Union HSD)

#### ***Subregion 4-C (Colusa, Sutter, Yuba)***

Jim Flurry (Marysville Joint USD)

#### ***Subregion 4-D (Nevada, Placer, Sierra)***

Brian Haley (Western Placer USD)

### **REGION 5 - Counties: San Francisco, San Mateo**

#### ***Subregion 5-B (San Mateo)***

Peter H. Hanley (San Mateo Union HSD)

Shelly Masur (Redwood City ESD)

Chris Thomsen (Sequoia Union HSD)

### **REGION 6 - Counties: Alpine, Amador, El Dorado, Mono, Sacramento, Yolo**

#### ***Subregion 6-A (Yolo)***

Susan Lovenburg (Davis Joint USD)

#### ***Subregion 6-B (Sacramento)***

Janis Green (Twin Rivers USD)

Bruce Roberts (Natomas USD)

Teresa Stanley (Folsom-Cordova USD)

#### ***Subregion 6-C (Alpine, Amador, El Dorado, Mono)***

Ellen Driscoll (Rescue Union ESD)

### **REGION 7 - Counties: Alameda, Contra Costa**

#### ***Subregion 7-A (Contra Costa)***

Kathi McLaughlin (Martinez USD)

Raymond Valverde (Liberty Union HSD)

William L. Wong (Pittsburg USD)

#### ***Subregion 7-B (Alameda)***

Valerie Arkin (Pleasanton USD)

Janice Friesen (Castro Valley USD)

Michael McMahon (Alameda City USD)

Anne White (Livermore Valley Joint USD)

### **REGION 8 - Counties: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne**

#### ***Subregion 8-A (San Joaquin)***

Ken Davis (Lodi USD)

Diana Machado (Linden USD)

Evelyn Moore (Manteca USD)

#### ***Subregion 8-C (Stanislaus)***

Faye Lane (Ceres USD)

#### ***Subregion 8-D (Merced)***

Ida M. Johnson (Merced Union HSD)

### **REGION 9 - Counties: Monterey, San Benito, San Luis Obispo, Santa Cruz**

#### ***Subregion 9-A (San Benito, Santa Cruz)***

Bernard Bricmont (Live Oak ESD)

Rachel Dewey-Thorsett (Santa Cruz City Schools)

#### ***Subregion 9-B (Monterey)***

Bettye L. Lusk (Monterey Peninsula USD)

#### ***Subregion 9-C (San Luis Obispo)***

Mark Buchman (San Luis Coastal USD)

### **REGION 10 - Counties: Fresno, Kings, Madera**

#### ***Subregion 10-B (Fresno)***

Gilbert F. Coelho (Firebaugh-Las Deltas USD)

Jose Dominguez (Kerman USD)

Betsy J. Sandoval (Clovis USD)

#### ***Subregion 10-C (Kings)***

Vacant (Two-Year Term)



**REGION 11 - Counties: Santa Barbara, Ventura & Las Virgenes USD**

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**Subregion 11-A (Santa Barbara)**

Jack C. Garvin (Santa Maria Joint Union HSD)

**Subregion 11-B (Ventura County and Las Virgenes USD)**

Darlene A. Bruno (Hueneme ESD)

Rob Collins (Simi Valley USD)

Ana Del Rio-Barba (Oxnard ESD)

Jan Iceland (Oak Park USD)

**REGION 12 - Counties: Kern, Tulare**

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**Subregion 12-A (Tulare)**

Donna S. Martin (Visalia USD)

Richard Morris (Porterville USD)

**Subregion 12-B (Kern)**

William H. Farris (Sierra Sands USD)

Scott Starkey (Southern Kern USD)

**REGION 15 - Counties: Orange County and Lowell Jt. USD**

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Tammie Bullard (Tustin USD)

Meg Cutuli (Los Alamitos USD)

Judy Franco (Newport-Mesa USD)

Susan Henry (Huntington Beach Union HSD)

Kathryn A. Moffat (Orange USD)

Jo-Ann Purcell (Westminster ESD)

Esther H. Wallace (Magnolia ESD)

Sharon Wallin (Irvine USD)

**REGION 16 - Counties: Inyo, San Bernardino**

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**Subregion 16-B (San Bernardino)**

Barbara J. Dew (Victor Valley Union HSD)

Holly Eckes (Adelanto ESD)

Cathline Fort (Etiwanda ESD)

Caryn Payzant (Alta Loma ESD)

Wilson So (Apple Valley USD)

Donna West (Redlands USD)

Vacant (Two-Year Term)

**REGION 17 - County: San Diego**

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Comischell Bradley-Rodriguez (Del Mar Union SD)

Zoe Carpenter (Escondido Union SD)

Katie Dexter (Lemon Grove SD)

James Grier (National SD)

Barbara Groth (San Dieguito Union HSD)

Steve Lilly (Vista USD)

Dan Lopez (Ramona USD)

Raquel Marquez-Maden (San Ysidro ESD)

Anne Renshaw (Fallbrook Union ESD)

**REGION 18 - Counties: Imperial, Riverside**

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**Subregion 18-A (Riverside)**

Jerry Bowman (Menifee Union ESD)

Deborah Dukes (Banning USD)

William Sanborn (Hemet USD)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

**Subregion 18-B (Imperial)**

Frances A. Terrazas (El Centro ESD)

**REGION 20 - County: Santa Clara**

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Frank Bichl (East Side Union HSD)

Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD)

Judy Hannemann (Mountain View-Los Altos Un. HSD)

Mary Noel (Oak Grove ESD)

Kathleen Sullivan (Morgan Hill USD)

**REGION 22 - Los Angeles County: North Los Angeles**

---

Gwendolyn Farrell (Westside Union ESD)

Steven M. Sturgeon (William S. Hart Union HSD)

Donita J. Winn (Antelope Valley Union HSD)

**REGION 23 - Los Angeles County: San Gabriel Valley and East Los Angeles**

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**Subregion 23-A**

Bob Bruesch (Garvey ESD)

Ed Honowitz (Pasadena USD)

Joylene Wagner (Glendale USD)

**Subregion 23-B**

Gilbert G. Garcia (Rowland USD)

**Subregion 23-C**

Rosemary Garcia (Azusa USD)

Camie Poulos (West Covina USD)

Joseph Probst (Charter Oak USD)

**REGION 24 - Los Angeles County: Southwest Crescent**

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Darryl R. Adams (Norwalk-La Mirada USD)

Leighton Anderson (Whittier Union HSD)

Vivian Hansen (Paramount USD)

Donald E. LaPlante (Downey USD)

Sylvia V. Macias (South Whittier ESD)

Catherine McCurdy (Hermosa Beach City ESD)

Ann M. Phillips (Lawndale ESD)

Emma Sharif (Compton USD)

10/28/11



# IMPORTANT

Deadline date for  
CSBA Delegate Assembly nomination and  
candidate biographical sketch forms:  
**Monday, January 9, 2012**

## Important 2012 Dates to keep in mind:

- Monday, January 9: U.S. Postmark or fax deadline for *required* Nomination and Candidate Biographical Sketch Forms
- By Wednesday, February 1: Ballots mailed to Member Boards
- February 1 – March 15: Boards vote for Delegates
- Thursday, March 15: Deadline for the ballots to be returned to CSBA (U.S. Postmark ONLY)
- By Friday, March 30: Ballots to be tallied
- By Monday, April 2: Election results, except for run-offs, will be posted on CSBA's website
- Monday, April 30: Deadline for run-off ballots (U.S. Postmark ONLY)
- Saturday, May 19 – Sunday, May 20: Delegate Assembly meeting in Sacramento



California School Boards Association  
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660  
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | [www.csba.org](http://www.csba.org)



# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b> Superintendent's Office		Action Item <u>    X    </u>
<b>To:</b> Board of Trustees		Information Item <u>    </u>
<b>Date:</b> November 16, 2011		# Attached Pages <u>    4    </u>
<b>From:</b> Scott A. Loehr, Superintendent		
<b>Principal/Administrator Initials:</b> _____		

**SUBJECT: Schedule Annual Organizational Meeting of the Board**

Education Code §35143 requires governing boards to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017]) That 15-day period for 2011 is December 2-16.

It is recommended that this be scheduled during our Regular Board Meeting on Wednesday, December 14, 2011 at 6:00 p.m. in Room 503 - District Board Room, located at Wilson C. Riles Middle School.

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approve the scheduling of the Annual Organizational Meeting of the Board to occur on Wednesday, December 14, 2011 at 6:00 p.m. in the District Board Room (Room 503), located at Wilson C. Riles Middle School.


# Sacramento Office of Education County

10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003  
(916) 228-2500

www.scoe.net

## Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent 

DATE: November 2, 2011

**SUBJECT: ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS**

Under the provisions of Education Code §35143, your governing board is required to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017])

**The 15-day period for 2011 is:  
December 2-16**

The day and time of the annual meeting are to be selected by your governing board at its regular meeting held (in November) *immediately prior to the first day of such 15-day period*, and the board shall notify the County Superintendent of Schools of the day and time selected.

Following your regular meeting held immediately prior to December 2, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

**NOTE: Education Code §35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than 5:00 p.m. on November 22, 2011. If necessary, please send the form to us via fax at 916.228.2403.**

After your organizational meeting has been held, please have the enclosed "Certificate of Election of Board President, Clerk and Board Representative" (yellow form) completed, signed and forwarded to this office. If you have any questions, please call Carla Miller at 916.228.2410.

Enclosures

**CERTIFICATE OF ELECTION**  
**OF**  
**BOARD PRESIDENT, CLERK & BOARD REPRESENTATIVE**

**INSTRUCTIONS:** *Please complete and forward this certificate to the County Superintendent of Schools immediately following your annual organizational meeting which must be held between December 2 and December 16, 2011.*

It is hereby certified that at the annual organizational meeting of the governing board of the \_\_\_\_\_ District, held \_\_\_\_\_, 2011, the following officers and representatives were elected:

**PRESIDENT:**

Address:

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

**CLERK:**

Address:

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

**BOARD REPRESENTATIVE:**

Address:

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

Submitted by:

Title:

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

**Return to:**

**Carla Miller  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826-9003**

**SCHEDULING OF ANNUAL ORGANIZATIONAL MEETING**

TO: David W. Gordon, County Superintendent  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826-9003

FROM: \_\_\_\_\_ District

The annual organizational meeting of this district has been set for:

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

Time: \_\_\_\_\_

Place: \_\_\_\_\_

This action was taken during the regular meeting *immediately preceding* December 2, 2011.

I hereby certify that 15 days prior to this date all members and members-elect will be notified in writing of the time and place of the annual organizational meeting.

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

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

**PLEASE NOTE:** If this form is not received by the County Superintendent of Schools by **5:00 p.m. on November 22, 2011**, the County Superintendent shall set the date and time of the annual organizational meeting as required by Education Code §35143.

### **Education Code Section 35143**

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

**Organizational meetings** in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.