

# CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

## Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment
2. CJUSD students will be College and Career ready
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities

## **BOARD OF TRUSTEES REGULAR MEETING**

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

**Wednesday, February 15, 2017 - 6:00 p.m.**

- |  | <u>STATUS</u> |
|--|---------------|
| <b>I. CALL TO ORDER &amp; ROLL CALL - 5:30 p.m.</b>  |               |
| <b>II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION</b>   |               |
| 1. Public Employee Discipline/Dismissal/Release (G.C. §54957) - Principal  |               |
| 2. Conference with Labor Negotiators, (Scott Loehr & David Grimes), Re: CSEA, CUTA, Certificated Management, Classified Management, and Confidential (G.C. §54957.6) |               |
| 3. Student Expulsions/Readmissions (G.C. §54962)   |               |
| <b>III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION</b>  |               |
| <b>IV. CLOSED SESSION - 5:30 p.m.</b>  |               |
| <b>V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.</b>   |               |
| <b>VI. FLAG SALUTE</b>   |               |
| <b>VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION</b>   | Info/Action   |
| <b>VIII. ADOPTION OF AGENDA</b>  | Action        |
| <b>IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)</b>   | Info          |
| 1. Center High School - Millennium Chaovong  |               |
| 2. McClellan High School - Tristan Wallenmeyer   |               |
| 3. Global Youth Charter School -   |               |

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

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

	<b>X. ORGANIZATION REPORTS</b> (3 minutes each)	Info
	1. CUTA - Venessa Mason, President	
	2. CSEA - Marie Huggins, President	
	<b>XI. REPORTS/PRESENTATIONS</b> (8 minutes each)	Info
Business	1. <b>CJUSD Budget Update</b> - Lisa Coronado	
	<b>XII. COMMITTEE UPDATES</b> (8 minutes each)	Info
Facilities & Op.	1. <b>Facilities Committee Update</b> - Craig Deason	
	<b>XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	<b>XIV. BOARD / SUPERINTENDENT REPORTS</b> (10 minutes)	Info
	<b>XV. CONSENT AGENDA</b> (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from January 11, 2017 Special Meeting	
↓	2. Approve Adoption of Minutes from January 18, 2017 Regular Meeting	
Personnel	3. Approve Classified Personnel Transactions	
↓	4. Approve Certificated Personnel Transactions	
Special Ed	5. Ratify 2016/2017 Individual Services Agreement:	
	2016/17-202-204 CTEC	
	2016/17-205 Bright Futures	
Curr & Instr	6. Ratify 2015/16 School Accountability Report Cards	
↓	7. Approve Single Plan for Student Achievement - Global	
↓	8. Approve Addendum to Sacramento County Office of Education MOU #16-DA-CJ	
↓	9. Approve Field Trip: 4th Grade Sierra Outdoor School - North Country	
↓	10. Approve Field Trip: 5th Grade Alliance Redwoods - North Country	
Facilities & Op.	11. Approve 2016/17 Safe School and Emergency Preparedness Plan - North Country	
↓	12. Approve 2016/17 Safe School and Emergency Preparedness Plan - Spinelli	
↓	13. Approve Bond Oversight Committee	
↓	14. Approve Bond Oversight Committee Officers	
↓	15. Approve Bond Oversight Committee Bylaw Updates	
↓	16. Approve Eighth Amendment to the SMUD Agreement for the Purchase and Sale of Real Property and Escrow Instructions	
Business	17. Approve Payroll Orders: July - January 2017	
↓	18. Approve Supplemental Agenda (Vendor Warrants): January 2017	
	<b>XVI. BUSINESS ITEMS</b>	
Governance	<b>A. <u>2017 CSBA Delegate Assembly Election, Subregion 6-B</u></b>	Action
	The Board as a whole may vote for up to five (5) candidates. The Board may cast no more than one vote for any one candidate.	
↓	<b>B. <u>Minor Revision to BP 1312.3 Uniform Complaint Procedures</u></b>	Action
	There is only a minor change to the policy, we are asking for one reading.	
Personnel	<b>C. <u>Resolution #12/2016-17: Release of Administrator (Ed. Code 44951)</u></b>	Action

- XVII. ADVANCE PLANNING** Info
- a. *Future Meeting Dates:*
    - i. *Regular Meeting: Wednesday, March 15, 2017 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
  - b. *Suggested Agenda Items:*
- XVIII. CONTINUATION OF CLOSED SESSION (Item IV)** Action
- XIX. ADJOURNMENT** Action

**CJUSD Mission:**

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

# Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: February 15, 2017

To: CJUSD Board of Trustees

From: Lisa Coronado  
Director of Fiscal Services

Action Item

Information Item

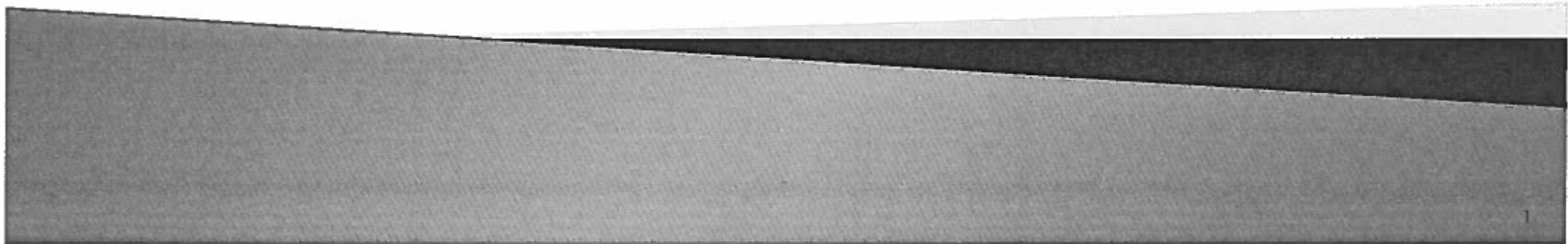
# Attached Pages

SUBJECT:

CJUSD Budget Update Presentation

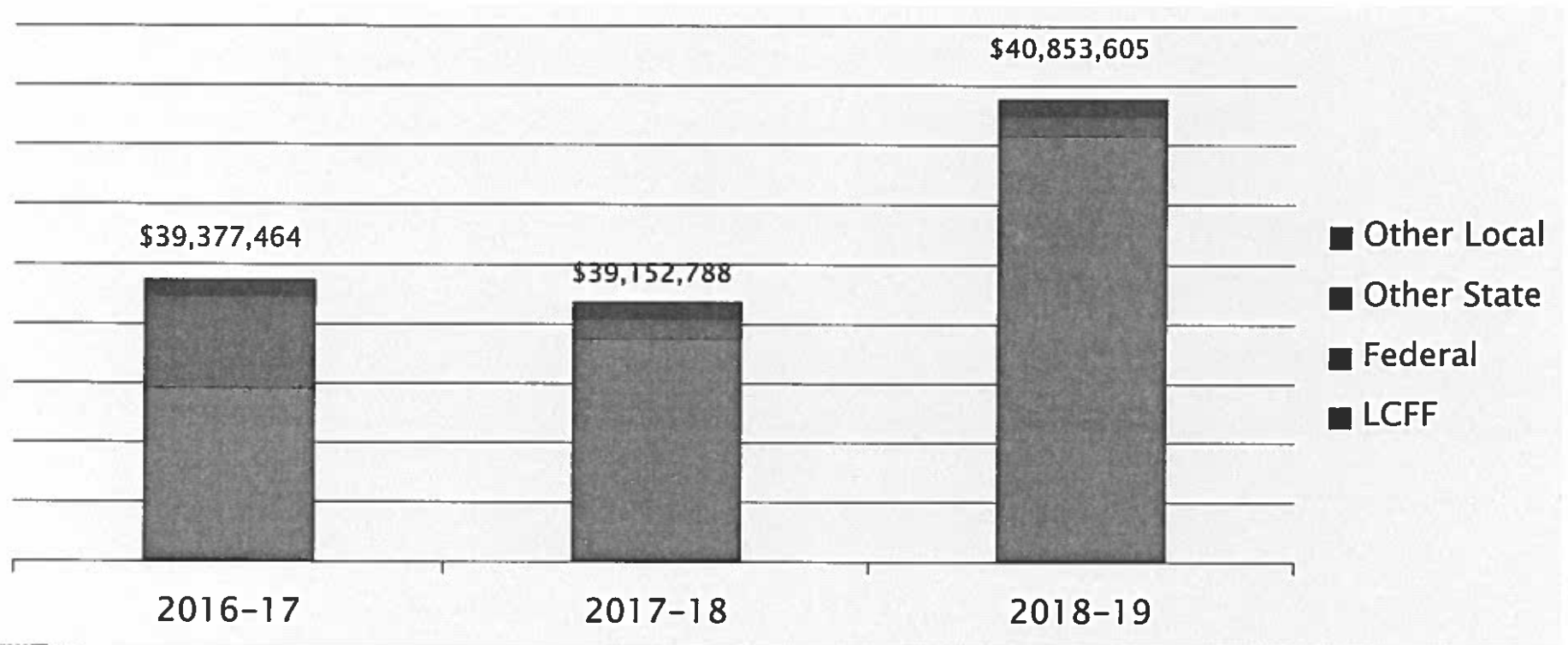
# Center JUSD

Budget Summary  
As of January 24, 2017



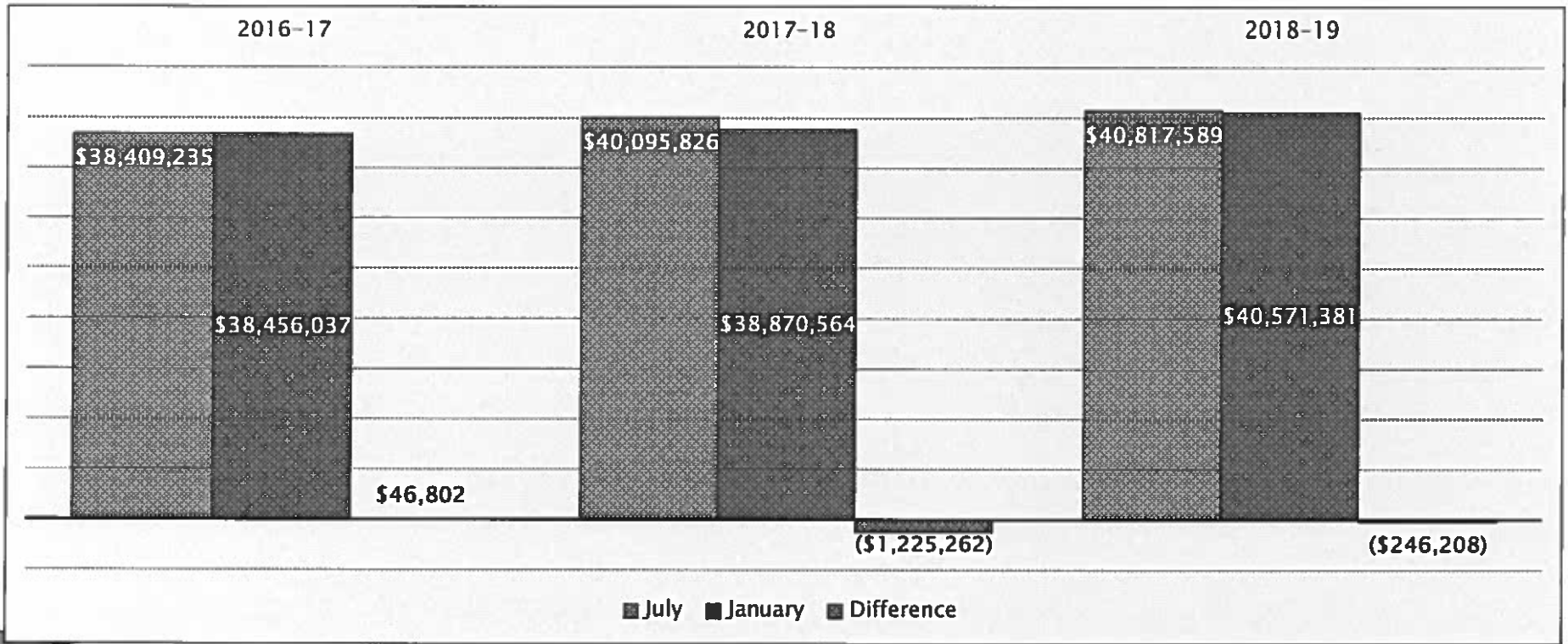
# Total Revenue

(2016-17 includes \$447,353 of one-time funds.)



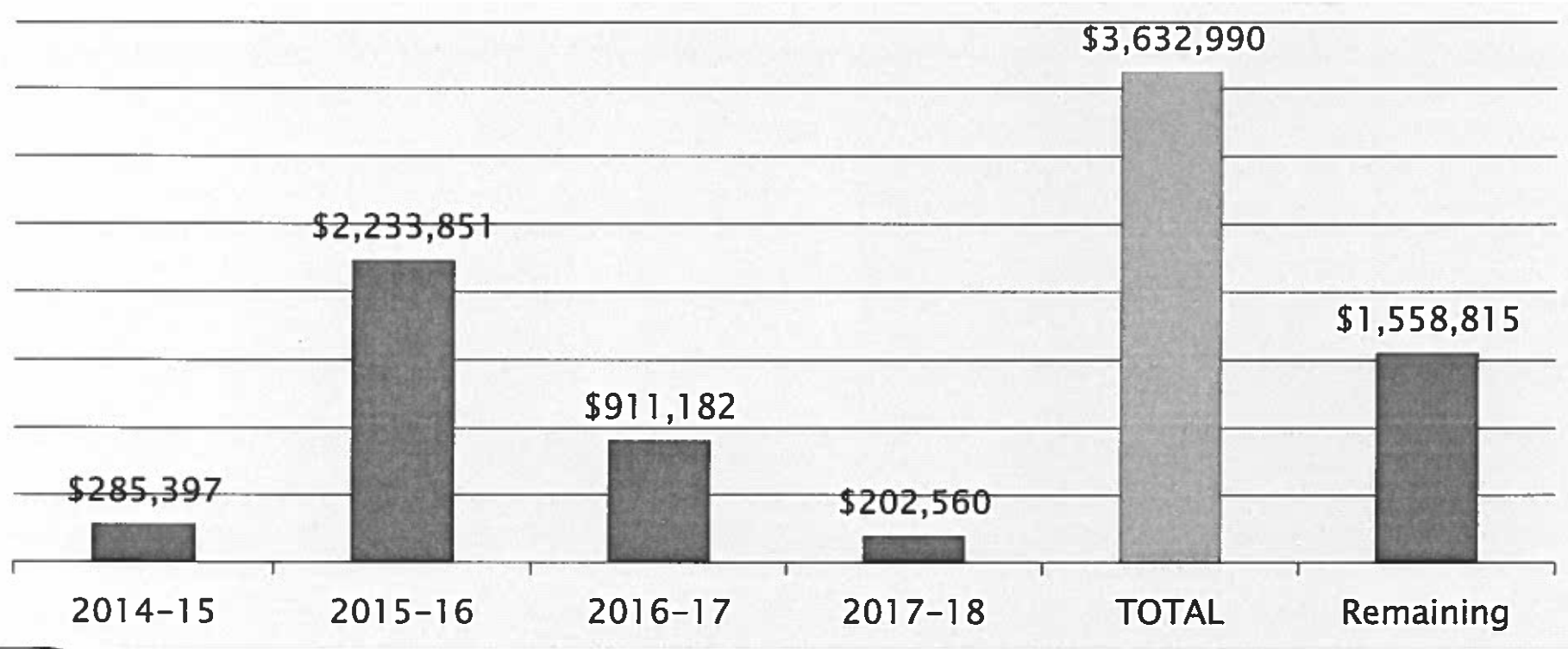
# LCFF Total Entitlement

(\$39,560,269 revenue estimate at 16-17 Budget adoption)



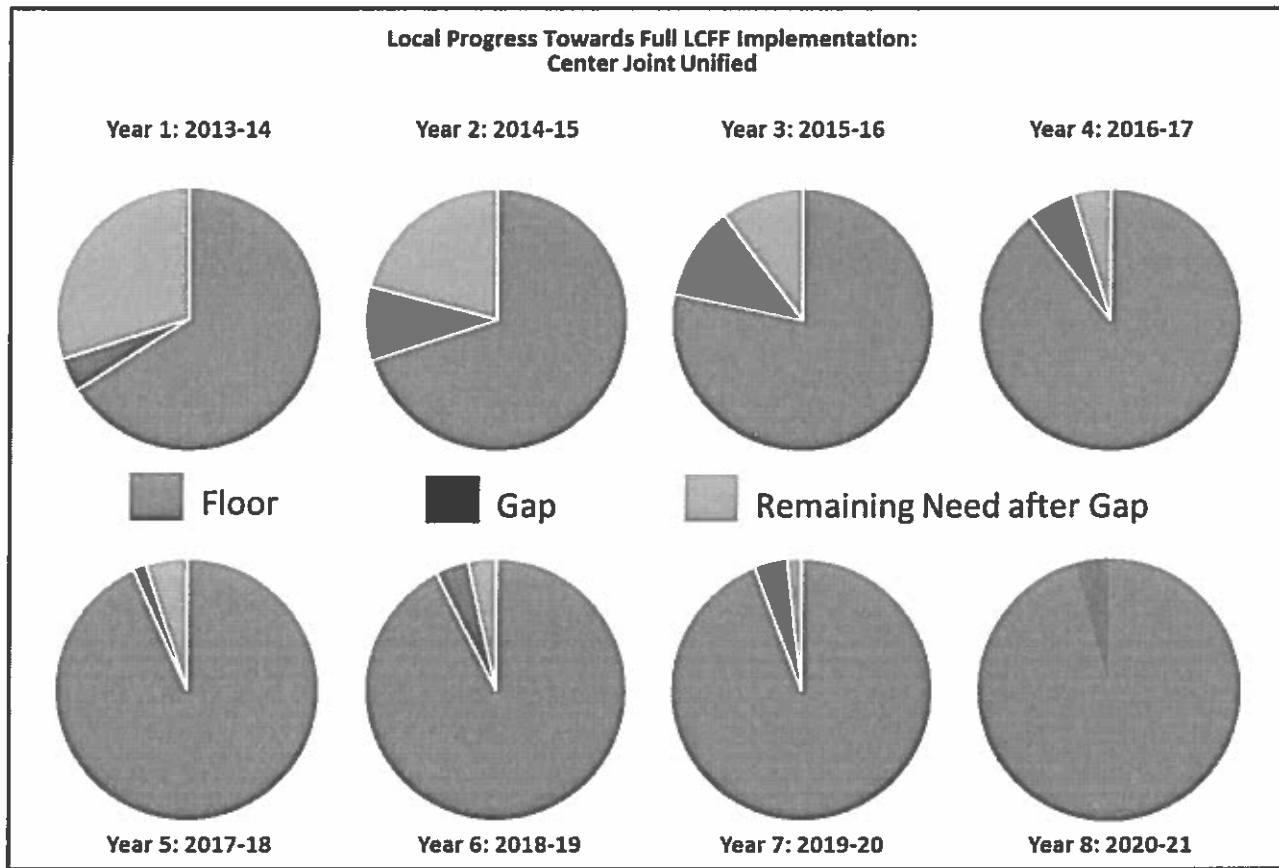
# One-Time Funds: Mandate Claims

(\$447,353 received to date in 16/17)

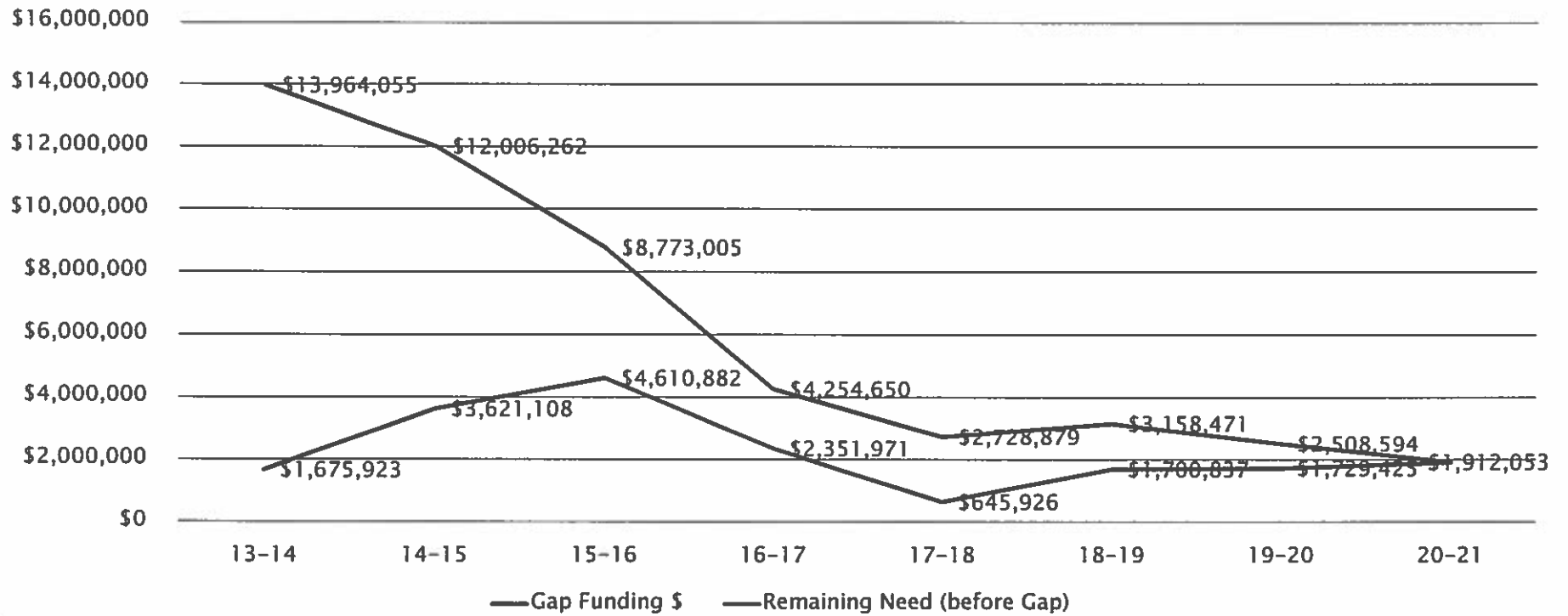




# Gap

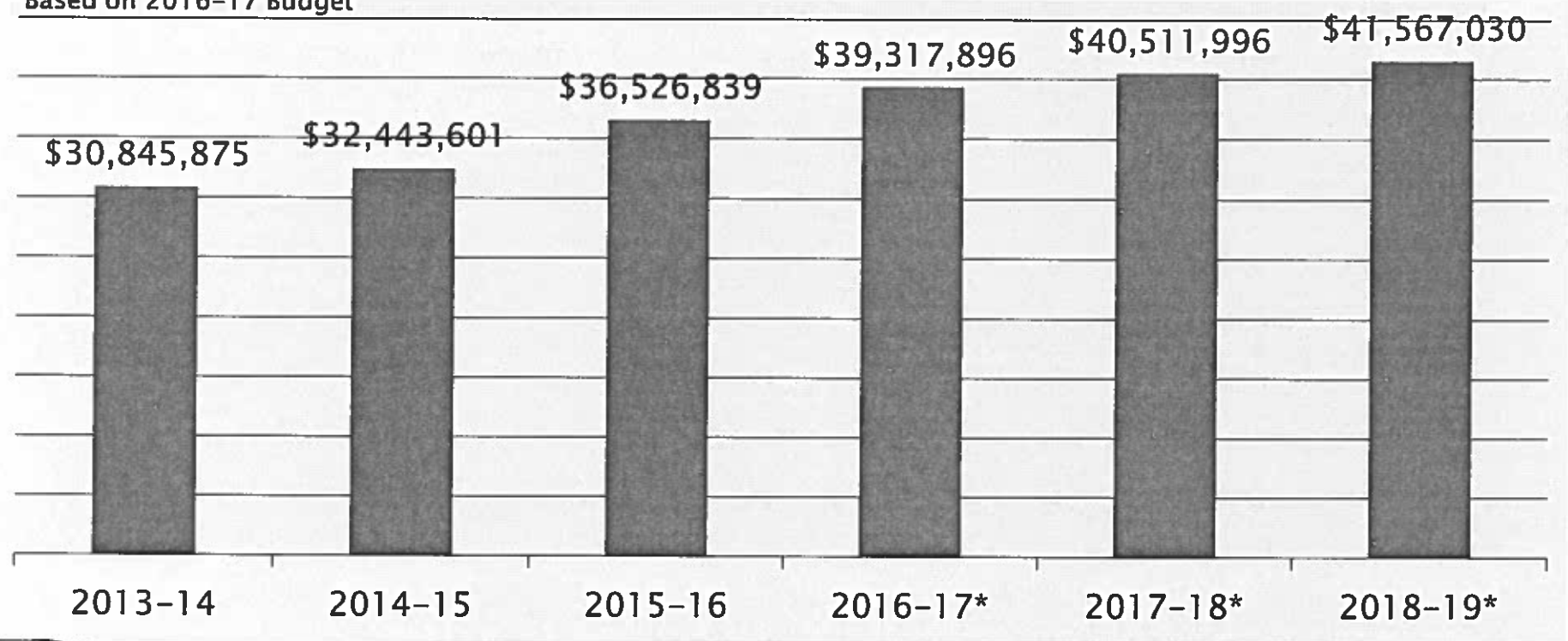


# Gap

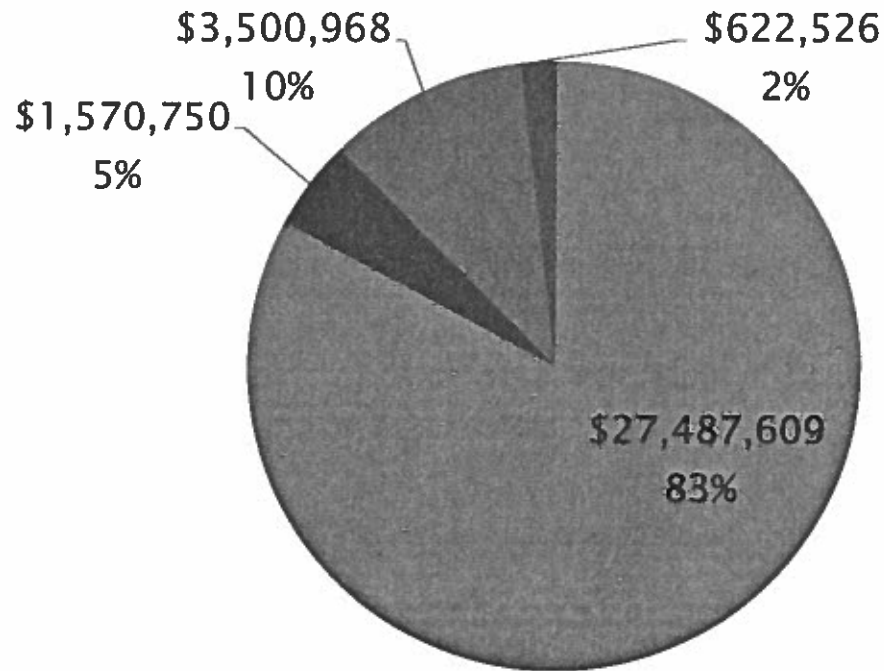


# Unrestricted Expenditures & Contributions to Other Resources

(includes one-time funds)  
\*Based on 2016-17 Budget



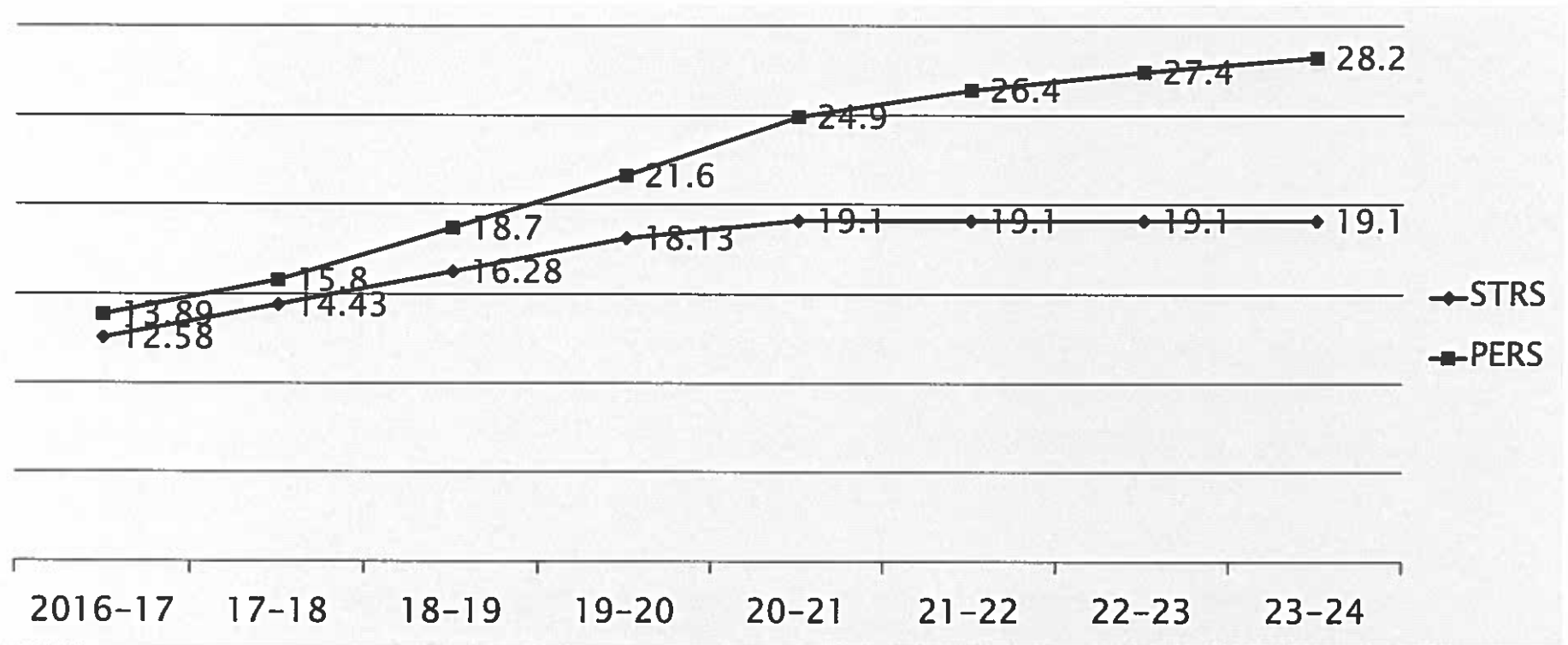
# 2016-17 Expenditure Budget



- Salaries & Benefits
- Books & Supplies
- Services
- Outlay & Other

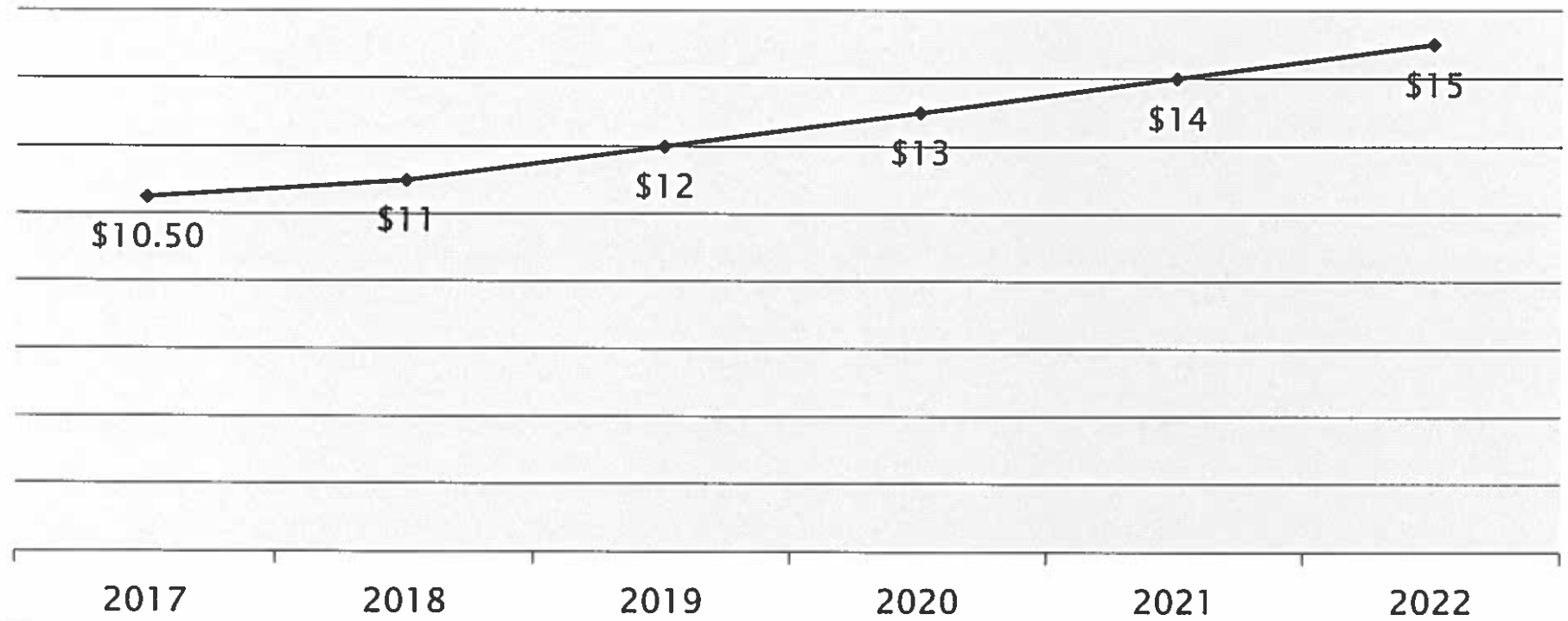
# CalSTRS and CalPERS Contribution Rates

Other Taxes: +3.22% for Certificated; +9.42% for Classified. STRS/PERS ARE built into budget. STRS rates are statute; PERS can change annually.

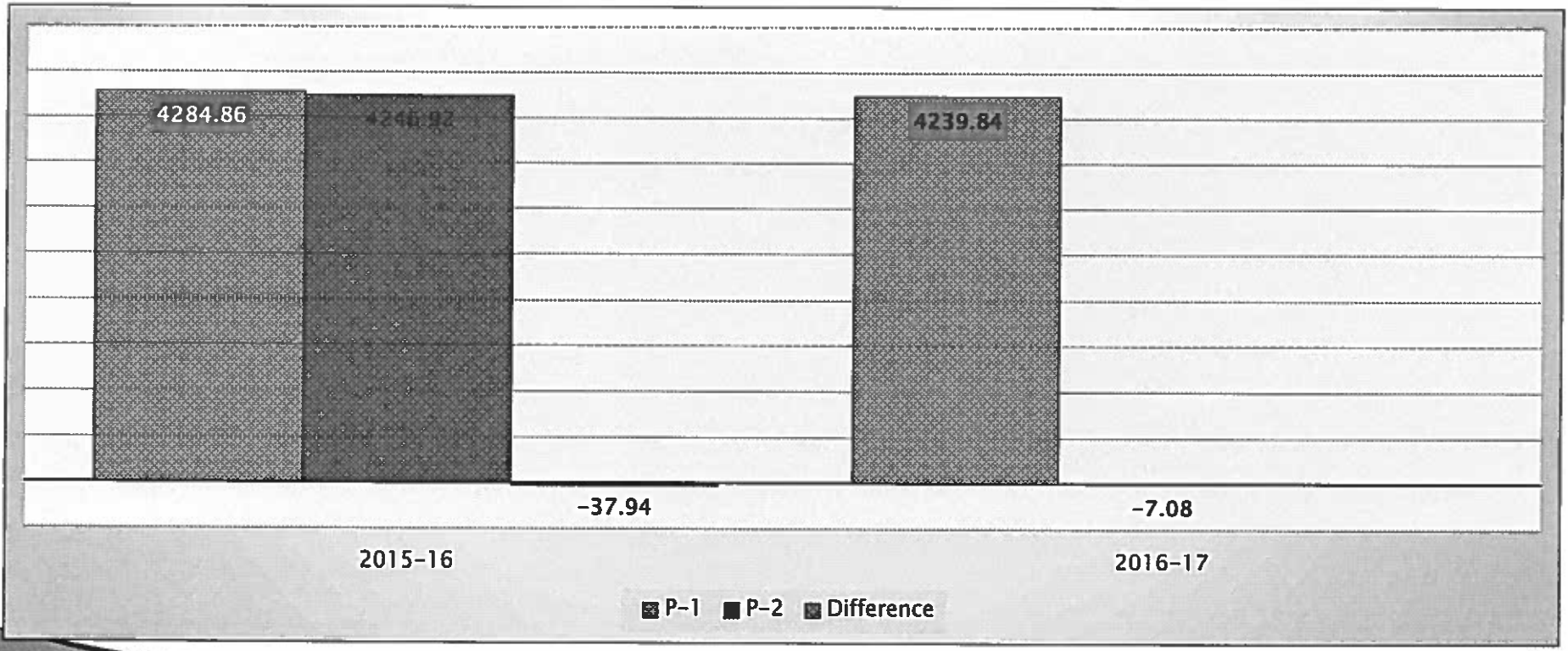


# Minimum Wage

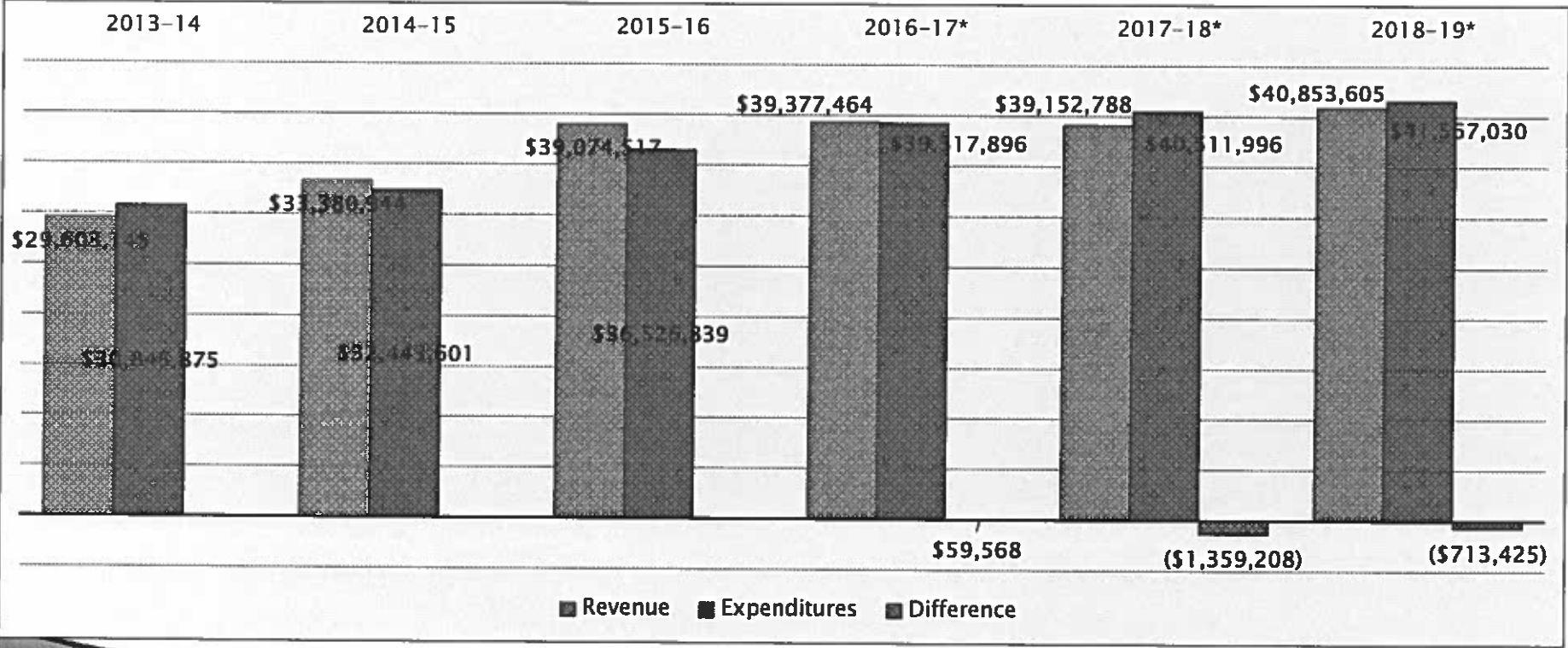
(NOT built into budget)



# ADA Trend



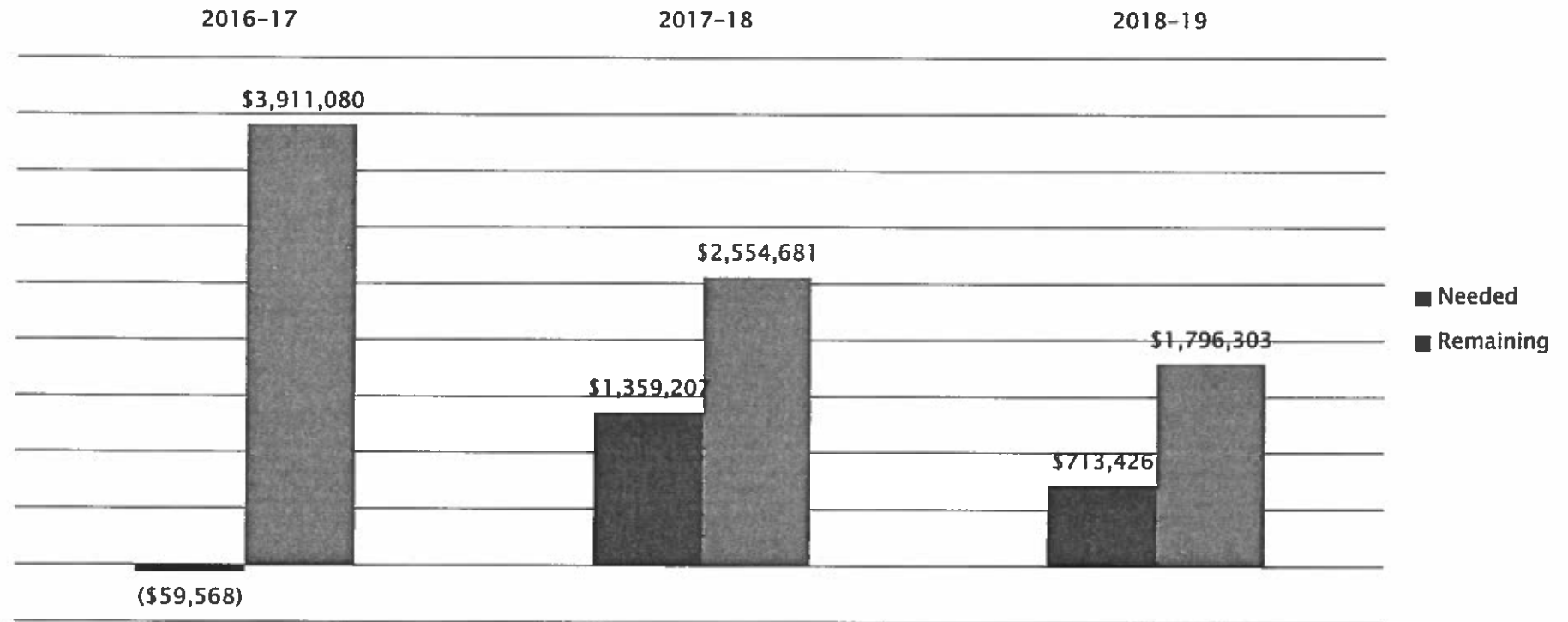
# Revenue v. Expenditures/Contributions





# Undesignated Ending Fund Balance

(Includes Mandated Cost One-Time Funds = \$1,558,815. These are not ongoing funds.)



# Center Joint Unified School District

<b>Dept./Site:</b> Superintendent's Office	<b>AGENDA REQUEST FOR:</b>
<b>To:</b> Board of Trustees	Action Item <input checked="" type="checkbox"/> _____
<b>Date:</b> February 15, 2017	Information Item <input type="checkbox"/> _____
<b>From:</b> Scott A. Loehr, Superintendent	# Attached Pages <input type="checkbox"/> _____
<b>Principal's Initials:</b> _____	

**SUBJECT:** Adoption of Minutes

The minutes from the following meeting are being presented:

January 11, 2017 Special Meeting

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

CONSENT AGENDA

# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES SPECIAL BOARD MEETING PLANNING AND FACILITIES WORKSHOP

Center Joint Unified District Office - Conference Room #5  
8408 Watt Avenue, Antelope, CA 95843

Wednesday, January 11, 2017

### MINUTES

**CALL TO ORDER** - President Pope called the meeting to order at 5:30 p.m.

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

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assist. Supt., Operations & Facilities  
Lisa Coronado, Director of Fiscal Services

**FLAG SALUTE** - led by Craig Deason

### ADOPTION OF AGENDA

There was a motion to approve the agenda as presented.

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

**PUBLIC COMMENTS** - None

### PRESENTATION: PLANNING AND FACILITY UPGRADES

These following items were covered:

#### Facilities Condition Assessment Update:

- Review Needs by "Priority" Based Systems Approach:

- o Health, Safety, and Security
- o Access Compliance
- o Building Shell Integrity
- o Educational-Technology
- o IT Infrastructure and Low Voltage Systems
- o Interior Finishes
- o Site Utilities
- o Site Improvements
- o Mechanical/Electrical/Plumbing
- o Athletic Upgrades
- o Relocatable Building Inventory

**PRESENTATION: PLANNING AND FACILITY UPGRADES (continued)**

- Review Cataloging of Information in Database:
  - o Priority Sort Capability
  - o Queries and Filtering
  - o Useful/Remaining Useful Life Calculations
  - o Deferred Maintenance Roadmap

State Modernization Eligibility:

- See Summary of Estimated Modernization Eligibility from Hancock Park & Delong

Future Growth Projects Update:

- Overview by Scott and Craig

Next Steps:

- Form the Facilities Committee
  - o The Facilities Committee will be meeting, and 2 Board members serve on this. They would like to rotate between board members, starting with Trustee Anderson and Trustee Pope. They would like the rotation to occur every year, if not earlier.
- Discuss Process to Determine "Priorities" for Modernization Scope of Work
- Update Facility & Technology Design Standards
- Authorization to Proceed with Architect Selection Process
- Present the Master Program Workbook and Budget Reports
- Proposed Summer 2017 Projects:
  - o Prop 39 Projects
  - o Community Driven Projects
    - There was discussion that we currently have approximately \$4.9 million in bond money. At this time we are projecting that approximately \$2 million will be used for new construction, approximately \$2 million for modernization planning, and approximately \$1 million for community driven projects such as the Center High School entrance, Spinelli curb appeal, Oak Hill fencing, and Riles MS beautification.
  - o Immediate Need Projects
- Need for Scheduling Future Board Workshop(s)
  - o The Board would like to tentatively schedule the next workshop in March (1st Wed).

**ADJOURNMENT - 7:52 p.m.**

**Motion:** Kelley  
**Second:** Hunt

**Vote:** General Consent

Respectfully submitted,

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Scott Loehr, Superintendent  
Secretary to the Board of Trustees

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Nancy Anderson, Clerk  
Board of Trustees

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Adoption Date



# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, January 18, 2017

### MINUTES

**OPEN SESSION - CALL TO ORDER** - President Pope called the meeting to order at 5:30 p.m.

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

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

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

1. Public Employee Performance Evaluation (Certificated) **Superintendent** (G.C.§54957)
2. Conference with Labor Negotiators, (Scott Loehr & David Grimes), Re: CSEA, CUTA, Certificated Management, Classified Management, and Confidential (G.C. §54957.6)
3. Student Expulsions/Readmissions (G.C. §54962)

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

Alecia Eugene-Chasten, Education Advocate, addressed the board regarding a student expulsion.

Sandra Barney addressed the board regarding a student expulsion.

Sherrell Turner, parent, addressed the board regarding a student expulsion.

*At 5:52 p.m., Trustee Anderson joined the meeting.*

Denorian Green, student, addressed the board regarding a student expulsion.

Sharee Butler, grandmother, addressed the board regarding a student expulsion.

Alecia Eugene-Chasten handed the Board letters regarding a student expulsion from people that could not attend the meeting.

**CLOSED SESSION - 6:06 p.m.**

**OPEN SESSION - CALL TO ORDER – 6:50 p.m.**

**FLAG SALUTE** - led by Craig Deason

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

3. Student Expulsions/Readmissions (G.C. §54962)  
Student Expulsion 16-17.04 – Recommendation approved.

**Motion:** Wilson  
**Second:** Kelley

**Vote:** General Consent

Student Expulsion 16-17.05 –

There was a motion to set aside the district recommendation to expel based on Education Code 48900 k and 48900 a-1 and then move to approve an expulsion, which would be suspended, based solely on violation of Education Code 48900 a-1.

**Motion:** Hunt  
**Second:** Kelley

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

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as amended: pull Consent Agenda Item #1 and #14 for separate consideration, and Table Consent Agenda Item #8 from the agenda.

**Motion:** Anderson  
**Second:** Kelley

**Vote:** General Consent

### **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Millennium Chaovong
  - last Friday they held a blood drive. It was not as successful as last semester because of the flu.
  - in 2 weeks will be the Winter Homecoming and Bogus Ball; they are working on the theme and rally.
2. McClellan High School - Tristan Wallenmeyer
  - for the grading period ending on December, 27 students have earned honor roll status and 11 students had excellent attendance.
  - They have recently implemented a weekly awards program. It is designed to encourage students to attend school every day and arrive on time.
  - basketball schedule starts in 2 weeks.
3. Global Youth Charter School – Diego Vidal was not available to report.

### **ORGANIZATION REPORTS**

1. CUTA - Venessa Mason, President, noted that Center teachers are all concerned with the state budget and its affects on the Center School District after the Governor gave his report. She then updated the Board with activities happening at the sites. She noted that Spinelli held their Geography Bee and have awarded 2 of their winners. Their school ambassador program had training; 32 students were trained over a 2 day period. March 27<sup>th</sup> they will be holding their St. Baldrick's event; she noted that she has heard that Scott Loehr will be there getting his head shaved. Next, she noted that Riles will have their ambassador training program tomorrow. Riles had 7 teachers attend Google training. CHS will be holding their Homecoming. It was also noted that they have had a rainy soccer season. At Oak Hill, the Tech Team took a field trip to the Apple Store. Their site also had 7 teachers attend the Google training. The Oak Hill PTA is purchasing both a boy and a girl otter mascot costume. It was also noted that they recently had a Canine Officer from Sheriff's Department visit their Green Beret. Venessa then shared that the North Country PTA is having a Spaghetti Dinner this Friday night from 5-



### **ORGANIZATION REPORTS (continued)**

7pm. They will also have some silent auction items and are hoping that Board members will be able to attend. Their site will be holding a Kindness Challenge next week, with daily themes; this is being held during Conference Week and school will be out early all week. North Country's Geography Bee will be held this Friday, and will have a book fair next week. Dudley had their Geography Bee, and Venessa proudly noted that her son got 1<sup>st</sup> place. She also announced that McClellan is excited about their intervention program. She finished by noting that Negotiations are next Thursday; they are looking forward to Mrs. Coronado's budget information.

2. CSEA - Marie Huggins, President, echoed what Venessa said about the budget; CSEA is very concerned also. Agenda Item #8, that has been removed from the agenda, was not passed by CSEA. They were looking at the possibility of the district helping out to back fill some of the health and welfare benefits until such time that we had a compensation package to be able to bring forward that would offset. The news is not looking good about being able to offset that. She noted that we had some of our Classified employees that took a 20-25% hit over their last year's insurance premiums. Because of the fact that this year that the district is unable to give anything toward health and welfare premiums, we expected everything to go toward compensation packages and everything seems to be a little smaller than the expectation was. They would appreciate the awareness of the Board as this does gravely impact; we have some people that are paying \$150 more than they were last year and its impactful when some people work for benefits. They would appreciate the consideration, and hopefully something can be found in the way of compensation to offset the rise in the health and welfare benefits.

### **REPORTS/PRESENTATIONS**

1. **Farm Fresh to You Presentation** - Donald Wilson, Trustee, noted that what was being presented addresses so many things that we want to do. We have been trying to promote healthier food to our students while saving parents money; and in addition to parents save on their food budget, it can also raise money for our schools. Pamela Reagh noted that she has over 20 years of fundraising experience, and she came on board with Farm Fresh to You 6 months ago to help with their fundraising. She displayed a sample box that would cost \$33. Items delivered in that box can be ordered online. It comes out to about \$1.65 or under per pound for organic food. She noted that by ordering this way, people are eating cheaper, fresher, they are getting to choose what they want in their box, and it comes with a 9 day freshness guarantee. Trustee Wilson noted that he wanted to bring it forward; the company provides the code and logo for the websites, the parents save money, and the sites can generate money. Mr. Loehr asked Pam to contact him and he will share the information with the school sites.

2. **Williams Uniform Complaint Quarterly Reporting** - David Grimes had stepped out of the meeting and was not available to report. Craig Deason, Assistant Superintendent of Operations and Facilities, reported that there was nothing to report.

3. **Center High School Block Schedule Update** - Mike Jordan, Center High School Principal, noted that they are phasing in the block schedule over 4 years. The number of disciplinary issues has decreased. Teachers are still adjusting to the 90 minute block. In the beginning there was an issue with not enough sections offered during 7<sup>th</sup> period, but they worked those things out. There are some promising things coming out of this. There have not been complaints from the parents; there has been a lot of positive feedback. Scott Loehr noted that Mike can bring back more information at the end of the year. He asked the board if there was any specific information that the board was looking for. Trustee Kelley asked if they could do a survey with the students and parents to see how it went.

#### **REPORTS/PRESENTATIONS (continued)**

**4. Bond Oversight Committee Annual Report** - Craig Deason, Assistant Superintendent of Operations and Facilities, introduced Kathleen Beck from the Bond Oversight Committee. She reported that during the 2016 reporting period no bonds were sold and no expenditures were incurred.

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

Lisa Coronado, Director of Fiscal Services, noted that she attended the Governor's Budget Workshop yesterday. The news was disappointing and not what they were expecting; the revenue coming from the state is much lower than was anticipated. The top 1% who pay half of the personal income tax and all of the Proposition 30 taxes aren't doing as well as expected, or they are not cashing in their stocks for capital gains, so we are not getting the revenue. Also, Proposition 55 is not covering the lack of revenue. So, with the lower revenue and increased costs for CALPERS and STRS, the increase in minimum wage, interest rates going up and inflations, we are looking at the budget and making adjustments for the second interim. The positive thing is that we are still getting some one time funds for the mandated claims at \$48 per ADA. She noted that our enrollment is still declining; we already used the lower ADA number so we will not need to adjust that in our calculations. Trustee Kelley noted that we rely a lot on that top 1%. Lisa noted about the gap closure, that in July we thought that the percentage for 2017-18 would be 72.99%, but that dropped to 23.67% - a significant change. Right now it is not a time to take risks or take on new commitments; we should be focusing on holding steady and building up our fund balance. Trustee Kelley noted that enrollment and types of services needed in Special Education are going up, and so expenditures for Special Education are also going up. Scott Loehr noted that this is the first proposal; we hope it will get better, but we need to plan for what we know now.

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

##### **Mrs. Kelley**

- visited Riles MS and Dudley Elementary
- attended the Mental Health training this afternoon
- attended the School Services budget workshop

**Mr. Wilson** – had nothing to report.

##### **Mrs. Anderson**

- asked Mr. Deason to talk about the \$5,000 donation we were given. Mr. Deason noted that the Winn Foundation has given this donation for 3 years now.

**Mr. Hunt** – had nothing to report.

##### **Mrs. Pope**

- visited the Oak Hill School Ambassador Program training
- attended the first day of the Mental Health training
- thanked Mr. Loehr and Mr. Deason for facilitating the Facilities Meeting last week
- welcomed everyone back

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

- thanked everyone for what they do each day
- noted that he is excited about the things happening in the area of facilities. Placer Vineyards development has finally been approved.
- noted that the budget is disappointing; we will do everything we can to help our employees get through it.
- wished everyone a Happy New Year to all

**CONSENT AGENDA**

1. *This item was pulled for separate consideration.*
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved CSEA Contract Language: Article XIX - Wages
5. Approved CSEA Contract Language: Article X - Transfers
6. Approved CSEA Contract Language: Article XII - Alarms/Security Procedures
7. Approved Removal of CSEA Memorandum of Understanding G from the Bargaining Agreement
8. *This item was pulled from the agenda.*
9. Ratified 2016/2017 Individual Services Agreement:
  - 2016/17-199 Northern CA Prep School
  - 2016/17-200 Placer Learning Center
  - 2016/17-201 Point Quest Education
10. Approved Single Plan for Student Achievement - Riles MS
11. Approved Donation of \$5,000.00 from the Winn Foundation for CHS Geometry and Construction Program
12. Approved Certification of Corrective Actions for the 2015/16 Audit Finding
13. Approved Payroll Orders: July - December 2016
14. *This item was pulled for separate consideration.*

**Motion:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson

**Second:** Hunt

**Noes:** None

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

1. Approved Adoption of Minutes from December 14, 2016 Regular Meeting  
Trustee Kelley asked that her minor revisions be changed as submitted to Mr. Loehr.

**Motion:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson

**Second:** Hunt

**Noes:** None

8. TABLED Memorandum of Understanding between CJUSD and CSEA Regarding the Temporary Payment of 2017 Health and welfare Benefits Premium Increases

**Motion:** Anderson

**Second:** Wilson

14. Approved Supplemental Agenda (Vendor Warrants): December 2016

**Motion:** Hunt

**Ayes:** Anderson, Hunt, Kelley, Pope

**Second:** Anderson

**Noes:** None

**Abstain:** Wilson

**BUSINESS ITEMS**

**A. APPROVED - Resolution #11/2016-17: Establishing a Retiree Benefit Fund**

Lisa Coronado, Director of Fiscal Services, noted that we have already established a trust that we can put it in to, but if we put it in a trust we can't use that money when we need it for situations. If we take that money and earmark it in a fund, we can use that money if needed. At the end of the year if we did not use that money we can move it into the trust. As a security, it would be earmarked, but still available in case we needed it.

**Motion:** Kelley  
**Second:** Wilson

**Vote:** General Consent

**ADVANCE PLANNING**

a. *Future Meeting Dates:*

i. *Regular Meeting: Wednesday, February 15, 2017 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*

b. *Suggested Agenda Items: Trustee Kelley asked if Kushroo could come back to talk about the Bond.*

**ADJOURNMENT – 7:36 p.m.**

**Motion:** Hunt  
**Second:** Kelley

**Vote:** General Consent

Respectfully submitted;

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


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Nancy Anderson, Clerk  
Board of Trustees

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Adoption Date

# Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 15, 2017	Information Item	-
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	 David Grimes, Director of Personnel and Student Services		

**Subject: Classified Personnel Transactions**

New Hire

Chris Oliver, Noon Duty Aide  
Rosanne Maffei-Field, Campus Monitor

Promotion

Armida Chavez, Bus Attendant  
Lorelei Edwards, School Secretary  
Daniel Jacobo-Suastegui, Lead Custodian

Resignation

Arun Kumar, Custodian  
Tammy Salinas, School Secretary

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

CONSENT AGENDA

Chris Oliver has been hired as a Noon Duty Aide at Oak Hill Elementary School effective January 3, 2017.

Rosanne Maffei-Field has been hired as a Campus Monitor at McClellan High School effective February 1, 2017.

Armida Chavez has been promoted to Bus Attendant effective January 19, 2017.


Lorelei Edwards has been promoted to School Secretary at Spinelli Elementary School effective January 30, 2017.

Daniel Jacobo-Suastegui has been promoted to Lead Custodian at Spinelli Elementary School effective February 21, 2017.

Arun Kumar has resigned from his position as Custodian at North Country Elementary School effective January 20, 2017.

Tammy Salinas has resigned from her position as School Secretary at Dudley Elementary School effective February 9, 2017.

# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b>	<b>Personnel Department</b>	<b>Action Item</b>	<u>X</u>
<b>Date:</b>	<b>February 15, 2017</b>	<b>Information Item</b>	<u>  </u>
<b>To:</b>	<b>Board of Trustees</b>	<b># Attached Pages</b>	<u>  1</u>
<b>From:</b>	 <b>David Grimes, Director of Personnel and Student Services</b>		

**Subject: Certificated Personnel Transactions**

**Resignations**

Bejoy Gantayat, Oak Hill Elementary School  
 Erin Hixon, Wilson Riles Middle School

**Retirements**

Rebecca Smith-Lehmann, Curriculum and Instruction  
 Cheryl Williams, Wilson Riles Middle School

**Recommendation: Approve Certificated Personnel Transactions as Submitted**

**CONSENT AGENDA**

### **Resignations**

Bejoy Gantayat has submitted his intent to resign from his position as Special Education Teacher, Oak Hill Elementary School, effective end of day on May 26, 2017.

Erin Hixon has submitted her intent to resign from her position as Special Education Teacher, Wilson Riles Middle School, effective end of day on May 26, 2017.

### **Retirements**

Rebecca Smith-Lehmann has submitted her intent to retire from her position as Speech Therapist, Curriculum and Instruction, effective end of day on May 26, 2017.

Cheryl Williams has submitted her intent to retire from her position as Counselor, Wilson Riles Middle School, effective end of day on June 5, 2017.



## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

<b>Dept./Site:</b>	Special Education	<b>Action Item</b> <u>  X  </u>
<b>Date:</b>	February 15, 2017	<b>Information Item</b>
<b>To:</b>	Board of Trustees	<b># Attached Pages</b>
<b>From:</b>	Scott Loehr, Superintendent	
	Initials: S.L.	

**SUBJECT:** 2016/2017 Individual Services Agreements

Please ratify the following Individual Services Agreements for special education to receive services at nonpublic schools/agencies during the 2016/17 fiscal year.

2016/17-202-204	CTEC	\$ 1,935.00
2016/17-205	BRIGHT FUTURES	\$ 1,520.00

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements for the 2016/2017 school year.

**CONSENT AGENDA**

# Center Joint Unified School District

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Instructional Services	
Date: February 15, 2017	Action Item <u>  X  </u>
To: Board of Trustees	Information Item
From: Becky Lawson Coordinator of Curriculum Initials: <u>BL</u>	# Attached Pages

CONSENT AGENDA

<b>SUBJECT: School Accountability Report Cards</b>
<p>Please ratify the following School Accountability Report Cards (SARCs) reported for the 2015/16 school year, published/posted on Center JUSD website and to CDE by February 1<sup>st</sup>, 2017, during the 2015/16 school year.</p> <p>Dudley Elementary North Country Elementary Oak Hill Elementary Spinelli Elementary Wilson C. Riles Middle School Center High School McClellan High School Global Youth Charter High School</p>
<b>RECOMMENDATION:</b> CJUSD Board of Trustees to ratify 2015/16 School Accountability Report Cards (SARCs) in the 2016/17 school year.

# Arthur S. Dudley Elementary School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

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

### DataQuest

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

### Internet Access

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

## About This School

### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Arthur S. Dudley Elementary School
Street	8000 Aztec Way
City, State, Zip	Antelope, CA 95843-4486
Phone Number	(916) 338-6470
Principal	Steve Jackson
E-mail Address	<a href="mailto:sjackson@centerusd.org">sjackson@centerusd.org</a>
Web Site	<a href="http://www.centerusd.k12.ca.us/cusd/dudley">www.centerusd.k12.ca.us/cusd/dudley</a>
CDS Code	34739736032908

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

#### School Description and Mission Statement (School Year 2016-17)

At Arthur S. Dudley Elementary we are dedicated to partnering with families to create a safe and respectful environment that supports student learning and development. Our mission is to guide and encourage students to meet or exceed challenging academic standards, to establish a connection to school, to be responsible and productive citizens and to be life-long learners with a goal for the future of being college and career ready.

#### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	89
Grade 1	79
Grade 2	102
Grade 3	96
Grade 4	99
Grade 5	92
Grade 6	119
<b>Total Enrollment</b>	<b>676</b>

#### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12.4
American Indian or Alaska Native	0.9
Asian	7
Filipino	3.1
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	1
White	46.9
Two or More Races	5.6
Socioeconomically Disadvantaged	62.4
English Learners	21
Students with Disabilities	13.5
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	29	34	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Reading 2016	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Water heater relief pipe broken off;
Interior: Interior Surfaces	X			6" x 6" holes box cover missing; light diffusers missing; hanging ceiling tiles; ceiling tiles cracked; hole in vertex; clock missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Soft light missing;
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			High gutters drip; lower corner bricks moving; holes in bricks; dry rot around window
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows cracked; windows with bb holes; door handle on backwards; replace door hinge

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	40	42	41	44	44	48
Mathematics	25	34	31	34	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	97	91	93.8	30.8
	4	104	99	95.2	39.8
	5	100	93	93.0	37.6
	6	122	120	98.4	54.2
Male	3	51	48	94.1	31.3
	4	54	51	94.4	40.0
	5	53	52	98.1	38.5
	6	56	56	100.0	46.4
Female	3	46	43	93.5	30.2
	4	50	48	96.0	39.6
	5	47	41	87.2	36.6
	6	66	64	97.0	60.9
Black or African American	3	11	9	81.8	11.1
	4	--	--	--	--
	5	14	12	85.7	
	6	18	18	100.0	38.9
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	12	12	100.0	83.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	23	21	91.3	47.6
	4	26	26	100.0	11.5
	5	20	20	100.0	35.0
	6	19	19	100.0	47.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	43	41	95.3	26.8
	4	48	46	95.8	53.3
	5	48	47	97.9	42.5
	6	61	61	100.0	52.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	68	65	95.6	26.1
	4	68	64	94.1	32.8
	5	59	55	93.2	27.3
	6	80	78	97.5	46.1
English Learners	3	22	22	100.0	27.3
	4	24	23	95.8	27.3
	5	13	13	100.0	7.7
	6	20	20	100.0	35.0
Students with Disabilities	3	21	18	85.7	5.6
	4	22	18	81.8	5.6
	5	17	15	88.2	
	6	21	21	100.0	4.8
Foster Youth	3	--	--	--	--
	4	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	97	91	93.8	44.0
	4	103	98	95.2	26.5
	5	100	96	96.0	26.0
	6	122	121	99.2	39.5
<b>Male</b>	3	51	48	94.1	52.1
	4	53	50	94.3	38.0
	5	53	52	98.1	28.9
	6	56	56	100.0	42.9
<b>Female</b>	3	46	43	93.5	34.9
	4	50	48	96.0	14.6
	5	47	44	93.6	22.7
	6	66	65	98.5	36.5
<b>Black or African American</b>	3	11	9	81.8	11.1
	4	--	--	--	--
	5	14	12	85.7	
	6	18	18	100.0	11.1
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	12	12	100.0	66.7
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	23	21	91.3	38.1
	4	26	26	100.0	15.4
	5	20	20	100.0	30.0
	6	19	19	100.0	38.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	43	41	95.3	56.1
	4	47	45	95.7	37.8
	5	48	47	97.9	29.8
	6	61	61	100.0	37.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	68	65	95.6	36.9
	4	67	63	94.0	15.9
	5	59	56	94.9	19.6
	6	80	79	98.8	29.9
English Learners	3	22	22	100.0	50.0
	4	23	22	95.7	22.7
	5	13	13	100.0	7.7
	6	20	20	100.0	25.0
Students with Disabilities	3	21	18	85.7	11.1
	4	22	18	81.8	5.6
	5	17	15	88.2	
	6	21	21	100.0	5.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51	39	45	56	57	60	60	56	54

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

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	100	97	97.0	45.4
Male	53	52	98.1	55.8
Female	47	45	95.7	33.3
Black or African American	14	12	85.7	16.7
Hispanic or Latino	20	20	100.0	45.0
White	48	48	100.0	50.0
Socioeconomically Disadvantaged	59	56	94.9	35.7
English Learners	13	13	100.0	23.1
Students with Disabilities	17	14	82.4	7.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	31.3	21.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	2.5	4.3	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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.

## D. Other SARC Information

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

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		3		26		3		26		3	
1	28		3		26		4		26		4	
2	30		4		26		3		26		3	
3	29		3		28		4		28		4	
4	27	1	3		24		3		24		3	
5	28		4		27	1	4		27	1	4	
6	28		4		26	1	2		26	1	2	
Other	9	1			11	1			11	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5331	993	4338	72342
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-32.0	0.5
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-23.6	7.4

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

## Types of Services Funded (Fiscal Year 2015-16)

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

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

Behaviorally, Dudley Elementary utilizes Positive Behavior Intervention Support (PBIS). We are currently in tier I implementation and the staff is undertaking tier II training for implementation next year. The focus of the tier I strategy is to clearly identify behavior expectations stated with positive language. Students are acknowledged for displaying these expectations. There is also a clearly defined strategy for students who are experiencing difficulty meeting the expectations. Office Referral data is gathered and analyzed on a regular basis to identify if particular expectations need to be revisited as identified.

Dudley Elementary attempts to meet the social and emotional needs of our students by accessibility to a school counselor 4 days per week. We also offer Dragon Pals and Toolbox as skill development strategies. As needed we can access support from the district Behavior Support Team as well as ERMHS counseling.

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

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

## Professional Development (Most Recent Three Years)

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

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

During the 2014-15 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

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

During the 2015-16 school year, Dudley Elementary School staff participated in staff development related to the following topics:

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

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

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

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

# North Country Elementary School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

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

### DataQuest

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

### Internet Access

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

## About This School

### Contact Information (School Year 2016-17)

School Contact Information	
School Name	North Country Elementary School
Street	3901 Little Rock Drive
City, State, Zip	Antelope, CA 95843
Phone Number	916-338-6480
Principal	Kathleen Lord
E-mail Address	<a href="mailto:klord@centerusd.org">klord@centerusd.org</a>
Web Site	<a href="https://sites.google.com/a/centerusd.org/noco/home">https://sites.google.com/a/centerusd.org/noco/home</a>
CDS Code	34-73973-6032924



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

### School Description and Mission Statement (School Year 2016-17)

Welcome to North Country, a Franklin Covey Leader in Me school and an award winning Title I Academic Achievement School. Our mascot is the Timber wolf. The center of a wolf's universe is its pack. Developing strong, social bonds with pack mates is dependent on the wolf's survival. With that in mind, we believe that together we can achieve and succeed. Our program addresses children's unique learning strengths as we recognize that all students can be successful learners and leaders.

North Country is a community. There is no one person or group who can take credit for the success of our school. The ingredient that remains constant is quality people with a genuine concern for students. The staff is committed to teaching all students the Seven Habits of Highly Effective People guiding them in respecting themselves and others. We continue the implementation of common core standards throughout the curriculum while integrating project-based learning activities in each subject area.

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

#### Mission Statement

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

#### Vision Statement

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

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

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	123
Grade 1	93
Grade 2	87
Grade 3	71
Grade 4	93
Grade 5	87
Grade 6	72
<b>Total Enrollment</b>	<b>626</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.5
Asian	2.9
Filipino	1.9
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	1
White	44.9
Two or More Races	8.6
Socioeconomically Disadvantaged	67.6
English Learners	24.3
Students with Disabilities	13.1
Foster Youth	0.5

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	31	32	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Education K-6	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Blinds need replacing in many areas
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		Floor repair in Cedar 3
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	X		Fence needs repairing surrounding History Center

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	35	35	41	44	44	48
Mathematics	27	25	31	34	34	36

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

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	71	97.3	36.6
	4	98	96	98.0	32.3
	5	91	88	96.7	34.1
	6	68	66	97.1	37.9
Male	3	41	40	97.6	37.5
	4	56	56	100.0	28.6
	5	44	43	97.7	25.6
	6	36	34	94.4	29.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	32	31	96.9	35.5
	4	42	40	95.2	37.5
	5	47	45	95.7	42.2
	6	32	32	100.0	46.9
Black or African American	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	23	23	100.0	30.4
	4	38	37	97.4	29.7
	5	26	25	96.2	20.0
	6	28	28	100.0	25.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	28	27	96.4	33.3
	4	34	33	97.1	39.4
	5	45	45	100.0	42.2
	6	28	26	92.9	50.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	52	50	96.2	34.0
	4	77	75	97.4	28.0
	5	68	66	97.1	34.9
	6	52	50	96.2	34.0
English Learners	3	23	23	100.0	17.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	29	28	96.5	14.3
	5	14	14	100.0	14.3
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	16	16	100.0	12.5
	5	17	17	100.0	
	6	14	14	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	71	97.3	38.0
	4	98	96	98.0	24.0
	5	91	88	96.7	15.9
	6	68	66	97.1	24.2
Male	3	41	40	97.6	42.5
	4	56	56	100.0	28.6
	5	44	43	97.7	20.9
	6	36	34	94.4	23.5
Female	3	32	31	96.9	32.3
	4	42	40	95.2	17.5
	5	47	45	95.7	11.1
	6	32	32	100.0	25.0
Black or African American	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	23	23	100.0	34.8
	4	38	37	97.4	10.8
	5	26	25	96.2	8.0
	6	28	28	100.0	14.3
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	28	27	96.4	33.3
	4	34	33	97.1	42.4
	5	45	45	100.0	20.0
	6	28	26	92.9	23.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	52	50	96.2	28.0
	4	77	75	97.4	21.3
	5	68	66	97.1	16.7
	6	52	50	96.2	16.0
English Learners	3	23	23	100.0	13.0
	4	29	28	96.5	17.9
	5	14	14	100.0	
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	16	16	100.0	6.3
	5	17	17	100.0	
	6	14	14	100.0	
Foster Youth	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	44	53	56	57	60	60	56	54

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

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

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	91	88	96.7	53.4
Male	44	43	97.7	62.8
Female	47	45	95.7	44.4
Hispanic or Latino	26	25	96.2	44.0
White	45	45	100.0	66.7
Socioeconomically Disadvantaged	68	66	97.1	51.5
English Learners	14	14	100.0	21.4
Students with Disabilities	17	17	100.0	52.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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



### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22	22	39

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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

#### Opportunities to Volunteer:

Chaperone Field Trips  
Classroom Helper  
Library Assistant

Student Store  
PTO Sponsored School Events

#### Committees:

English Learner Advisory Council

Parent Teacher Organization

School Site Council

#### School Activities:

Science Night  
Spelling Bee  
Harvest Festival  
Geography Bee  
Title I Information Sessions

Open House  
PTO Family Nights  
Jog-A-Thon  
Leader in Me Parent Night  
Santa's Breakfast

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.8	4.2	6.6	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version being updated in January 2017. The Safe School plan is reviewed with faculty at the beginning of each school year.

The Emergency Response Plan has as its primary objectives:

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

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

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

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

1. Familiarize themselves with this plan,
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.
4. Participate in annual district "disaster drill."

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

### D. Other SARC Information

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

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	4		26	1	4		26	1	4	
1	24		2		20	3	1		20	3	1	
2	30		4		25		3		25		3	
3	28		2		22		4		22		4	
4	30		3		28		2		28		2	
5	30		2		29		3		29		3	
6	25	1	3		33		1	1	33		1	1
Other	22		1		9	1			9	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	0	N/A
Other	1.5	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6042	1494	4548	71073
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-28.7	-1.3
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-19.9	5.5

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

## Types of Services Funded (Fiscal Year 2015-16)

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North Country hosts a school based coordinated program allowing regular ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner. This is evidenced in our RTI model. Students' strengths and talents surface when extra-curricular activities are provided. Before and after school classes and activities are hosted by staff and include Title I remedial reading for students in grades 1-6, and reading and language for LTEL students (Long Term English Language Learners) usually in 4th through 6th grades. During the school day, students who qualify receive additional reading and language instruction in ELD (English Language Development) classes and in Title I. Resource students receive instruction based on their IEP goals.

### Creating a caring school climate – Staff Collaboration

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

### We follow the following leadership model:

- Building team structures that allow the entire staff (teaching and non-teaching) to collaborate on three main areas; culture, academics and leadership
- Time during staff meetings is set aside to share best practices for integrating the 7 Habits into the curriculum Model 7 Habits language in staff meetings, newsletters and hallway communication Display leadership tools (Baldrige tools) in classrooms and incorporate into lessons
- Use art and technology to reinforce individual worth and leadership Establish classroom mission statements encouraging student input
- Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum
- Provide students with meaningful leadership roles and responsibilities
- Support students in designing and leading school wide initiatives and projects
- Maintain high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
- Ensure that 100% of the students have an opportunity to participate in a leadership role
- Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities
- Cooperative learning Big Buddy activities between older and younger students
- WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

### Student Recognition

Monthly Awards Assemblies to recognize students for Leadership, caring and outstanding effort.

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

Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance

Club members are recognized during Spirit Day

Assemblies are run by the Student Lighthouse Team

Timberwolf Tickets awarded to students displaying proactive behavior during recesses

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

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

- Timberwolf Trotters before school walking program for students in grades 1-6
- Ambassadors of Technology- computer technology instruction for students in grades 4-6
- Journalism 4-6
- Garden Club
- After school G.A.T.E. program
- TLC Timberwolf Learning Club grades 1-6 (Title I program for emerging readers)
- Spring Musical Production/Drama Club Grades 4-6
- Student Lighthouse Team (Student Council) Grades 2-6
- Newscasters announce the morning news Grades 4-6
- Misc. Leadership roles based on individual student strengths
- Student Lighthouse Team grades 2-6

School-wide events, programs and assistance for students

- ISPS (In School Postal System)
- Author Day
- Great Kindness challenge
- Accelerated Reader
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Consistent school-wide discipline policy and consistent seven habits language
- Welcoming PE interns from Sac State University to work with students

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

**Professional Development (Most Recent Three Years)**

**Staff Development**

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

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

Decisions concerning selection of staff development activities are performed by the Curriculum and Instruction office, the principal and grade level representatives. State assessment results, data analysis and teacher input determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

North Country Elementary School supports ongoing professional growth throughout the year on minimum days and during staff meetings. Teachers meet in grade level teams each Monday to conduct data analysis, compare test results and assignments and discuss best practices in order to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2015-16 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

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

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

# Oak Hill Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

**Contact Information (School Year 2016-17)**

School Contact Information	
School Name	Oak Hill Elementary
Street	3909 North Loop Blvd.
City, State, Zip	Antelope, CA, 95843
Phone Number	(916) 338-6460
Principal	Patty Spore
E-mail Address	pspore@centerusd.org
Web Site	<a href="http://www.centerusd.k12.ca.us/cusd/oakhill">www.centerusd.k12.ca.us/cusd/oakhill</a>
CDS Code	34 73973 6107734

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

### School Description and Mission Statement (School Year 2016-17)

Oak Hill Elementary is a school of approximately 800 students in grades K-6. Oak Hill Elementary provides a warm, stimulating environment where students are actively involved in learning academic as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. In keeping with the District LCAP goal students at Oak Hill Elementary School will be challenged and supported to achieve academic success in a clean, safe environment. Oak Hill Elementary School provides before/after school intervention for students in grades 1st-6th in English/Language Arts and for students in grades 3rd-6th in Math. In grades 4-6, our GATE and high achieving students are clustered to provide each with a challenging curriculum and stimulating interaction with their peers. The GATE students are also given the opportunity to attend after school challenge activities. Oak Hill Elementary supports the English Learners with a certificated teacher and a instructional assistant. For those English Learners that have been in the school system for more than 5 years, Oak Hill Elementary provides after school long term EL student support.

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

Oak Hill Elementary School's Mission Statement reads: At Oak Hill, we are a community who believe that education is the key to success in preparing for the future.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	155
Grade 1	97
Grade 2	103
Grade 3	104
Grade 4	125
Grade 5	125
Grade 6	94
<b>Total Enrollment</b>	<b>803</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.5
Asian	5.1
Filipino	2.6
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	1.1
White	48.3
Two or More Races	9.2
Socioeconomically Disadvantaged	51.3
English Learners	18.1
Students with Disabilities	6.4
Foster Youth	0.6

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	31	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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



**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court, Open Court Reading 2002 Pearson Prentice Hall, Pearson Literature CA Reading and Language 2008	Yes	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0%
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0%
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpets showing wear; cabinet hinge broken; ceiling tiles missing, stained, and sagging; holes in wall; clocks missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rusty vent
Electrical: Electrical	X			Replace camera; signs faded and missing
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Floor drains full of cement; light cover missing
Safety: Fire Safety, Hazardous Materials	X			Stairs by stage blocked by cooler; back stairwell filled with storage items

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		Rain gutter causing rust stains on fascia; dry rot on siding; rusty grill; stained plaster; dry rot on siding; light cover needs replacement; plaster cracked
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace signs; door handle & closures need repaired; door magnet not working; elect. box over door needs a cover; lower platform is tilting

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	45	41	44	44	48
Mathematics	31	31	31	34	34	36

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

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	110	106	96.4	47.2
	4	130	128	98.5	37.5
	5	126	122	96.8	49.2
	6	98	95	96.9	47.4
Male	3	57	54	94.7	29.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	68	68	100.0	30.9
	5	59	57	96.6	49.1
	6	49	47	95.9	31.9
Female	3	53	52	98.1	65.4
	4	62	60	96.8	45.0
	5	67	65	97.0	49.2
	6	49	48	98.0	62.5
Black or African American	3	--	--	--	--
	4	17	16	94.1	6.3
	5	13	13	100.0	15.4
	6	13	13	100.0	46.1
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	27	26	96.3	34.6
	4	26	26	100.0	30.8
	5	27	27	100.0	25.9
	6	16	15	93.8	26.7
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
White	3	55	53	96.4	56.6
	4	64	63	98.4	49.2
	5	57	54	94.7	61.1
	6	50	49	98.0	51.0
Two or More Races	3	11	11	100.0	45.5
	4	--	--	--	--
	5	15	15	100.0	46.7
	6	--	--	--	--
Socioeconomically Disadvantaged	3	64	63	98.4	42.9
	4	79	79	100.0	29.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	62	62	100.0	40.3
	6	46	45	97.8	44.4
English Learners	3	21	19	90.5	42.1
	4	30	29	96.7	17.2
	5	17	17	100.0	52.9
	6	12	12	100.0	16.7
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	110	106	96.4	45.3
	4	130	128	98.5	27.3
	5	126	122	96.8	28.7
	6	98	95	96.9	25.3
Male	3	57	54	94.7	48.1
	4	68	68	100.0	35.3
	5	59	57	96.6	33.3
	6	49	47	95.9	23.4
Female	3	53	52	98.1	42.3
	4	62	60	96.8	18.3
	5	67	65	97.0	24.6
	6	49	48	98.0	27.1
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	17	16	94.1	
	5	13	13	100.0	15.4
	6	13	13	100.0	23.1
<b>American Indian or Alaska Native</b>	4	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	27	26	96.3	53.9
	4	26	26	100.0	26.9
	5	27	27	100.0	11.1
	6	16	15	93.8	6.7
<b>Native Hawaiian or Pacific Islander</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>White</b>	3	55	53	96.4	49.1
	4	64	63	98.4	34.9
	5	57	54	94.7	42.6
	6	50	49	98.0	32.6
<b>Two or More Races</b>	3	11	11	100.0	27.3
	4	--	--	--	--
	5	15	15	100.0	6.7
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	64	63	98.4	39.7
	4	79	79	100.0	22.8
	5	62	62	100.0	21.0
	6	46	45	97.8	15.6
<b>English Learners</b>	3	21	19	90.5	26.3
	4	30	29	96.7	13.8
	5	17	17	100.0	17.6
	6	12	12	100.0	16.7
<b>Students with Disabilities</b>	3	--	--	--	--
	4	12	12	100.0	16.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	53	56	56	57	60	60	56	54

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

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

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	126	119	94.4	56.3
Male	59	55	93.2	61.8
Female	67	64	95.5	51.6
Black or African American	13	13	100.0	30.8
Hispanic or Latino	27	27	100.0	37.0
White	57	51	89.5	68.6
Two or More Races	15	15	100.0	60.0
Socioeconomically Disadvantaged	62	61	98.4	54.1
English Learners	17	17	100.0	41.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.8	24.2	21.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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

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

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.7	2.7	3.7	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in December 2015 and discussed with the school staff in January 2016.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		4		27	1	3		24		5	
1	26		4		27		3		24		4	
2	30		4		27		4		26		4	
3	31		4		26		5		27		4	
4	30		3		32		3	1	32		3	1
5	30		4		31		2	1	31		4	
6	30		3		30		3	1	33		2	1
Other					27		1		21		2	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other		N/A

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

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



### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4588	340	4248	\$72,836
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-33.4	1.1
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-25.2	8.1

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

### Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2015-2016 school year, the district received categorical, special education, and support funds for:

- \* Class Size Reduction, Grades K-3
- \* Lottery: Instructional Materials
- \* Medi-Cal Billing Option
- \* Title I
- \* Title II
- \* Title III
- \* Title X, McKinney-Vento Homeless Assistance
- \* Transportation: Special Education

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

### Professional Development (Most Recent Three Years)

In the 2015-2016 school year, new math text books were being used. Teachers received training in after school workshops. There is continued support both on line and through the district curriculum coordinator.

A district focus is on writing. Teachers have received training on student brief writes through Sacramento County Office of Education. Teachers were given release time to meet with County personnel for both training and hand scoring the CAASPP interim brief writes. Continued support is provided by the district curriculum coordinator.

The 2015-2016 CAASPP ELA scores for our English Language Learners showed that our English Language Learners were doing well compared to the English Speaking students. 48% of the English Language Learner sub group scored at or above "met" standards on the ELA portion of the standardized test while the School-wide achievement was approximately 45%. In order to ensure that teachers are prepared for the new ELA/ELD standards, the district provided an after school workshop for teachers on the new ELD Common Core Standards. Support is provided by the English Language Learner Teacher that is on site 50% of the day.

**Cyril Spinelli Elementary School  
School Accountability Report Card  
Reported Using Data from the 2015-16 School Year  
Published During 2016-17**

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

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

**DataQuest**

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

**Internet Access**

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

**About This School**

**Contact Information (School Year 2016-17)**

School Contact Information	
School Name	Cyril Spinelli Elementary School
Street	3401 Scotland Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 338-6490
Principal	Kristin Schmieder
E-mail Address	kriss@centerusd.org
Web Site	<a href="https://sites.google.com/a/centerusd.org/spinelli/home">https://sites.google.com/a/centerusd.org/spinelli/home</a>
CDS Code	34-73973-6032924

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

### School Description and Mission Statement (School Year 2016-17)

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

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

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

The mission of Spinelli Elementary School is to provide students an education which is second to none. In order to do this, our staff upholds the following goals:

- A safe and orderly environment for staff and students
- State adopted common core curriculum and quality instruction
- Formative and summative assessments of student performance
- Communication between home and school
- Students attending daily, on time and ready to learn
- A nurturing, caring educational environment

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	35
Grade 1	31
Grade 2	40
Grade 3	38
Grade 4	40
Grade 5	48
Grade 6	58
<b>Total Enrollment</b>	<b>290</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	1.4
Asian	11.4
Filipino	1.4
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	1.4
White	41.7
Two or More Races	10.3
Socioeconomically Disadvantaged	79.7
English Learners	21
Students with Disabilities	31
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	18		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002, Open Court, Open Court Reading With ELD materials, 2008, Pearson Prentice Hall, Pearson Literature CA Reading and Language	Yes	0
Mathematics	2014, CPM Educational Program, Core Connections 2014, McGraw Hill, My Math	Yes	0
Science	2008, Harcourt School Publishers, California Science 2008, Pearson Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science	Yes	0
History-Social Science	2007, Houghton Mifflin, Houghton Mifflin History- Social Science 2007, McDougal Littell, World History: Ancient Civilizations	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Unistrut pulled loose over custodial door
Interior: Interior Surfaces	X			Ceiling tiles missing or bad; walls needing paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Computer storeroom - messy/clutter
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cinder blocks need holes patched; building settling street-side; corner trim dry-rot; south wall Room 33 needs replacing (storeroom)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BB hole in window; old door handles; cracks in asphalt; weeds need cutting back; holes in door

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	39	41	44	44	48
Mathematics	29	22	31	34	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	38	38	100.0	31.6
	4	42	41	97.6	31.7
	5	52	51	98.1	43.1
	6	63	62	98.4	43.5
Male	3	20	20	100.0	20.0
	4	20	19	95.0	31.6
	5	22	22	100.0	36.4
	6	30	29	96.7	48.3
Female	3	18	18	100.0	44.4
	4	22	22	100.0	31.8
	5	30	29	96.7	48.3
	6	33	33	100.0	39.4
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	12	12	100.0	25.0
	5	17	17	100.0	35.3
	6	16	16	100.0	50.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	14	14	100.0	42.9
	4	16	16	100.0	31.3
	5	22	21	95.5	38.1
	6	27	26	96.3	38.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	31	31	100.0	32.3
	4	34	33	97.1	36.4
	5	43	42	97.7	38.1
	6	47	47	100.0	38.3
English Learners	3	--	--	--	--
	4	12	12	100.0	33.3
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	11	11	100.0	9.1
	4	11	11	100.0	
	5	20	20	100.0	25.0
	6	31	30	96.8	23.3
Foster Youth	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	38	38	100.0	26.3
	4	42	42	100.0	21.4
	5	52	51	98.1	15.7
	6	63	62	98.4	25.8
Male	3	20	20	100.0	35.0
	4	20	20	100.0	20.0
	5	22	22	100.0	13.6
	6	30	29	96.7	37.9
Female	3	18	18	100.0	16.7
	4	22	22	100.0	22.7
	5	30	29	96.7	17.2
	6	33	33	100.0	15.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	4	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	12	12	100.0	16.7
	5	17	17	100.0	11.8
	6	16	16	100.0	25.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	14	14	100.0	28.6
	4	16	16	100.0	31.3
	5	22	21	95.5	4.8
	6	27	26	96.3	26.9
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	31	31	100.0	25.8
	4	34	34	100.0	23.5
	5	43	42	97.7	11.9
	6	47	47	100.0	23.4
English Learners	3	--	--	--	--
	4	12	12	100.0	33.3
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	11	11	100.0	9.1
	4	11	11	100.0	
	5	20	20	100.0	5.0
	6	31	30	96.8	16.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48	39	71	56	57	60	60	56	54

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

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	52	51	98.1	70.6
Male	22	22	100.0	63.6
Female	30	29	96.7	75.9
Hispanic or Latino	17	17	100.0	58.8
White	22	21	95.5	71.4
Socioeconomically Disadvantaged	43	42	97.7	69.1
Students with Disabilities	20	20	100.0	55.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30	26	8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through the automated telephone messages, email, fliers, newsletters, parent conferences, progress reports, the school marquee, the school website, and Homelink. Contact the school office at (916) 338-6490 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer:**

Chaperon field trips

Classroom helper

Fundraising activities

**Committees:**

English Learner Advisory Council

School Site Council

**School Activities:**

Back to School Parent Meeting

Spelling Bee

Tiger Spirit Days

Open House

Scholastic Book Fair

Field Trips

Recognition Assemblies

Geography Bee

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	2.0	3.7	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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

**D. Other SARC Information**

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

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		2		15	2	1		15	2	1	
1	22		1		11	1	1		11	1	1	
2	29		1		22		2		22		2	
3	20	1			27		1		27		1	
4	24	1	2		22	1	2		22	1	2	
5	24		1		25		1		25		1	
6	25	1	2		20	2	2		20	2	2	
Other	10	3			8	1			8	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9273	4370	4902	77005
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-23.1	6.9
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-13.7	14.3

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

## Types of Services Funded (Fiscal Year 2015-16)

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

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

## Professional Development (Most Recent Three Years)

CJUSD adopted new math programs for the 2014-2015 school year aligned with the Common Core State Standards. The majority of professional development was focused on the new math programs. Teachers attended week long training sessions, and several early out days were focused on the Common Core State Standards for math. There was also a focus on the writing text types: narrative, informational/explanatory, and opinion/argument. Rubrics were implemented for the different text types, and exemplars were selected at each grade level. Benchmark data in math and language arts was recorded district-wide in grades K-2. Weekly collaboration time was spent reviewing and discussing student work samples, and sharing and implementing teaching strategies to improve student learning opportunities.

**Wilson C. Riles Middle School  
School Accountability Report Card  
Reported Using Data from the 2015-16 School Year  
Published During 2016-17**

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

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

**DataQuest**

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

**Internet Access**

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

**About This School**

**Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Wilson C. Riles Middle School
<b>Street</b>	4747 PFE Road
<b>City, State, Zip</b>	Roseville, CA 95747
<b>Phone Number</b>	916-787-8100
<b>Principal</b>	Joyce Frisch
<b>E-mail Address</b>	joyce@centerusd.org
<b>Web Site</b>	<a href="http://www.centerusd.k12.ca.us/cusd/wcriles">www.centerusd.k12.ca.us/cusd/wcriles</a>
<b>CDS Code</b>	34739730108621

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

#### School Description and Mission Statement (School Year 2016-17)

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades seven through eight following a traditional calendar. The mission of Wilson C. Riles Middle School is to develop our student's academic, emotional, and social skills for success today and in the future.

As a school, we are focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high and obtainable expectations for students. Riles is proud of the rigorous academic, great athletic, and extensive extracurricular programs that actively engage all students and provide a well-rounded educational experience at the school. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

#### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	337
Grade 8	323
Total Enrollment	660

#### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12
American Indian or Alaska Native	0.9
Asian	7.9
Filipino	3.2
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	1.8
White	47
Two or More Races	4.4
Socioeconomically Disadvantaged	63.2
English Learners	9.4
Students with Disabilities	15.8
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	30	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync	Yes	0
Mathematics	CPM Educational Program/2014	Yes	0
Science	Prentice Hall/2008	No	0
History-Social Science	MCDougal Littell/2007	No	0



**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		1 ceiling tile stained in breakroom; kitchen to MP door frame has holes; holes in library wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Box cover missing
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Fountain missing push button
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 308 has broken lock; Room 510 hinge broken

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	44	41	44	44	48
Mathematics	34	40	31	34	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	349	339	97.1	39.5
	8	328	319	97.3	49.4
Male	7	174	170	97.7	26.5
	8	144	137	95.1	43.8
Female	7	175	169	96.6	52.7
	8	184	182	98.9	53.6
Black or African American	7	47	46	97.9	34.8
	8	36	33	91.7	31.3
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	24	24	100.0	41.7
	8	26	26	100.0	57.7
Filipino	7	--	--	--	--
	8	13	12	92.3	75.0
Hispanic or Latino	7	78	75	96.2	33.3
	8	72	70	97.2	34.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	165	161	97.6	43.5
	8	154	152	98.7	58.5
Two or More Races	7	15	15	100.0	53.3
	8	12	11	91.7	18.2
Socioeconomically Disadvantaged	7	232	228	98.3	35.5
	8	195	190	97.4	43.4
English Learners	7	37	36	97.3	5.6
	8	16	16	100.0	6.3
Students with Disabilities	7	54	52	96.3	11.5
	8	46	43	93.5	7.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	349	338	96.8	34.7
	8	328	318	97.0	46.5
Male	7	174	170	97.7	29.0
	8	144	137	95.1	47.5
Female	7	175	168	96.0	40.5
	8	184	181	98.4	45.9
Black or African American	7	47	45	95.7	17.8
	8	36	32	88.9	25.0
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	24	24	100.0	54.2
	8	26	26	100.0	65.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	--	--	--	--
	8	13	12	92.3	75.0
Hispanic or Latino	7	78	75	96.2	32.0
	8	72	70	97.2	27.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	165	161	97.6	39.4
	8	154	152	98.7	55.3
Two or More Races	7	15	15	100.0	33.3
	8	12	11	91.7	27.3
Socioeconomically Disadvantaged	7	232	227	97.8	32.3
	8	195	189	96.9	41.3
English Learners	7	37	36	97.3	2.9
	8	16	16	100.0	12.5
Students with Disabilities	7	54	52	96.3	5.8
	8	46	43	93.5	7.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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

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

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	76	79	56	57	60	60	56	54

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	328	319	97.3	79.3
Male	144	139	96.5	86.3
Female	184	180	97.8	73.9
Black or African American	36	34	94.4	55.9
Asian	26	26	100.0	73.1
Filipino	13	12	92.3	91.7
Hispanic or Latino	72	70	97.2	71.4
White	154	151	98.1	88.1
Two or More Races	12	12	100.0	91.7
Socioeconomically Disadvantaged	195	191	98.0	75.9
English Learners	16	16	100.0	56.3
Students with Disabilities	46	43	93.5	51.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.3	21.7	16

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.2	7.2	9.0	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.1	0.0	0.3	0.0	0.0	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office. Components of this plan include child abuse reporting procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy. The Site Safety Plan was reviewed and updated in January of 2016. The Plan is reviewed with staff annually.

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

Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create an effective learning environment and minimize classroom disruptions. Positive behavior is explicitly taught to students. Appropriate and effective interventions and supports are employed for students demonstrating difficulty following the school's big three- be safe, be responsible, be respectful. The school fully implements the district's anti-bullying policies.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	15	13	6	23	14	18	1	25	8	17	2
Mathematics	25	10	13	6	25	8	13	5	23	8	18	3
Science	26	3	22		26	4	23		25	4	21	0
Social Science	28	2	17	4	30	3	9	11	28	3	16	5

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	650
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.06	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6203	1394	4808	70928
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-24.6	-1.5
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-15.3	5.3

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

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. Our after school tutoring program, Husky Help, and math support classes are supported by Title One funds. Supplemental computer programs supported by Lottery funds engage students with various learning styles and modalities. Our school-wide AVID program promotes higher level learning and student collaboration in all classrooms. Various after school clubs include: bully prevention club, cooking club, yearbook club, and Club Live.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

**Professional Development (Most Recent Three Years)**

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California Common Core State Standards and the Center Joint Unified School District Local Control Accountability Plan Annual Measurable Objectives. Teachers at Wilson C. Riles collaborate on a weekly basis in content area departments or as a whole faculty/staff. Decisions regarding selection of staff development activities are performed by the principal, academic coordinator, and department leaders using tools such as teacher input, student performance data, and local measures to identify areas of need. Teaching staff are provided the opportunity to participate in district sponsored staff development workshops or training sessions as a supplement to site-based staff development. The focus for the last three years at Wilson C. Riles Middle School has been on academic vocabulary, high quality first instruction, Common Core State Standards, technology, data analysis, and SBAC testing.



# Center High School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

**Contact Information (School Year 2016-17)**

School Contact Information	
School Name	Center High School
Street	3111 Center Court Lane
City, State, Zip	Antelope, Ca. 95843
Phone Number	916-338-6420
Principal	Mike Jordan
E-mail Address	mikejordan@centerusd.org
Web Site	www.CenterHigh.org
CDS Code	34739733430378

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

### School Description and Mission Statement (School Year 2016-17)

#### School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve. At the beginning of the 2015-16 school year, there were 1340 students enrolled with over 50% qualifying for free and reduced lunch. CHS is home to the Media Communications Academy (MCA), AVID, Project Lead the Way Biomedical Sciences and Engineering Programs, 911/Call Center/Customer Service Program, Pharmacy Technician Program, Geometry in Construction Program, and a variety of advanced placement courses. In addition, a full range of extracurricular activities/clubs and athletic teams operate year round.

#### Mission Statement

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

#### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	376
Grade 10	330
Grade 11	312
Grade 12	280
<b>Total Enrollment</b>	<b>1,298</b>

#### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.9
American Indian or Alaska Native	1.4
Asian	7.5
Filipino	2.9
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.8
White	46.9
Two or More Races	3.5
Socioeconomically Disadvantaged	58.9
English Learners	6.6
Students with Disabilities	15.2
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	58	59		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, English Language Arts / 2009 Pearson Literature Grades 9-12 / 2010 Literature An Introduction to Fiction, Poetry, and Drama. Pearson/Longman. 9th edition / 2005 Prentice Hall Literature World Masterpieces Penguin Edition / 2007 Bedford/St. Martin's The Language of Composition Reading Writing Rhetoric 2nd Edition / 2013	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	CPM Publishing, Core Connections / 2014 CPM Publishing, Integrated Math 1 / 2014 CPM Integrated Math 2/2014 Houghton Mifflin, Larson & Hostetler's Pre-Calculus / 2008 Key Curriculum Press, Calculus / 2008 McDougal Littell, Algebra II / 2008 Yates, Moore, Starnes, AP Statistics: The Practice of Statistics" 3rd edition / 2008 CPM Publishing, Honors Precalculus: CPM Pre-Calculus with Trigonometry Version 4.0 / 2009	Yes	0
Science	Holt, Rinehart and Winston, Holt Chemistry / 2008 Holt, Rinehart and Winston, Holt Physics / 2008 McDougal Littell, Biology / 2008 Pearson Prentice Hall, Earth Science / 2008 Pearson (Benjamin Cummings) Campbell Biology ninth edition, AP Edition 2011	Yes	0
History-Social Science	EMC Publishing, Economics: New Ways of Thinking / 2006 Holt McDougal, Modern World History: Patterns of Interaction / 2006 Houghton Mifflin, US History - The American Pageant / 2006 McDougal Littell, The Americans Reconstruction to the 21st Century / 2006 Pearson Prentice Hall, Magruder's American Government / 2006 Holt McDougal, Psychology- Principles in Practice / 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AC wall banger not working; blower loud; HVAC going out
Interior: Interior Surfaces		X		Wall covering torn; hole in wall; stained ceiling tiles; paint; worn carpet; lights out; still has big T.V. mounted

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Badly cluttered storeroom
Electrical: Electrical	X			Outlet cover missing; electrical wires need to be in box
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Fountains old; fountains off
Safety: Fire Safety, Hazardous Materials	X			Electrical panel room cleaned;
Structural: Structural Damage, Roofs	X			Hole in wall; exterior trim loosing paint; skirting missing; stage divider material separating from panels; stained external plaster; dry rot; stained tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Door handle loose; door signage deteriorated; K model handles; door closers old; 99" panic bar old; big roll up window broken; alarm doors need tune up; emergency door latch bad; door needs dogging hardware; exterior door trim; door leaks; electric box over door needs cover; doors need to be replaced; fences cut; worn mullen

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	62	63	41	44	44	48
Mathematics	45	44	31	34	34	36

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	308	295	95.8	63.2
Male	11	161	154	95.7	61.6
Female	11	147	141	95.9	65.0
Black or African American	11	38	38	100.0	39.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	28	27	96.4	92.6
Filipino	11	--	--	--	--
Hispanic or Latino	11	65	60	92.3	62.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	144	140	97.2	65.9
Two or More Races	11	13	11	84.6	63.6
Socioeconomically Disadvantaged	11	179	174	97.2	56.3
English Learners	11	17	14	82.3	28.6
Students with Disabilities	11	37	33	89.2	15.6
Foster Youth	11	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	307	291	94.8	44.2
Male	11	160	151	94.4	49.0
Female	11	147	140	95.2	39.1
Black or African American	11	38	37	97.4	19.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	28	27	96.4	63.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	65	60	92.3	34.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	144	138	95.8	51.1
Two or More Races	11	12	10	83.3	50.0
Socioeconomically Disadvantaged	11	178	170	95.5	33.3
English Learners	11	17	14	82.3	28.6
Students with Disabilities	11	37	31	83.8	10.3
Foster Youth	11	--	--	--	--

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

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

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48	52	49	56	57	60	60	56	54

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	320	301	94.1	48.5
Male	164	154	93.9	50.0
Female	156	147	94.2	46.9
Black or African American	46	43	93.5	39.5
Asian	24	22	91.7	40.9
Filipino	13	12	92.3	66.7
Hispanic or Latino	76	75	98.7	38.7
White	142	132	93.0	56.8
Two or More Races	11	11	100.0	45.5
Socioeconomically Disadvantaged	195	188	96.4	43.6
English Learners	22	19	86.4	5.3
Students with Disabilities	48	44	91.7	13.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**Career Technical Education Programs (School Year 2015-16)**

Center High School receives funding through the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge and skills-based economy and helps provide programs that prepare students for both postsecondary education and careers of their choice.

During the 2015-16 school year, Center High School offered the following career technical education programs as elective courses:

- Computer Graphics
- Advanced Computer Graphics
- 911 Dispatcher/Customer Service/Call Center
- Pharmacy Technician
- Career Technical Education - articulated with American River College
- Digital Photography
- Broadcasting
- Advanced Broadcasting
- Newspaper Productions
- Yearbook Productions
- Project Lead the Way (PLTW) Biomedical Sciences
- Principles of Biomedical Sciences
- Human Body Systems
- Project Lead the Way (PLTW) Engineering
- Principles of Engineering
- Introduction to Engineering Design

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	727
% of pupils completing a CTE program and earning a high school diploma	97.93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18



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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.74
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	23.1

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.4	22.9	16.3

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

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 daily bulletins, email, flyers, letters, parent conferences, progress reports, school newsletters, School Messenger (automated telephone message delivery system), the school marquee, the school website, the "Blue and Gold" newspaper, the free CHS phone app, and Facebook. Contact the school office at 916-338-6420 for more information on how to become involved in your child's learning environment.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.70	3.80	7.20	8.40	6.30	14.80	11.40	11.50	10.70
Graduation Rate	93.90	94.34	92.12	89.08	90.61	83.19	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	93	87	86
Black or African American	100	86	78
American Indian or Alaska Native	100	80	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	82	77	83
Native Hawaiian/Pacific Islander	100	100	85
White	92	85	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	88	83	66
English Learners	47	36	54
Students with Disabilities	91	84	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.8	6.7	16.1	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.4	0.0	0.0	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The Center High School School Site Safety Plan is reviewed and updated on a yearly basis. Components of the plan include child abuse reporting procedures, disaster response processes and procedures, sexual harassment policy, as well as, goals for improving both the safety of the school and overall school climate. The latest plan was reviewed, updated, and discussed with school staff in December of 2016.

**D. Other SARC Information**

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

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	15	26	12	24	19	25	11	24	19	25	11
Mathematics	26	12	19	13	24	18	21	10	24	18	21	10
Science	26	6	11	9	28	5	15	8	28	5	15	8
Social Science	26	7	22	8	25	11	17	10	25	11	17	10

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	400
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6787	1250	5537	71012
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-13.2	-1.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-2.5	5.4

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

## Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2015/16 school year, the district received categorical, special education, and support programs funds for:

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

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

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

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
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Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students in AP Courses</b>
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	5	N/A
All courses	13	.9

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)****Staff Development**

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

**McClellan High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2015-16 School Year**  
**Published During 2016-17**

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

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

**DataQuest**

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

**Internet Access**

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

**About This School**

**Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	McClellan High School
<b>Street</b>	8725 Watt Avenue
<b>City, State, Zip</b>	Antelope California 95843
<b>Phone Number</b>	(916) 338-6440
<b>Principal</b>	David L. French
<b>E-mail Address</b>	davidlf@centerusd.org
<b>Web Site</b>	<a href="http://www.centerusd.k12.ca.us/cusd/mhs">www.centerusd.k12.ca.us/cusd/mhs</a>
<b>CDS Code</b>	34 73973 3430451

<b>District Contact Information</b>	
<b>District Name</b>	Center Joint Unified School District
<b>Phone Number</b>	(916) 338-6440
<b>Superintendent</b>	Scott Loehr
<b>E-mail Address</b>	superintendentsoffice@centerusd.org
<b>Web Site</b>	www.centerusd.org

#### **School Description and Mission Statement (School Year 2016-17)**

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

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

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

#### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 10	16
Grade 11	28
Grade 12	59
<b>Total Enrollment</b>	<b>103</b>

#### **Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	8.7
American Indian or Alaska Native	3.9
Asian	2.9
Filipino	1
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	1
White	43.7
Two or More Races	2.9
Socioeconomically Disadvantaged	67
English Learners	3.9
Students with Disabilities	3.9
Foster Youth	1.9

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

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



Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync, BookheadED Learning, LLC, McGraw-Hill, online program/ 2015 The New York Times - Upfront Magazine, Scholastic/ 2011 National Geographic/Hampton Brown, EDGE/2009 Hampton Brown, EDGE TM 2009	Yes	0
Mathematics	Core Connections, CPM Educational Program/2014 CPM Educational Program, Foundations for Algebra/2008 Glencoe/McGraw-Hill, Pre Algebra/2008 Pearson Prentice Hall	Yes	0
Science	AGS, Biology - Cycles of Life/2008 AGS, Physical Science/2008	Yes	0
History-Social Science	Globe-Fearon, Pacemaker American Government/2008 Globe-Fearon, Pacemaker Economics/2008 Globe-Fearon, Pacemaker US History/2008 Globe-Fearon, Pacemaker World History/2008 Ramsey Education Solutions, Foundations in Personal Finance/2015 McDougal-Littell, The Americans	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Although built in 1960, the McClellan High School site is kept clean and free of hazards. All staff observe the school carefully and immediately report any safety concerns to our secretary, who submits a work order to our district maintenance division. McClellan High School is cleaned and maintained regularly by our one full-time custodian. Maintenance and repairs that our custodian is not able to perform are referred to our district maintenance department. During school vacations, our custodian performs deep cleaning. In addition to daily observations, our custodian performs monthly facilities inspections, including inspection of playground equipment and fire extinguishers and files his report with the principal.

Our district continues to implement efficiency upgrades to the McClellan site. Lights in the multipurpose room have been upgraded to LED fixtures which use less electricity and emit more light than the old fluorescent lighting. Classroom lights are being replaced as needed with these more efficient LED fixtures also. The facility is in good repair and no major improvements are planned for this year.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles stained/holes; stained carpet; wall needs paint; wallpaper needs replacement; ceiling tiles replaced

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Tires stacked outside
Electrical: Electrical	X			Switch cover broken; porch light stuck on
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Old faucets
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Asphalt road buckled
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Old door handles; holes in door; bb holes in windows; door hinges colapsed

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	14	16	41	44	44	48
Mathematics	4		31	34	34	36

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	41	31	75.6	16.1
Male	11	20	16	80.0	6.3
Female	11	21	15	71.4	26.7
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	17	14	82.3	35.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	25	17	68.0	17.6
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	41	31	75.6	
Male	11	20	16	80.0	
Female	11	21	15	71.4	
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	17	14	82.3	
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	25	17	68.0	
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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

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

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	10	--	20	56	57	60	60	56	54

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

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

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	25	20	80.0	20.0
Male	12	10	83.3	30.0
Female	13	10	76.9	10.0
White	14	14	100.0	21.4
Socioeconomically Disadvantaged	19	16	84.2	18.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### Career Technical Education Programs (School Year 2015-16)

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

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

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

To keep parents and guardians informed, our school uses a variety of methods of contact. We send out a monthly newsletter with school-related articles and a list of upcoming events. We also post a calendar of events on our school website, [www.centerusd.k12.ca.us/cusd/mhs](http://www.centerusd.k12.ca.us/cusd/mhs). Parents and guardians may view student grades through our Homelink portal. Information about this can be found on our website or by contacting our office. Our office and teachers maintain contact with parents through phone and email, and through automated phone, email, and text messages. We welcome parents and guardians to drop in our office at any time, but to arrange meetings with teachers and classroom visitations, we require at least 24 hours' notice to confirm availability.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.40	6.30	14.80	8.40	6.30	14.80	11.40	11.50	10.70
Graduation Rate	89.08	90.61	83.19	89.08	90.61	83.19	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	66	87	86
Black or African American	60	86	78
American Indian or Alaska Native	100	80	78
Asian	100	100	93
Filipino	0	100	93
Hispanic or Latino	67	77	83
Native Hawaiian/Pacific Islander	0	100	85
White	63	85	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	0	83	66
English Learners	0	36	54
Students with Disabilities	31	84	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	34.9	28.9	26.1	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	1.3	0.0	0.0	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	9	1		11	9	1		21	10	8	
Mathematics	7	10			9	6			21	6	2	
Science	9	5	1		9	7			18	7	2	
Social Science	8	13	1		7	12	2		18	9	3	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.71	100
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12377	2648	9730	85847
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	52.6	19.2
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	71.4	27.5

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

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 20214-2015 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal billing Option
- Other Local – Locally defined
- Special Education
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

**Professional Development (Most Recent Three Years)**

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

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



# Global Youth Charter High School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

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

### DataQuest

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

### Internet Access

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

## About This School

### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Global Youth Charter High School
Street	3243 Center Court Lane
City, State, Zip	Antelope, CA 95843
Phone Number	916-339-4680
Principal	Doug Hughey
E-mail Address	<a href="mailto:dhughey@centerusd.org">dhughey@centerusd.org</a>
Web Site	<a href="http://www.centerusd.org">www.centerusd.org</a>
CDS Code	34-73973-0106377

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

### School Description and Mission Statement (School Year 2016-17)

Our Mission is to inspire students to develop a love of learning and empower them to become self-sufficient adults through effective and challenging instruction, extra-curricular activities and a wide range of experiences in a safe and supportive community.

As a collaborative learning community, GYCS decided to re-write its SLOs – (the description “Expected Schoolwide Learning Results”: [ESLR] has evolved to “Schoolwide Learning Outcomes”: [SLO]) – to represent concrete academic outcomes. Over the period of 2 months, with input from staff, parents and students, the following Schoolwide Learning Outcomes (SLO) were developed in the 2013-2014 year:

Graduates of Global Youth Charter will be:

**Complex Thinkers Who:**

Demonstrate creative and critical thinking skills to solve problems

Illustrate a variety of perspectives when drawing conclusions

Identify and use resources effectively

**Academic Achievers Who:**

Strive to meet or exceed state standards

Demonstrate consistent improvement

Produce high quality work

Work independently to seek and evaluate information

Develop and monitor personal education and career goals

**Responsible Citizens Who Demonstrate:**

Cultural awareness and appreciation of diversity

Responsibility, integrity and respect for others

The ability to work as part of a team

Leadership and service within their community

**Effective Communicators Who:**

Articulate ideas clearly in presentations and interactions with others

Speak, read, write, and listen reflectively and critically

Use technology to gather, process, and communicate information

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall: 9,10,11,12	Yes	0
Mathematics	Prentice Hall: Alg. 1, 2, Geometry. Larson/Hostetler: PreCalculus	Yes	0
Science	Holt: Earth Science, Chemistry. Glencoe: Biology. Hewitt: Conceptual Physics	Yes	0
History-Social Science	Glencoe: Geography, US Government, Economics. McDougal/Littell: World History. US History	Yes	0
Health	Glencoe	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Rooms 25 - 38 are currently not in use.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Heat pump vandalized-no compressor, AC missing side panel
Interior: Interior Surfaces			X	Bad and missing ceiling tiles; linoleum needing repair; light defuser missing; stained carpet; paint needed; torn/dirty wallpaper; lights need changing; light tubes & covers needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Trash/glass on floor
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Skylight cracked; siding rotting; skirting rotting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Door handles loose; windows boarded up; windows cracked; bb pock in window; door handles bad; door hinges bad; windows need replacing; eaves peeling; fence cut open

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

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.

**School Safety Plan (School Year 2016-17)**

The Global Youth School Safety Plan is updated on a yearly basis. The last full update was in the spring of 2015. Staff plays a part in developing and implementing the safety plan. Students and staff participate in monthly drills to assure proper procedures are understood should a real emergency place. Global Youth also takes part in the district-wide disaster drill put on once a year in the spring semester. The key elements of the plan include: roles of staff, individual plans for different drills, communication with district and parents, contact numbers for all stakeholders.

**D. Other SARC Information**

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

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5896	29	5868	53470
District	N/A	N/A	6377	
Percent Difference: School Site and District	N/A	N/A	-8.0	
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

### **Types of Services Funded (Fiscal Year 2015-16)**

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In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2014/15 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance

### **Professional Development (Most Recent Three Years)**

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Monday Staff Development Days, Teacher collaboration, All staff received training in Google technologies, Staff training from CJUSD curriculum department on the implementation of Common Core in Mathematics and English, Two staff members are completing BTSA program, Staff Development Days are spent two ways: Looking at student data, looking at individual personal student growth. Teachers are supported by daily classroom observations followed by immediate feedback, one on one meetings with the Principal, and constant collaboration with their peers.

# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b> Global Youth Charter School		
<b>Date:</b> February 15, 2017		<b>Action Item</b> <u>XX</u>
<b>To:</b> Board of Trustees		<b>Information Item</b>
<b>From:</b> Doug Hughey, Principal		<b># Attached Pages</b>
<b>Administrator's Initials:</b> <u>  DH  </u>		

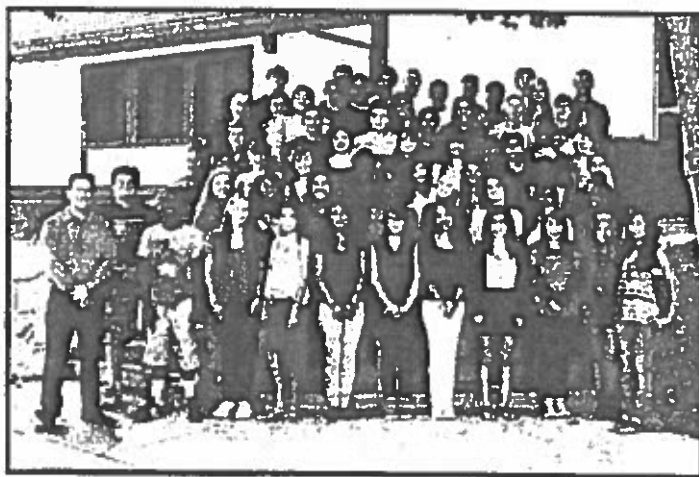
<p><b>SUBJECT:</b> Attached you will find Global Youth's WASC Action Plans which serves as the Single Plan for Student Achievement.</p> <p>I am asking the Board to approve the Single Plan for Student Achievement</p>
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CONSENT AGENDA



## Chapter 5

# Schoolwide Action Plan





**The Development of the Schoolwide Action Plan:**

GYCS developed its Schoolwide Action Plan through its Focus Groups and School Leadership Team, based upon the recommendations of the 2013 WASC visiting committee and findings from the Focus Groups. The areas of growth determined by the school's standardized test scores and Focus Groups are the basis for GYCS's goals for the next six years. An Action Plan was synthesized by the Leadership Team incorporating those concepts with the Critical Academic Needs which was later reviewed by the entire GYCS learning community.

In order to follow up with the multiple findings from the last WASC report, the school continued with its WASC Action Committee. The school's Action Committee met twice a month during the Monday collaboration time and focused on improving student learning through each specific area.

**Monitoring of the Schoolwide Action Plan**

GYCS will take the following steps to monitor and report its progress toward achieving the Schoolwide Action Plan:

1. Site administration and the Leadership Team will monitor the Schoolwide Action Plan.
2. The WASC Focus Group will transition to WASC Action Committees and remain intact after the 2015 visit under the leadership and guidance of a group leader and recording secretary. Each spring, the Action Group will review the plan and create annual reports updating their progress.
3. School leadership will review the reports and apprise the school, community, and CJUSD of information and results.
4. GYCS will continue to use these reports as the foundation for the third-year report and sixth-year Self-Study report.

**The school is focusing on the following goals:**

**Goal 1 (Area of Improvement):** Maximize standards-based instruction, curriculum, and assessment to meet all national, state and district growth targets

**Description:** Expand on the existing comprehensive plan to improve student learning overall, while developing appropriate benchmarks to measure and record student progress.

**Rationale:** GYCS has made great progress in aligning all curriculum and assessments to state standards. Teachers feel that we need to focus on aligning curriculum to National Common Core and developing schoolwide assessments to monitor student growth and assist in the development of interventions to increase student achievement.

**Supporting Data:**

GYCS students scored lower in English/Language Arts and Mathematics than the CJUSD average.

**Growth Targets:** The number of students scoring proficient or advanced on CST's will increase by 5% annually

<b>Monitor Progress Tools:</b>	<b>Report Progress:</b>	<b>Action Plan Progress:</b>
CST/Smarter Balanced test data-Math CST/Smarter Balanced test data-ELA Renaissance Place Assessment testing CAIISEE 10 <sup>th</sup> AYP proficiency Progress on CELDT CST Science test data Classroom-embedded assessments "D" and "F" semester report	Data Reporting: State benchmark assessments First quarter classroom assessments Quarterly Writing Assessment Renaissance Place Testing three times a year	Administration and Action Committee will report targeted progress to GYCS and CJUSD at the end of each semester. The Action Plan will be reviewed and modified as needed.

<b>Steps to Achieve Goals</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Assessments of Improvements</b>	<b>Timeline</b>
Participation in Site-based Professional Development	Administration, Teachers, Support Staff	Monday Collaboration; Computer Lab	CST and Smarter Balanced Benchmarks	Fall 2013, Monthly thereafter
Participation in Content-based Professional Development	Teachers, Administration	PCOE workshops in Common Core Mathematics and in ELA; Sacramento Area Science Project workshop in Common Core	CST and Smarter Balanced Benchmarks	Annually
Analyze data and identify students for intervention	Administration, Teachers, WASC Action Committee	Aeries, Renaissance; "D" and "F" reports	Benchmark results; Aeries; Renaissance results	Every five weeks
Provide Incentives for proficiency	Administration, Teachers, Support Staff	Academic requirements for sports; Academic awards; Field trips; Recognition at graduation	Progress reports; Semester grades; Monitor "D" and "F" list	Every nine weeks
Develop a plan to communicate more effectively with parents of low performing students	WASC Action Committee, Principal, Teachers	Telephone; Aeries database; Grade reports; Back-To-School; Open House; SST's; Interpreters; Junior High Quarter Conferences	Attendance Reports; Renaissance Test results; Aeries; Parent participation in PTC meetings	Fall 2014 and ongoing

**Goal 2 (Area of Improvement):** Students will graduate with the academic preparation essential to choose from a wide variety of post-secondary options.

**Description:** Expand on the existing comprehensive plan to improve student participation in post-secondary schools.

**Rationale:** The mission of Global Youth Charter School is to “empower students to become self-sufficient adults.” A key ingredient to success is students who are goal oriented and who are actively planning for their future. GYC plans to develop and refine curriculum and support systems that will assist students in developing post-secondary goals and achieving them.

**Supporting Data:**

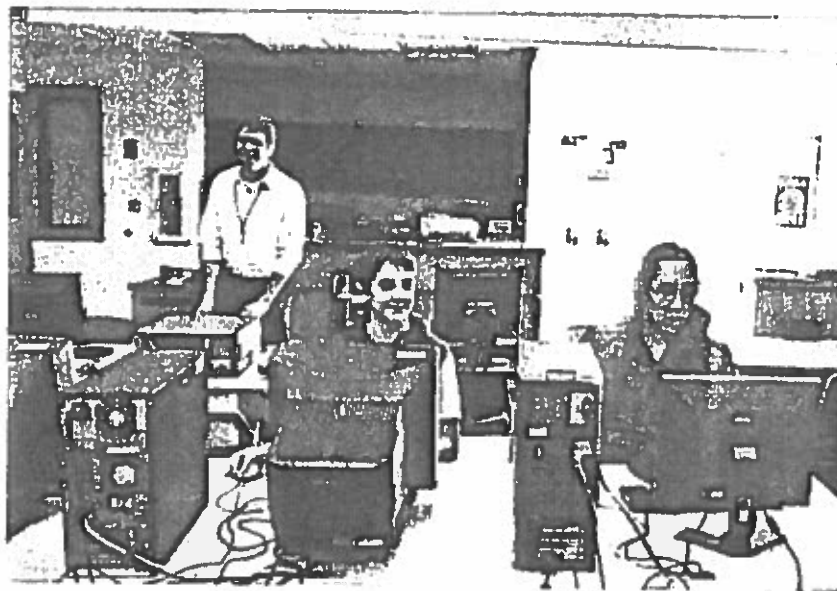
The number of seniors satisfying the full UC “a-g” requirements at graduation has sharply declined. Since this immediately limits the options of graduating seniors, GYCS staff wants to improve the number of students meeting all “a-g” requirements.

**Growth Targets:** The number of students meeting the “a-g” requirements at graduation will increase by at least 15% annually. Parent participation in the college night event will increase by at least 20% annually. The number of students attending community college while still attending GYCS will increase by at least 2 students each year.

<b>Monitor Progress Tools:</b>	<b>Report Progress:</b>	<b>Action Plan Progress:</b>
UC Pathways “a-g” approved course listing for GYCS List of graduates meeting “a-g” requirements Graduate postsecondary exit survey	Student transcripts Percent of graduates accepted at 2 year and 4 year colleges	Administration and Action Committee will annually report targeted progress to GYCS, the PTC and CJUSD at the end of school year. The Action Plan will be reviewed and modified as needed or at least annually.

<b>Steps to Achieve Goals</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Assessments of Improvements</b>	<b>Timeline</b>
Curriculum Refinement: Secure “a-g” approval for all academic core classes and academic	Teachers, Administration	UC Pathways website; Community Colleges; University of California; GYCS general	College Acceptance list; Number of students taking SAT/ACT; CST and Smarter	Fall 2013, Annually reviewed thereafter

electives		funds	Balanced Benchmarks	
Community College Partnerships	Administration, Teachers, Office Staff	Back-To-School parent night with ARC; Financial Aid Night; College Prep. Seminar	College Acceptance list; Graduate Postsecondary Exit Survey	Fall 2014, Annually reviewed at the end of the school year
Career Counseling	Administration, Teachers, WASC Action Committee	Four-Year-Plan Principal's meeting; GYCS website; College Information Presentation; CJUSD career counseling center	Graduation Rate; List of graduates meeting "a-g" requirements; Postsecondary Exit Survey	Fall 2014 and annually thereafter
Academic Focus on Language Arts: Writing skills and Reading Comprehension	Administration, Teachers,	Cross-Curricular Projects; Senior Project; ChromeBook and computer Lab	SAT/ACT scores; Smarter Balanced assessments	2014 and annually at the end of the school year
Develop a recruitment plan to create an academy charter school	WASC Action Committee, Principal, Teachers, Office Staff, Parents, CJUSD administration	CJUSD governing board; GYCS website; Parent Teacher Club; GYCS Charter agreement; School newspaper	Attendance Reports; Renaissance Test results; Aeries; Parent participation in PTC meetings	Spring 2015 and ongoing



**Goal 3 (Area of Improvement):** Maximize effective communication, assessment and teaching strategies that implement the National Common Core Standards and California Smarter Balanced Standards by updating technology used in the classroom and media room.

**Description:** Addressing needed technology and pedagogies necessary for implementation of the new Common Core Standards.

**Rationale:** Prepare students for new Common Core performance standards.

Enhance teaching and learning with modern approaches to lesson delivery and assessment.

Provide opportunities for enrichment or for remediation outside the classroom.

Enhance the technology literacy of faculty and students while improving communication skills.

**Supporting Data:**

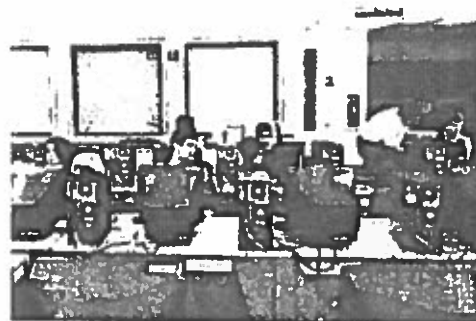
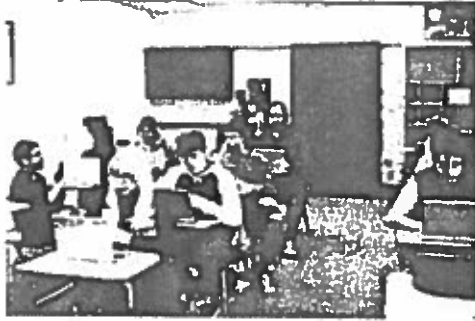
The computer laboratory was unable to run the Smarter Balanced practice materials for a full class of students without computer malfunction and data loss.

**Growth Targets:** All staff members will receive technology training and be proficient in Google technologies. All teaching staff shall attend at least one workshop in Common Core as it applies to their area of instruction. GYCS students will score proficient or above on the Smarter Balanced assessments.

<b>Monitor Progress Tools:</b>	<b>Report Progress:</b>	<b>Action Plan Progress:</b>
School and district-created Common Core performance tasks. Common Core Field Testing 2014. Common Core Summative Assessments 2015. GYCS website.	Data Reporting: Benchmark assessments: November and April	Administration and Action Committee leader will report annually in December to GYCS and the CJUSD. The Action Plan will be reviewed and modified as needed or at least annually.

<b>Steps to Achieve Goals</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Assessments of Improvements</b>	<b>Timeline</b>
Develop schoolwide and Departmental writing and	Teachers, Administration	Common Core Rubric	Benchmark results	March 2014 (review after 1 <sup>st</sup> year CAASPP

Common Core benchmarks				results)
Upgrade Computer lab to operate at greater bandwidth	Principal, Tech Support	Common Core Grant; CJUSD computer technology department	Administration of Common Core Materials without tech failure	Ongoing
Develop Common Core Performance Task Rubrics	Administration, Teachers, Office Staff	State Common Core Materials; County Office of Education	CAASPP scores increase annually	Fall 2015, Annually reviewed at the end of the school year
Install high-speed wireless and short-throw projectors to every classroom	Tech Support	Common Core Grant; CJUSD computer technology department	Classroom use of Common Core Materials Smarter; Balanced Benchmark Results	Fall 2014
Prepare Professional Development on Common Core	Administration, Teachers, WASC Action Committee	Guest Speakers: County Office of Education; Smarter Balanced Materials	CAASPP results; Semester Grade Reports	Fall 2014 and annually thereafter
Create portable ChromeBook Lab	Principal, Teachers, Tech Support	Common Core Grant; CJUSD computer technology department	Implementation of Common Core pedagogies using Google Technologies; CAASPP benchmark Results	Fall 2014
Review Common Core field testing and initial test results; Develop revised testing plan	WASC Action Committee; School testing coordinator	Smarter Balanced Sample Tests, Common Core Scores	Multiple Common Core score annual reports	2015 and annually at the end of the school year



**Goal 4 (Area of Improvement):** Implement a marketing strategy to help increase enrollment at Global Youth

**Description:** Global Youth must address the declining enrollment concerns

**Rationale:** Global Youth is in danger of closing down if enrollment numbers do not increase for the 2016-17 school year

**Supporting Data:** As of January 2016 Global Youth has 62 students enrolled (7<sup>th</sup>-12<sup>th</sup> grade). With 16 students graduating May 2016, Global Youth will be left with 46 students to open the 2016-17 school year.

**Growth Targets:** August 2016/75 students.

January 2017/80 students

August 2017/85 students

<b>Monitor Progress Tools:</b>	<b>Report Progress:</b>	<b>Action Plan Progress:</b>
Aeries PTC Meetings Zone Leaders Feedback Open Enrollment Nights	Weekly Staff Meetings Report to District Update Parents at PTC Website Updates	Will be reviewed on a weekly basis for the remainder of the 2015-16 school year

<b>Steps to Achieve Goals</b>	<b>Responsible Person(s)</b>	<b>Resources</b>	<b>Assessments of Improvements</b>	<b>Timeline</b>
Include PTC	Principal			Ongoing
Organize student committee(s)	Principal			January 2016
Recruit Parent	Principal/Staff			January 2016



<b>Zone Leaders</b>				
<b>Create School Video/Website</b>	<b>Staff/Video Class</b>			<b>Complete by March 2016</b>
<b>CHS Student Guidance</b>	<b>Principal</b>			<b>Ongoing</b>
<b>District/Community Outreach</b>	<b>Staff/Students</b>			<b>Ongoing</b>
<b>Create Visitor Center</b>	<b>Principal/Staff</b>			<b>April 2016</b>

*Center Unified School District*

AGENDA REQUEST FOR:

Dept./Site: Family Resource Center

Action Item X

To: Board of Trustees

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

Date: 1/19/2017

# Attached Pages 2

From: Alyson Collier

Principal's Initials: 

**SUBJECT**

Addendum to MOU #16-DA-CJ between SCOE and CJUSD to increase Adult Ed. allocation to support data and accountability requirements.

**RECOMMENDATION: Approve**

**Addendum 1 to Memorandum of Understanding (MOU) # 16-DA-CJ  
Between Sacramento County Office of Education (SCOE)  
and Center Joint Unified School District**

**Term of Agreement – July 1, 2016 through February 28, 2018**

**I. Purpose**

The Sacramento County Office of Education (SCOE) (the Capital Adult Education Regional Consortium (CAERC) fiscal agent) and each of the CAERC members for the Adult Education Block Grant (AEBG) Data and Accountability (D&A) funding entered into a Memorandum of Understanding for the Term of July 1, 2015-February 28, 2018. Center Joint Unified School District is a member of CAERC (hereinafter referred to as “CAERC Member”) and entered into such an MOU with SCOE (MOU).

This Addendum 1 amends the MOU to address additional funding received from AEBG for the period of July 1, 2016-December 31, 2017. Specifically, AEBG allocated \$976,802 (Additional Funds) to CAERC to address the following objectives:

- a) Respond to the short term reporting needs required by AB 104.
- b) Foster regional and local system integration efforts pertaining to assessment and intake of adult students.
- c) Support data sharing efforts to bolster performance accountability and program evaluation while leveraging broader statewide efforts to build a federated and aligned workforce and an education performance accountability system.

Accordingly, SCOE and CAERC Member agree to the following provisions regarding the Additional Funds.

**II. SCOE Responsibilities**

As the CAERC fiscal agent and program manager, SCOE will undertake the responsibilities set forth in the MOU in Sections III and IV for the Additional Fund.

**III. CAERC Member Responsibilities**

The parties agree to the additional provisions to Section V of the MOU:

In exchange for \$20,725 in Additional Funding, CAERC Member will build member capacity through staff expansion, professional development, and technology upgrades for data collection and reporting.

- a. Staffing may include but is not limited to transition specialists, data managers, and counselors to support case management tasks (*e.g., intake, performance outcomes/student exit, student tracking*).
- b. Professional development: Minimum of one representative from each member will attend CASAS Summer Institute 2017.
- c. Technology option: Members may elect to update computers and printers for data managers.

<b>Deliverable</b>	<b>Due Date</b>
Fiscal Year-End Report	July/August, 2017*
Last day to spend D&A funds	December 31, 2017
Final Expenditure and Progress Report	January, 2018*
<i>* Dates subject to change</i>	

**IV. Term**

Addendum 1 shall be effective from July 1, 2016- February 28, 2018.

**V. MOU Otherwise Unchanged**

Except as set forth herein, all other terms of the MOU remain unchanged and apply to the parties' receipt, use, and accountability for the Additional Funds. This Addendum 1 does not change the parties' responsibilities for the funding previously received for the CAERC, as set forth in the MOU.

Dr. Al Rogers  
 Deputy Superintendent  
 Sacramento County Office of Education

Alyson Collier  
 Center Joint Unified School District

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

Authorized Center Joint Unified School  
 District Representative

\_\_\_\_\_  
 Signature

Scott Loehr  
 Printed Name

Superintendent  
 Title

\_\_\_\_\_  
 Date

# Center Unified School District

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: North Country Elementary	Action Item <u>  X  </u>
Date: January 11, 2017	Information Item
To: Board of Trustees	
From: Kathleen Lord, Principal	
	# Attached Pages: 3
Principal's Initials: <u>KL</u>	

**SUBJECT: 4<sup>th</sup> Grade Sierra Outdoor School**

The 4<sup>th</sup> Grade classes at North Country are requesting permission to attend an Outdoor Environmental Living Program at Sierra Outdoor School from March 20<sup>th</sup> – March 22<sup>nd</sup>.

Cost of the field trip is \$235.00 and will be paid for by parents and students earning money through fundraisers.

Private vehicles will provide transportation for 2 teachers, 10 chaperones and approximately 40 students.

Activities will include combining classroom curriculum into directed field study by having active participation based in the outdoors. Meals, lodging and transportation are included in the \$235.00.

CONSENT AGENDA

- E. Modification of Program. CUSD RESERVES THE RIGHT TO MODIFY A GROUP/SCHOOL/DISTRICT'S PROGRAM IN THE EVENT THAT THE GROUP/SCHOOL/DISTRICT ARRIVES LATE AT THE SOS.
- F. Limit on Participants. Due to space availability, CUSD reserves the right to limit the number of adult participants, in excess of the 1:10 ratio set forth in Section I.C., wishing to attend from a Group/School/District if the number of students or minor participants attending during the reservation period is significantly higher than the projected participant numbers listed in this Agreement at the time of signing. Paragraph J of Section I outlines the procedure for bringing additional students over the number indicated on the Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement of the day and year set forth herein below.

CLOVIS UNIFIED SCHOOL DISTRICT

Dated: 2-24-2016

By: Michael Olenchalk  
 Michael Olenchalk, Director  
 Sierra Outdoor School

SCHOOL YEAR: 2016-2017

DATES OF ATTENDANCE AT THE SIERRA OUTDOOR SCHOOL: Mar. 20 - 22

Please complete the information below

FORMS NOT COMPLETEDLY FILLED OUT WILL BE RETURNED

GRADE LEVEL (Circle) K 1 2 3 4 5 6 7 8

Projected Number of Student Participants 40

Number of Chaperones (1:10 Ratio) 8  
 Number of Teachers/Admin 1

Teacher/Contact Erica Olmstead  
 (Print)

Teacher/Contact E-mail eolmst@ccsd@yahoo.com

Contact Phone Number (916) 338-6480  
 Authorization:

Participant Fee \$175.00

Governing Board/Business Manager/Principal  
 or North County Elem.  
 Group/School/District

Title Principal

By Kathleen Lord  
 Print Signatory's Name

Kathleen Lord  
 Authorized Signature

Date Signed 4-6-2016

Governing Board Approval Date pending

PLEASE SIGN AND RETURN A COPY OF THIS AGREEMENT BY MAIL OR FAX TO:  
  
 SIERRA OUTDOOR SCHOOL  
 15700 OLD OAK RANCH ROAD  
 SONORA, CALIFORNIA 95370  
 FAX (209) 532-4196  
 QUESTIONS? (209) 532-3691

Billing Address:  
 Name/School North County Elementary  
 School District Center Joint Unified  
 Address 3901 Little Rock Dr.  
 City/State/Zip Antelope, CA 95813  
 Phone (916) 338-6480  
 Fax (916) 338-6480

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If possible Notes  
 We'd like to move our  
 dates to later in the school  
 year. Prior to April 7  
 or the week of  
 May 15<sup>th</sup> Thank You!

Receipt Stamp

- Plan or Medical Care Plans of its participants. Also any transportation as required by a participant's IEP or Section 504 Plan or Medical Care Plan shall be provided to and from the SOS, and to and from scheduled SOS classes and activities by the Group/School/District.
- P. Due to CUSD's waiting list, return a signed copy of this Agreement before 3-31-16 to maintain an existing time slot. Failure to do so before this date may result in a forfeiture of the time slot. In the event that the Group/School/District is waiting for school board approval and is unable to return the Agreement by the specified date, a **\$1000.00 non-refundable deposit must be received by SOS by 3-31-16** to reserve the time slot for 30 days. This deposit will be applied to the invoice at the completion of your stay.

## II. CUSD SHALL:

- A. Where requested, provide a program in outdoor science, conservation, and environmental education in accordance with standards as set forth by the California State Department of Education.
- B. Provide, at its own expense throughout the term of this Agreement, general liability insurance that provides coverage for bodily injury, property damage, and personal injury arising out of the actual or alleged acts, omissions or negligence of CUSD and/or its officers, employees, agents, students, or volunteers relating to this Agreement. Such insurance coverage shall be in an amount equal to the greater of (1) the insurance currently maintained by CUSD or (2) \$1,000,000 per occurrence for bodily injury, property damage and personal injury.
- C. Provide basic first aid supplies for participants and other personnel of the Group/School/District during the period they are attending the SOS.
- D. Have the sole discretion to prohibit or exclude any person from the SOS for health or safety reasons, including but not limited to communicable or contagious diseases, disciplinary problems, or other acts or conditions which in CUSD's determination threatens the health or safety of other persons attending the SOS.
- E. Where requested, provide food and food services for participants during their stay at the SOS (Monday through Sunday).
- F. Provide an instructional packet for the Group/School/District prior to arrival at the SOS. This packet will include instructions, a map, clothing and equipment lists. This information is available online at [www.clovisusd.k12.ca.us/SOS](http://www.clovisusd.k12.ca.us/SOS).
- G. Indemnify, defend and hold harmless Group/School/District and its officers, employees, agents and volunteers from and against actions, causes of action, damage, liability, loss, claims, costs and expenses, including attorney's fees and costs, for damages to property or injuries to person arising out of the acts or omissions of CUSD and/or its officers, employees, agents, volunteers or students related to this Agreement.

## III. PAYMENT AND ADMINISTRATIVE FEE.

- A. In consideration for the services performed, the Group/School/District agrees to pay CUSD a per participant fee of **\$ 175.00** for the actual cost of providing an instructional program, use of facilities, and for continuing capital outlay expenditures, maintenance, and other costs of the program pursuant to sections 8763 and 8764 of the California Education Code.

B. RESERVATIONS ARE MADE A YEAR IN ADVANCE TO LOCK IN SPECIFIC DATES. IF THE GROUP/SCHOOL/DISTRICT'S PROJECTED PARTICIPANT NUMBERS FALL TO OR BELOW 95%, IT WILL BE BILLED BASED ON 95% OF THE NUMBERS LISTED ON THIS AGREEMENT AT SIGNING.

C. AN ADMINISTRATIVE FEE, AS SET FORTH BELOW, SHALL BE CHARGED TO AND PAID BY THE GROUP/SCHOOL/DISTRICT FOR TERMINATING THIS AGREEMENT AND/OR CANCELING ITS PARTICIPATION AT THE SOS UNDER THIS AGREEMENT. TERMINATION RATES ARE BASED ON THE NUMBER OF CALENDAR DAYS BETWEEN THE DATE SOS RECEIVES NOTICE OF THE TERMINATION OR CANCELLATION AND THE DATE OF THE GROUP/SCHOOL/DISTRICT'S SCHEDULED ARRIVAL AT THE SOS.

### TERMINATION

#### RATE (COST BASED ON PROJECTED NUMBER OF PARTICIPANTS)

360-121 DAYS	\$1000.00
120-91 DAYS	50% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS
90-61 DAYS	65% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS
60-31 DAYS	80% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS
30 DAYS OR LESS	100% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS

D. IF THE GROUP/SCHOOL/DISTRICT'S TRANSPORTATION CARRIER ELECTS NOT TO TRANSPORT ITS PARTICIPANTS TO THE SOS, AN ADDITIONAL BUS FEE WILL BE ASSESSED. BUS FEES ARE SUBJECT TO CHANGE BASED ON DURATION AND MILEAGE.

## IV. TERMS AND TERMINATION OF AGREEMENT.

This Agreement is effective 3-31-16 and shall continue until the Group/School/District's departure from the SOS, or until termination of this Agreement by either party, whichever is earlier. Either party may terminate this Agreement upon written notice to the other party. An administrative fee shall be assessed against the Group/School/District as set forth in Article III.

## V. ADDITIONAL PROVISIONS.

- A. **Assignment.** This Agreement shall not be assignable by the Group/School/District without the written consent of CUSD, except to a successor in interest.
- B. **Entire Agreement.** This Agreement represents the total and complete understanding of the parties regarding the subjects set forth herein. Any other oral understandings or prior understandings shall have no force or effect.
- C. **Amendment of Agreement.** This Agreement cannot be changed or supplemented orally and may be modified or suspended only by written instrument executed by the parties.
- D. **Authorized Signatories.** The signatories of this Agreement warrant that they represent the respective parties herein and are authorized to commit to all provisions in this Agreement on behalf of the respective parties.

**CLOVIS UNIFIED SCHOOL DISTRICT**  
**SIERRA OUTDOOR SCHOOL**  
Janet Young, Ed.D., Superintendent  
15700 Old Oak Ranch Road, Sonora, California 95370  
**AGREEMENT**

THIS AGREEMENT, is made and entered into between CLOVIS UNIFIED SCHOOL DISTRICT (hereinafter "CUSD") and (hereinafter "Group/School/District").

North Country

**WITNESSETH**

WHEREAS, CUSD operates an outdoor education facility known as the Sierra Outdoor School ("SOS"), which is located at 15700 Old Oak Ranch Road, Sonora, California 95370. The SOS has available lodging and teaching facilities for students to learn about nature and the environment.

WHEREAS, CUSD desires to make available and Group/School/District desires to have its students or members ("participants") use the SOS' lodging and teaching facilities for the purpose of teaching them about nature and the environment and other educational purposes.

WHEREAS, it is mutually beneficial for CUSD and Group/School/District to have the arrangement as set forth in this Agreement.

NOW, THEREFORE, BE IT AGREED AS FOLLOWS:

**I. GROUP/SCHOOL/DISTRICT SHALL:**

- A. Provide transportation for its participants and personnel to and from the SOS, and to and from classes and activities while at the SOS in accordance with a schedule to be formulated by the Director of the SOS or his or her designee, and the Group/School/District. Provide one vehicle (i.e., automobile or van) that could be used if someone has to leave unexpectedly or be transported for medical care.
- B. Provide one teacher/supervisor per class during the period that its participants attend the SOS.
- C. Provide adult chaperones during the period that its students are in attendance at the SOS at a minimum ratio of one adult to ten students (1:10) in addition to the classroom teacher, group leader or supervisor.
- D. Pay a \$1.00 lab fee per participant for owl pellets and a \$1.00 lab fee per participant for arrow heads class if these classes are selected during the schools visit.
- E. Cooperate with the SOS's staff in availing the teachers, supervisors and adult chaperones of the necessary pre-attendance planning or post-attendance follow-up to ensure that the objectives of the program are carried out.
- F. Ensure that participants are equipped with suitable clothing and bedding while attending said program.
- G. Ensure that each person attending the SOS has received all immunizations required by the California Health and Safety Code, including but not limited to those set forth in Sections 3380 et seq. and 120325 et seq., and that each person has no disease or health condition which is contagious or communicable to other persons.
- H. Provide, at its own expense throughout the term of this Agreement, general liability insurance that provides coverage for bodily injury, property damage, and personal injury arising out of the actual or alleged acts, omissions or negligence of Group/School/District and/or its officers, employees, agents, students, or volunteers relating to this Agreement. Such insurance coverage shall be in an amount equal to the greater of (1) the insurance currently maintained by Group/School/District or (2) \$1,000,000 per occurrence for bodily injury, property damage and personal injury. CUSD and its Board of Trustees and members thereof, officers, employees, agents and volunteers shall be named as additional insureds on the general liability insurance. Group/School/District shall also ensure that insurance coverage is provided for all vehicles and automobiles that will be used for transportation at the SOS in an amount of not less than One Million Dollars (\$1,000,000) per occurrence.
- I. Provide SOS with the projected number of participants as indicated on the signature page of this Agreement and agree that the Group/School/District will be responsible for payment for no less than 95 percent of the projected number of participants, in the event that the actual numbers of participants are less than 100% of the projected numbers.
- J. Request, in writing, at least 30 days prior to arrival, space for additional participants. These requests will be granted as space is available.
- K. Make payment for the actual number of participants or 95% of projections for the Group/School/District who will attend the SOS within (30) days of receipt of billing by CUSD.
- L. NOTIFY THE SOS (30) DAYS BEFORE THE SCHEDULED ATTENDANCE DATE OF THE ACTUAL NUMBER OF PARTICIPANTS, INCLUDING A COMPUTER GENERATED LIST FROM THE GROUP/SCHOOL/DISTRICT'S CLERK IDENTIFYING ANY FREE OR REDUCED STUDENTS. IF PARTICIPANT NUMBERS FALL TO OR BELOW 95% OF PROJECTIONS LISTED ON THIS AGREEMENT, THE BILLING WILL REFLECT A RATE ASSESSED BASED ON NO MORE THAN 95% OF ORIGINAL PROJECTED NUMBERS.
- M. Indemnify, defend and hold harmless CUSD and its Board of Trustees and members thereof, officers, employees, agents and volunteers from and against actions, causes of action, damage, liability, loss, claims, costs and expenses, including attorney's fees and costs, for damages to property or injuries to person arising out of the acts or omissions of the Group/School/District and/or its officers, employees, agents, volunteers or students related to this Agreement.
- N. Ensure that all Group/School/District employees, agents and volunteers who will be at SOS have complied with finger printing and background checks as required by applicable laws, including but not limited to Education Code sections 45125 et seq.
- O. Provide the special education, related services, supplementary aids and services, accommodations, and/or modifications required by the Individuals with Disabilities Education Act ("IDEA"), its implementing regulations, and related California law and regulations, and/or Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as specified in the individualized education program ("IEP") or Section 504



# Center Unified School District

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: North Country Elementary	Action Item <u>  X  </u>
Date: January 11, 2017	Information Item
To: Board of Trustees	
From: Kathleen Lord, Principal	
	# Attached Pages: 5
Principal's Initials: <u>KL</u>	

CONSENT AGENDA

<p><b>SUBJECT: 5<sup>th</sup> Grade Alliance Redwoods Trip</b></p> <p>The 5<sup>th</sup> Grade classes at North Country are requesting permission to attend an Outdoor Environmental Living Program at Alliance Redwoods from May 16<sup>th</sup> – May 19<sup>th</sup>.</p> <p>Cost of the field trip is \$280.00 and will be paid for by parents and students earning money through fundraisers.</p> <p>Private vehicles will provide transportation for 2 teachers, 6 chaperones and approximately 40 students.</p> <p>Activities will include combining classroom curriculum into directed field study by having active participation based in the outdoors. Meals, lodging and transportation are included in the \$280.00.</p>
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# Alliance Redwoods Conference Grounds, Inc.

6250 Bohemian Highway - Occidental CA 95465

www.allianceredwoods.com

Office (707) 874-3507 Fax (707) 874-2509

## Outdoor Education Contract # 11075

Thank you for scheduling your event at Alliance Redwoods Conference Grounds (ARCG). ARCG is a non-profit organization owned and operated by the Central Pacific District of The Christian and Missionary Alliance. In its Outdoor Education activities ARCG seeks to provide a "camping" and educational experience whereby each participant can enjoy their time while learning within the unique environment of the Redwoods.

### CONTACT INFORMATION

This contract is made between Alliance Redwoods Conference Grounds, and:

Group Name: North Country Elementary School

Address: 3901 Little Rock Dr.  
Antelope CA 95843

Group Type: PODE

Group Leader: Kim Tricomo

Work Phone: (916) 338-6480

Home Phone: (916) 524-0573

Cell Phone:

FAX #: (916) 338-6488

Email: ktricomo@centerusd.org

### EVENT ARRANGEMENTS

Event Dates:

Arrive: 5/16/2017 11:00 am

Depart: 5/19/2017 2:00 pm

Event Duration:

Nights: 3

Total Meals: 9

First Meal: Tue, 5/16/2017, Dinner

Last Meal: Fri, 5/19/2017, Lunch

Breakfast\*: 8:00am

Lunch\*: 12:30pm

Dinner\*: 6:00pm

\*These are typical meal times. On occasion, Guest Services may find it necessary to vary the meal times slightly.

Room Check-Out Time: 10:00 am on 5/19/2017

Room Check-Out Time is defined as when ALL lodging accommodations must be cleared of all group members' belongings.

### FINANCIAL OBLIGATIONS

- 1) **Guaranteed Minimum Number of Students is 45**  
ARCG has based this contract on this number of students. All student, chaperone, and teacher rooms/beds are based on this number. Please calculate your plans carefully. This figure may not be reduced once this contract has been signed by both organizations. The expected number of guests may be increased ONLY after verifying space availability with Alliance Redwoods' Sales and Marketing Department.
- 2) **Maximum Number of Reserved Beds (Students plus all adults) 0**  
ARCG has assigned rooms/beds based on the number of students, plus one (1) chaperone for every seven (7) students and one (1) teacher for every thirty (30) students. Please be aware that ARCG will turn away conference requests for use of these meeting rooms and beds, based on your contract. Modifying the Guaranteed Minimum Number of Guests must be negotiated through the Sales and Marketing Department.
- 3) **The Guest Group agrees to pay to Guaranteed Minimum Number Amount: \$10,800.00**  
This figure is based on the type of lodging selected for the Guaranteed Minimum Number of Full-Time Students and will be charged even if the actual number of participants attending is less than the Guaranteed Minimum Number of Full-Time Students. If the actual number exceeds the Guaranteed Minimum Number of Students, the school will pay the additional per student fee equivalent to the contracted rates. One adult teacher is free for every thirty (30) paying students, one adult chaperone is free for every seven (7) paying students according to space available as indicated on attached Invoice Summary. Additional adults must be approved by ARCG prior to arrival and will be charged the normal student rate as indicated on the attached Invoice Summary.

A non-refundable, non-transferable HOLDING FEE CHECK of \$2,600.00 is required on or before 10/15/2016 along with this signed contract before dates and class selections can be guaranteed. The TOTAL HOLDING FEE will be applied toward the final bill.

**PAYMENT IN FULL is due upon arrival.** Any unpaid balance will incur a 1 1/2% service charge per month until balance is paid, if not paid in full by the departure date.

Alliance Redwoods accepts the following form of payment for Holding Fees and final payment:

- Cash
- Checks or Money Orders made payable to: **Alliance Redwoods Conference Grounds**
- Debit/Credit Cards (Master Card/Visa/Discover) with a 3% Debit/Credit Card Processing Fee added to the invoice.

## **TERMS AND CONDITIONS**

- 1) This contract must be signed by the Superintendent, Principal, or other legal agent of the Outdoor Education group organization and so designated under Acceptance of Provisions, Terms, and Conditions.
- 2) Guest Group agrees to provide Alliance Redwoods **no later than THREE (3) WEEKS prior to arrival date:**
  - a) "Certificate of Liability Insurance" with Endorsement that states the group will:  
*"Indemnify, defend, and hold harmless Alliance Redwoods Conference Grounds for their stay and all activities during their stay except those activities that are staffed, run by and supervised by Alliance Redwoods Conference Grounds (e.g. Ropes Courses)" and list Alliance Redwoods Conference Grounds as "additionally insured."*
  - b) Class Assignment Sheet
  - c) Class selection, field trip options, and challenge course activity requests
  - d) Background checks, ARCG Disclosure Statement, and Compliance Agreement.
- 3) Guest Group agrees to indemnify and hold ARCG harmless from the payment of any and all judgments, settlements, costs, disbursements and attorney fees that are associated with ARCG's having to defend or investigate any claim, action or proceeding of any type whatsoever arising out of the breach of the Terms and Conditions of this Agreement and/or the Guest Group's participation in activities at Alliance Redwoods including, but not limited to, claims for negligence, strict liability, or otherwise. This indemnification obligation does not; however, absolve Alliance Redwoods Conference Grounds from any liability, damages, costs, disbursements and attorney fees incurred due to its intentional or reckless conduct.
- 4) It is understood that ARCG's Executive Director has final authority over all matters affecting the facility.
- 5) Alliance Redwoods is NOT responsible for damage or loss to vehicles parked in parking lots or valuables left on the premises.
- 6) Food and utility charges may fluctuate between the date of establishing this contract and the actual date of the event. Your contract may be subject to a food and/or utility surcharge up to three months prior to your arrival.

**CONTRACT SIGNATURE PAGE**  
**Please Sign & Return**

**Outdoor Education Contract # 11075**

**CONTACT INFORMATION**

This contract is made between Alliance Redwoods Conference Grounds, and:

Group Name: **North Country Elementary  
School**  
Address: **3901 Little Rock Dr.  
Antelope CA 95843**  
Group Type: **PODE**

Group Leader: **Kim Tricomo**  
Work Phone: **(916) 338-6480**  
Home Phone: **(916) 524-0573**  
Cell Phone:  
FAX #: **(916) 338-6488**  
Email: **ktricomo@centerusd.org**

**CONFERENCE ARRANGEMENTS**

Arrive: **5/16/2017 11:00 am**  
Depart: **5/19/2017 2:00 pm**

Nights: **3**  
Meals: **9**

**ACCEPTANCE OF PROVISIONS, TERMS, AND CONDITIONS**

This is to certify that we consent to the above **Outdoor Education Contract** and **Outdoor Education Supplement** and that we shall abide by the responsibilities and obligations required by each party.

Guaranteed Minimum Number of Full-Time Guests of **45** people at a Guaranteed Minimum Dollar Amount of **\$10,800.00**.

I understand and am in agreement with the terms of this contract. \_\_\_\_\_ Initial Here

**Alliance Redwoods Conference Grounds**

*Bruce Wohlert*

Bruce Wohlert  
Title: **Business Manager**

Date: **August 12, 2016**

**North Country Elementary School / 11075**

\_\_\_\_\_  
Superintendent, Principal or Legal Agent  
Title:

\_\_\_\_\_  
Date:

Contract Due Date: **10/15/2016**

Please Return to: **Jason Sanders: [jasons@allianceredwoods.com](mailto:jasons@allianceredwoods.com) 707-874-3507 x 188**  
**6250 Bohemian Hwy. Occidental, CA 95465**

## **Alliance Redwoods Conference Grounds Outdoor Education Contract Supplement to Contract # 11075**

1. **VISITOR POLICY** - Any walk-on/part-time guests (drivers, principals, parents, etc) must have prior approval from the group leader. Upon arrival these guests must report to the office to receive a Visitor's Pass, and pay for any meals eaten during their stay.
2. **MEDICATIONS** – All students' medications must be turned into the ARCG Camp Medical Personnel upon arrival with a completed "Medication Check-In Form." A complete description of any allergies and other current health conditions requiring medical treatment, medications, or special restrictions while on site must be reported on the "Outdoor Education Medical Form." Forms may be obtained on the ARCG website.
3. **EMERGENCIES** - ARCG requires that you submit the following to ARCG:
  - a. Emergency contact names and phone numbers for all participants (teachers, chaperones, students)
  - b. Completed "Outdoor Education Medical Form" for all students.
4. **SUPERVISION** – Teachers/Chaperones are responsible for adequate supervision of students while on ARCG grounds. These Teachers/Chaperones must ensure compliance of all rules to ensure the safety and enjoyment of all guests and to preserve the ARCG property and facilities. All recreation activities will be conducted only under the supervision of trained ARCG staff members. Outdoor Education groups will provide responsible adult supervisors at a ratio of one adult (age 18 or above) per seven students while on ARCG property. Under no circumstances will adult supervisors be of a different gender than the gender of their assigned cabin group. Behavior or actions considered to be unsafe, disruptive, or unacceptable, will be a basis for ARCG to request dismissal of a student by the school and that individual(s) to leave camp.
5. **LOSS AND/OR DAMAGE FEES** – Schools must leave the facilities clean. Loss and/or damage fees, if applicable, will be determined by the ARCG Operations Director and will be in addition to usage fees outlined in the Outdoor Education Contract. These fees, if applicable, will be due and payable at the close of the school's stay and will be included in the final bill. Schools will be held liable for losses/damages reported during or discovered within 72 hours after departure time and will be billed for all applicable replacement and/or repair costs. Terms of payment for such charges will be 30 days from date of invoice.
6. **LINENS** – All students and chaperones are required to provide their own sleeping bags, pillows, and towels. ARCG does not provide linens to students or chaperones. Full linens (sheets, towels, pillows, and blankets) are provided only to teachers at no additional cost.
7. **TEACHER LODGING** – ARCG provides teacher housing for 1 teacher per 30 students and any additional teachers will be provided/charged housing subject to availability.
8. **LOST & FOUND** – All lost & found items will be held in the ARCG office for two weeks. Unclaimed items will be donated to charity.
9. **SWIM SUITS** – ARCG requires modest swimming attire in the pool area.
10. **CURFEW** – Students must remain in their cabins after 10:00 pm.
11. **PARKING** – Guest vehicles must park in the main parking or across the street in the overflow parking lot. No one may drive across the main bridge unless given permission by ARCG staff. Unloading/handicap parking passes may be obtain at the ARCG Front Desk. Parking adjacent to Big Rock Lodge is reserved for guests assigned to Big Rock Lodge only.
12. **NOT PERMITTED** – Alcoholic beverages, weapons, firearms, illegal drugs, gambling, fireworks, other items of contraband and recreation equipment such as scooters, bicycles, and skateboard are not permitted. Pets, except helping/service animals, are not permitted on the ARCG grounds. In addition, the Fish and Game Department does not allow fishing in the creek that runs through Alliance Redwoods property.
13. **SMOKING** - Smoking is permitted only in designated smoking areas.
14. **BOUNDARY LIMITS** - Due to the importance of maintaining good relationships with our neighbors, it is very important that ALL GUESTS remain on camp property or leave by way of public roads. Do not proceed beyond the "No Trespassing" signs posted on ARCG's property lines. Trespassing onto our neighbors' adjoining property is forbidden.
15. **TWO-WAY RADIOS** - Must not be tuned to 154.600 MHz. or 154.570 MHz. These frequencies are reserved for the exclusive use of the Alliance Redwoods staff in order to ensure prompt and effective response to emergencies and efficient handling of the guests' needs.

16. **PROMOTIONAL MATERIALS** - It is understood that video taping, still photography and sound recording may be in progress on the Alliance Redwoods grounds from time to time and that members of the group may appear in promotional materials produced thereby. Such materials will be used for promotional purposes only, and not for sale or any other commercial purpose.

# Center Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	North Country Elementary	
<b>Date:</b>	January 11, 2017	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	Board of Trustees	<b>Information Item</b>
<b>From:</b>	Kathleen Lord, Principal	
		<b># Attached Pages: 86</b>
<b>Principal's Initials:</b>	<u>KL</u>	

<b>SUBJECT:</b>	2016/17 Safe School and Emergency Preparedness Plan - North Country
<p>North Country would like Board approval for the attached 2016/17 Safe School and Emergency Preparedness Plan.</p>	
<p><b>RECOMMENDATION:</b> CUSD Board of Trustees approve the 2016/17 Safe School and Emergency Preparedness Plan for North Country.</p>	

CONSENT AGENDA

# **NORTH COUNTRY ELEMENTARY SCHOOL**



**Safe School**

**And**

**Emergency Preparedness Plan**

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

Revised January 2017



## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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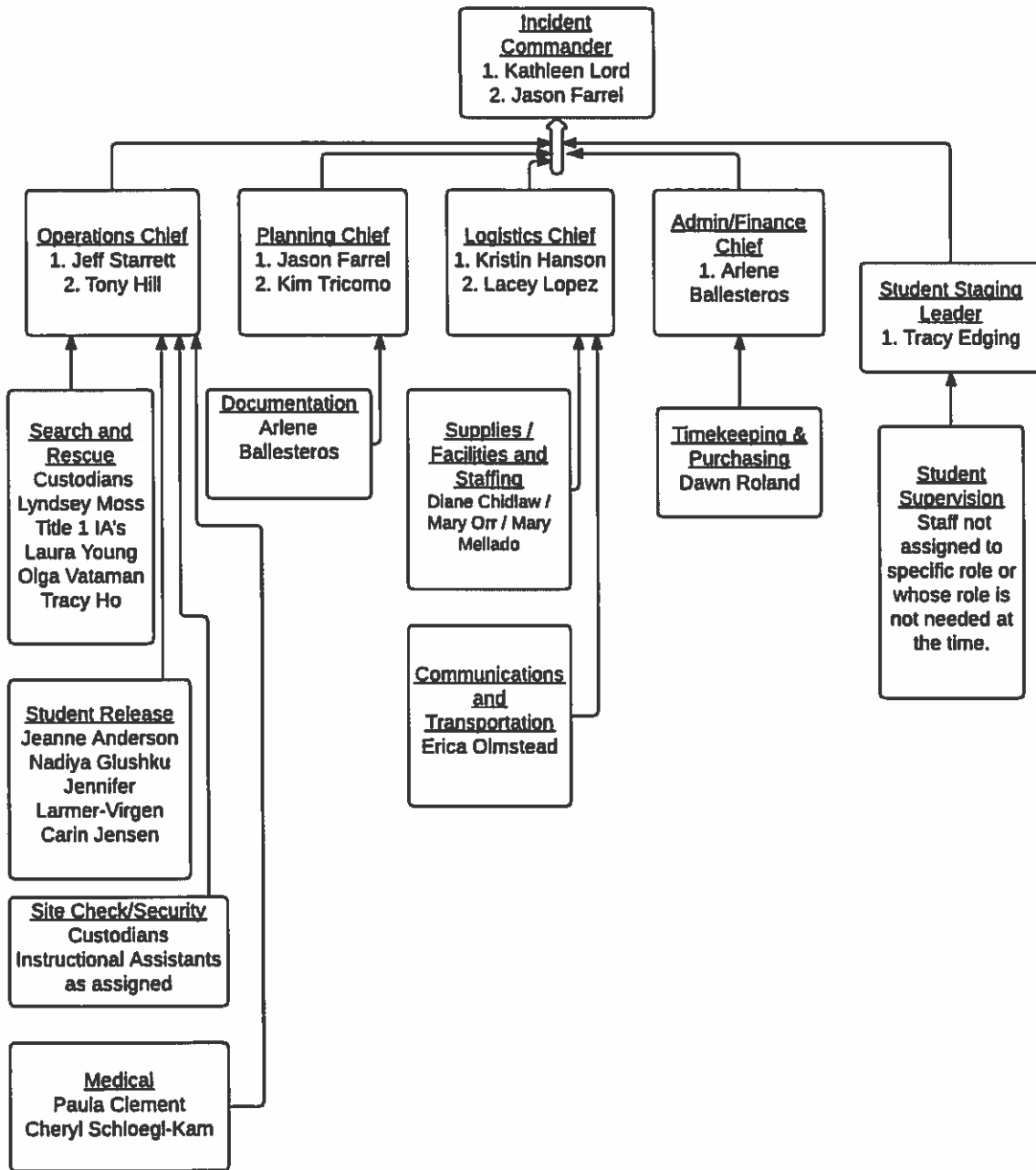
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## **PART 1    CRISIS MANAGEMENT**

### **Section 1    Incident Command System**

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

# North Country Elementary School Incident Command System



## Incident Command Descriptions

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

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

### **Admin/Finance Chief**

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

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

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

Check attendance for that day for both students and adults

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

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

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

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

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

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

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

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

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

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

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

**Off-Site Evacuation Coordinator-** organizes the off-site evacuation location during an emergency situation.

This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

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

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

Immediately report to Command Post

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

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

Identify alternate resource requirements (to IC and Logistics)

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

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

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

Update IC and IC Team with status reports

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

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

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

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

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

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

Share information needed for decision making with IC Team

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

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

Report safety conditions that may cause danger

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

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

Communications- will work to ensure that a communication system is in place (phones, walkie-talkies, etc).

Will communicate crisis progress or changes within the site and with District Office.

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

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

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

**Search and Rescue:** This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class,

send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

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

**Student Staging Leader/Student Release a.k.a. Parent Reunion Coordinator:** This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

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

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

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



## **Section 2 Staging Areas**

### **Indoor Command Post:**

1. Front Office
2. Sequoia 1

### **Outdoor Command Post:**

1. Picnic bench area
2. Outside of Laurel 1 (Basketball courts)

**Triage Area:** Multi-purpose Room

**Parent Reunification Area:** History Center gate on Brown Otter

**Bus Staging Area:** In front of school office

**Media Staging Area:** West parking lot near apartment buildings

**Off-Site Evacuation Location:**

**Directions:**

## **Section 3 Lockdown Procedures**

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

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

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

**When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Spinelli Elementary. (See page 12). Upon arrival, call NoCo with names of students in your care.**

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

**When ordering a lockdown, the duck and cover alarm may sound, or the following announcement will be given: "Mr. Q Dial 1", which will identify a real event.**

**A) Classes in progress (not during lunch)**

**Ignore any fire alarms. Assume duck and cover position. Build barrier if Mr. Q signal is given.**

**B) Class enroute in progress**

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

**C) Lunch is in session**

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

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

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

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

- 1. Lock the classroom door immediately.**
- 2. Keep all students sitting on the floor, away from the door and windows.**
- 3. Use caution and discretion in allowing students entry into the classroom.**
- 4. Advise the students that there is some type of emergency but you don't know what it is.**
- 5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.**
- 6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.**

7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

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

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

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

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

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

**Special areas of concern:**

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

## Section 4 Evacuation Procedures

### General Evacuation

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

### Evacuation of School Grounds

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

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

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

### School Evacuation Instructions

#### Exit the Building

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

#### Teachers

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

#### Students

##### In homeroom class

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

##### NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

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

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter.

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

#### Evacuation of Students with Disabilities

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

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

#### Exit Route

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

## **Section 5 Student Release Procedures**

### **Early Dismissal**

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

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

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

Follow the "Release of Students to Parents" plan.

### **Release of Students to Parents**

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

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

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

**STUDENT RELEASE FORM**

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

Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:**

Signature \_\_\_\_\_

-----

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

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

-----

**STUDENTS UNACCOUNTED FOR**

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Students unaccounted for:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Section 6 School Partnerships**

### **Off Site Partnership**

**Directions:**



## Section 7 Resources

### Staff Special Skills

### Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
<b>Kindergarten</b>			
Paula Clement			
Katrina Patwell			
Penny Rittenhouse			
Jannell Wallace			
<b>1<sup>st</sup> Grade</b>			
Kristin Hanson			
LoAnne Jackson			
Jennifer Larmer			
Jolyn Martin			
<b>SDC/Autism</b>			
Dawn Shepard			
Monica Smith			
<b>2<sup>nd</sup> Grade</b>			
Brittany Wilson			
Lori Day			
Jeanne Anderson			
Lura Anderson			

Staff Member	Phone Number	Health Concerns	Special Skills
<b>3<sup>rd</sup> Grade</b>			
Michele Oliver			
Melody Smith			
Doreen Richwine			
Jeff Starrett			
<b>4<sup>th</sup> Grade</b>			
Jim Kennedy			
Erica Olmstead			
<b>5<sup>th</sup> Grade</b>			
Jolinda Smith			
Kim Tricomo			
Jennifer Howell			
<b>6<sup>th</sup> Grade</b>			
Trish Hare			
Tony Hill			
Andrea Sockwell			
<b>Other Certificated</b>			

Diane Chidlaw	T1		
Carin Jensen	ELD		
Jason Farrel	Office		
Kathleen Lord	Office		
Ryan Gray	Psych		
Cheryl Schloegl-Kam	RSP		
Lacey Lopez	RSP		
Laura Young	Speech		
Olga Vataman	Speech		
Tracy Ho	Speech		
<b>Classified</b>			
Arlene Ballesteros	Office		
Tracy Edging	Office		
Dawn Roland	Library		
Nadiya Glushku	ELD		
Mary Orr	Kitchen		
Mary Mellado	Kitchen		
Lyndsey Moss	RSP		
Roxanna Crow	SDC - Shepard		
Maria Pickett	SDC - Shepard		
Robert Jones	SDC-Smith		
Niesha Knott	SDC-Smith		
Tanya Dorsey	SDC-Smith		
Lisa Pirtle	SDC-Smith		
Theresa Snow	SDC-Smith		
Tatiana Strilets	SDC-Smith		
Gianna Pickett	SDC-Smith		
Viktoriya Sudilovskaya	SDC-Smith		
Carrie Mathison	SDC-Smith		
Michael Bennefeld	Tech		
Tina Cosio	T1		
Susie Sutter	T1		
Tamara Plummer	T1		
Terry Gunther	T1		
Peejay Jurabel	T1		
Claudia Ramirez	T1		
Michael Treadwell	Custodian		
George Kumar	Custodian		

## **Section 8    Communications**

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

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

### Telephone Communication

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

## **Section 9 Crisis Phone Directory**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6400
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
  - Angela Espinosa, Assistant Superintendent's Secretary: (916) 338-6337
  - Karen Matre, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

## Section 10 Letters Home

Dear Parents:

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

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

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

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

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

## **Section 11 Aftermath**

### **Counseling**

The need for a proactive counseling program cannot be overlooked.

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

## **Section 12 Training and Updating**

### **Drills**

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

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

### **Training**

The staff has participated in the following trainings:

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

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

## **PART 2    CRISIS READINESS**

### **Section 1    Activity in the Vicinity**

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

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.



## Section 2 Bomb Threat

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

### Bomb Threat Procedures

#### I. Office Personnel

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

#### II. Administration

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

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

#### III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room, before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

- e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."
- IV. Custodians, Cooks, and other Classified Employees
- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
  - b. Assist Administration as needed.

# BOMB THREAT FORM

## RECEIVING A BOMB THREAT

### INSTRUCTIONS:

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

Exact time of call: \_\_\_\_\_

Exact words of caller:

\_\_\_\_\_

### Questions to Ask

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

### Caller's Voice (Circle):

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

### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe \_\_\_\_\_

Speech Impediment: Yes No Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

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

### Background Noises (Circle):

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

### Additional Information:

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

B. What line did the call come in on? \_\_\_\_\_

C. Is the number listed? Private number? Whose? \_\_\_\_\_  
\_\_\_\_\_

D. Person Receiving Call \_\_\_\_\_

E. Telephone number the call was received at \_\_\_\_\_

F. Date \_\_\_\_\_

G. Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

Signature \_\_\_\_\_ Date \_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received \_\_\_\_\_ Time caller hung up \_\_\_\_\_

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

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

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

Person receiving the call

Person monitoring the call

Department \_\_\_\_\_

Department \_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

Date: \_\_\_\_\_

## **Section 3 Bus Accident**

### Field Trip Preparedness for Staff Members

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

## Section 4 Chemicals/Biohazard/Gas Odor

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

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

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

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

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

## **Section 5    Death/Suicide**

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

**Principal or designee shall:**

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

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



## Section 6 Earthquake

### During the Quake

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

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

### After the Quake

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

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

### Re-entry of Building

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

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

## Section 7 Fire/Explosion

### Fire

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

### Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

### Lunchrooms and Kitchens

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

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

### Fire Drill Procedures

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

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

### Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

### Fire Extinguishers

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

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

#### Fire Extinguisher Inspections

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

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

## **Section 8 Flood**

### When there is a flood at the school site

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

### After the danger is over

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

### Minor Flooding

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

## **Section 9 Gas Odor**

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

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## Section 10 Hostage Situation

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. (The red letter Q) Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the red letter Q from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at 338-6480. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom using the statement, "Mr. Q, dial 1, directly followed by the intruder's location i.e; Sequoia 3 or Cypress 4. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks. If you are in an adjoining room to the intruder, lock and barricade the workroom door, or get your students out if possible.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until a signal is given. A Duck and Cover scenario will be followed by an all clear signal announcement. Ignore any fire alarms.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.
12. The EOC form will be filled out at the designated assembly point after there is no longer a threat.

### Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with three short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing three short whistle blasts or hearing the Duck and Cover signal will freeze play and look for the nearest teacher and follow instructions. Students need to be aware that three short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.

6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## Section 11 Hostile Visitor

### Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in outside areas shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

#### Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

#### Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.



## **Section 12 Kidnapping/Attempted Kidnapping**

**Definition:** The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## **Section 13 Medical Emergency**

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

## FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

### Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

### Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
  - Clear airway
  - Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
  - Tilt the head
  - Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
  - Use mouth to nose if airtight seal is impossible over victim's mouth.
  - Small child - cover both mouth and nose.
4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling

2. Tenderness to touch
3. Deformity
4. Discoloration
- Treatment (closed fracture - no bleeding or broken skin at wound)
  1. Keep broken bone ends from moving
  2. Keep adjacent joints from moving
  3. Treat for shock
- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
  - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:

- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
- b. Check for a pulse.
- c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
- d. Recheck the pulse and for breathing.
- e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
- f. Continue rescue breathing until one of the following occurs:
  - i. The child begins to breathe on his/her own.
  - ii. The child has no pulse (begin CPR).
  - iii. Another trained rescuer takes over for you.
  - iv. You are too tired to go on.

### Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.
  - Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
  - Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
  - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

### Convulsions or Seizures

1. Symptoms
  - Jerking movements
  - Muscular rigidity
  - Blue about the lips
  - May drool
  - High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes
  - Head injuries
  - Severe infections
  - Epilepsy
3. Treatment
  - Prevent patient from hurting himself
  - Loosen tight clothing
  - Do not restrain
  - If breathing stops, apply mouth to mouth resuscitation
  - Do not give liquids nor put patient in warm water
  - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

#### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

#### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

#### Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

#### Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

#### Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

#### Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

## Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

## Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

## Head Injury

1. Symptoms
  - May or may not be unconscious
  - Unconsciousness may be delayed one-half hour or more
  - Bleeding from mouth, nose or ear
  - Paralysis of one or more extremities
  - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
  - No stimulants or fluids
  - Don't raise his feet; keep the victim FLAT
  - Observe carefully for stopped breathing or blocked airway
  - Get medical help immediately
  - When transported, gently lay flat
  - Position head to side so secretions may drool from corner of mouth
  - Loosen clothing at neck

## Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

## Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

## Pandemic Flu Plan

### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch.

Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

## Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

## Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not



bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse

- Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
    - Have the victim lie down.
    - Control any external bleeding.
    - Help the victim maintain body temperature, cover to avoid chilling.
    - Reassure the victim.
    - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
    - Do not provide anything to eat or drink.
    - Call 911.
    - Call parents.

### Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

### Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## Section 14 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- **All doors are to be locked during the school day, with the exception of the main entrance.**
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- **Schools must issue numbered visitor badges that include the name of the school and the current school year.**
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **Section 15 Public Demonstration**

**Most groups will give advance warning of a planned protest. When the warning comes:**

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **Section 16 Severe Weather**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **Section 17 Shooting/Stabbing**

### **Assess the situation**

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

**In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.**

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3    SITE ACTION PLAN**

### **Section 1    District and Site Mission Statements**

#### **Center Unified School District Mission Statement**

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

#### **North Country Mission Statement**

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

#### **North Country Vision Statement**

At North Country we begin with the end in mind in order  
to clearly understand our destination.

All students are prepared for the 21st century through  
leadership and critical thinking skills.

#### **North Country Motto**

Developing leaders, one child at a time.

## **Section 2 Description of School Climate**

People and Programs:

Create a "caring and connected" school climate.

**North Country hosts a school based coordinated program allowing general ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner.**

### **Objective 1: Creating a caring school climate – Staff Collaboration**

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

Related Activities:

Engage- Mentor and Model the 7 Habits

- Build team structures that allow the entire staff (teaching and non-teaching) to collaborate in building a culture of leadership
- Spend time during staff meetings to share best practices for integrating the 7 Habits into the curriculum
- Model 7 Habits language in staff meetings, newsletters and hallway communication
- Display leadership tools in classrooms and incorporate into lessons
- Move on to key concepts to help students understand the true meaning of each principle
- Use music, art and technology to reinforce individual worth and leadership
- Establish classroom mission statements encouraging student input
- Post 7 Habits leadership quotes and other leadership displays throughout the school
- Establish school wide leadership roles for which students must apply and interview
- Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

### **Objective 2: Meaningful Student Participation/Connectedness**

Provide students with meaningful leadership roles and responsibilities

Related Activities:

Make leadership an obvious part of class, school and family events

- Celebrate as students meet their goals; involve students in the planning of celebrations. Celebration page in every leadership notebook
- Provide students with meaningful leadership roles and responsibilities
- Support students in designing and leading school wide initiatives and projects
- Maintain high standards for behavior, decrease student referrals which contributes to a safer, more caring environment
- Ensure that 100% of the students have an opportunity to participate in a leadership role
- Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities



### Cooperative learning Big Buddy activities between older and younger students

- Instills empathy in older students
- Develops a sense of competency in older students
- Helps both older and younger students to feel cared about and relate to school
- Gives older students the opportunity to model and apply the 7 Habits with younger students

### Student Recognition

- Monthly Awards Assemblies to recognize students for Leadership, caring and outstanding effort.
- Spirit Assemblies are held during each grading period and for special events
  - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
  - Student recognition during Spirit Day
  - Separate Leadership Award assemblies
  - Assemblies are run by the Student Lighthouse Team
- Timberwolf Tickets awarded to students displaying proactive behavior during recesses
- North Country cash awarded to students to spend at NoCo Store once weekly

Leadership strategies are implemented along with expected positive behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive also embedded within The 7 Habits

- Seven Habits tree in every classroom and the multi-purpose room
- Student Rules Assembly held twice each year reinforces expectations
- Sexual Harassment Policy defined to 4<sup>th</sup>-6<sup>th</sup> graders via video presentation approved by the district
- Seven Habits principles embedded within the curriculum which includes ethical issues, focusing on priorities and building relationships with others
- WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

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

- Timberwolf Trotters before school walking program for students in grades 1-6
- Ambassadors of Technology- computer technology instruction for students in grades 4-6
- Choir K-6
- Garden Club
- After school G.A.T.E. program
- TLC Timberwolf Learning Club grades 1-6 ( Title I program for emerging readers)
- Spring Musical Production/Drama Club Grades 4-6
- Student Lighthouse Team (Student Council) Grades 2-6
- Newscasters announce the morning news Grades 4-6
- Misc. Leadership roles based on individual student strengths
- Student Lighthouse Team grades 2-6

### School-wide events, programs and assistance for students

- STEAM elective courses every Friday
- ISPS (In School Postal System)
- Author Day
- Great Kindness Challenge

- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Welcoming PE interns from Sac State University to work with students

Provide students with a sense of fairness and understanding that all are respected equally

- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy- Teachers reinforce daily
- Teachers/staff practice empathic listening out on the playground for issues students perceive are greater than they can handle, and then offer responses that communicate to students that the problem will be addressed
- Greet students each day with eye contact and use student's first name to establish a positive connection with school and teacher
- Integrate/model empathy, compassion and fairness throughout the instructional day

### **Objective 3: Parent/Student Communication**

Help parents, students and community to understand the 7 Habits language and value of a leadership model. Include parents in school wide activities. Combine with PTO whenever possible.

Related Activities:

Introduce parents to The Leader In Me through correspondence that includes a 7 Habits overview

- Send parents a list of recommended books that reinforce the 7 Habits
- Character education- The Leader In Me; one habit highlighted monthly
- Encourage parent classroom volunteers
- Title I and Leader In Me parent nights
- Involvement with PTO family activities
- Invite parents to Leadership Awards assemblies

Events

- Fall festival
- Monthly PTO meetings
- North Country student store
- Scholastic book fairs
- Penguin Patch – participation in Santa's Breakfast
- Participation in school-wide events
- Student assemblies
- Open House event
- Spaghetti dinner/silent auction
- Community outreach (Kids Can food drive, Pennies for Patients)

Communication methods to keep parents aware of school news and activities

- Monthly newsletter e-mailed home to families
- North Country website featuring school calendar and teacher e-mail
- Title I parent informational night to explain the program and what is available for students in all grade levels

- Parent information handbook available on school website. Parent handbook includes school-wide discipline plan.
- Automatic dialing/email system to inform parents about occurring events (minimum days, special events)
- PTO meets once each month
- SSC (School Site Council) meets each month.
- ELAC (English Language Advisory Council meets three times each year (translators provided)
- Back to School Night/Open House dinner/events
- Teachers will contact parents via phone or e-mail to keep for updates on student progress and/or behavior.
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- Student-Led Parent Teacher conferences are held twice each year
- Student recognition awards
- Encourage long term volunteers (Wells Fargo Volunteer program applicant 2013-14, looking forward to AARP volunteers)

## **Section 3 School Climate Goals**

### **Objective 1: Creating a caring school climate**

An action plan for people and programs reflecting the school's social environment

Related Activities:

Goal Setting/Leadership Notebooks

- School-wide Wildly Important Goals which drive the goal creation to classrooms and individual students
  - All classes develop a classroom goal-aligned to school goals
  - All students will develop an academic goal-aligned to classroom goals
- All students will develop a personal goal
- All students will understand and model the Seven Habits of Highly Effective People
- All students will realize their leadership potential with help from adults on campus
- Display goals and track progress in public areas of the school
- Put a process in place that ensure leadership is successfully at the forefront of all building initiatives
- Collect evidence of staff, student, family and community engagement in the leadership initiative
- Develop ideas and strategies that sustain the momentum of the leadership culture

School-wide events, programs and assistance for students

- ISPS (In School Postal System)
- Accelerated Reader
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Great Kindness Challenge
- Student Lighthouse Team plans community service events
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Student recognition awards
- SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
- Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
- Behavior Support Plans/Charts if appropriate
- Varied clubs and activities to cover student interests
- Leadership Day

Character Education – The Leader In Me

- A habit or principle is highlighted monthly by teachers, reinforced by administrators
  - Students best representing each principle earn certificates
- Students are encouraged to apply the habits when out on the playground and collaborating in the classroom, in all aspects of their lives.
- Schools with character education programs have reported gains in reading and math scores

- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
- Plan in place to increase understanding by putting key concepts in place
- Classroom/school greeters

#### Integrated Curriculum and Instruction

- Refer to concepts from the 7 habits appropriately during lessons
- Use literature to teach and reinforce the habits
- Display and share lesson objectives with students
- Use classroom assignments and projects to reflect a clear understanding of seven habits content
- Allow staff opportunities to share instructional strategies
- Implementation of Baldrige Leadership tools
- Alignment of "Leader In Me" and Common Core Standards

## Section 4 Description of Physical Environment

Create a physical environment that communicates respect for learning and for individuals.

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office faces the parking lot which is connected to the multi-purpose room and library.

Four sets of relocatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Twin Rivers police officer is available if needed.

It shall be the practice of North Country Elementary and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

### Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2009. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

### Internal Security Procedures

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.

The site administrator contributes to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under. E.C. 49079.

The Twin Rivers Police Department is consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. Bars have been installed on two computer labs to

#### **Inventory System – Engraved ID, Security Storage**

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

## Section 5 Physical Environment Goals

### The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

#### **Objective 1: Student Safety relating to Emergency Procedures**

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 90% or higher on parent and student surveys.

1. Related Activities
  - a. Drills for fire and intruder on campus are held monthly
  - b. Specific emergency procedures are listed in this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
    - i. The plan is updated yearly and approved by SSC and The Board of Trustees
    - ii. The plan is reviewed by the staff at least once a year
    - iii. The District's Safety Committee meets periodically to make review recommendations which is then shared with staff members at North Country
2. Safety information is included in the parent handbook given out at the beginning of the year and posted on North Country's website
  - a. The staff is instructed to implement a lock down if there is any doubt regarding an unknown person on campus
  - b. All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
  - c. Classrooms remain locked during the school day
  - d. Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism
  - e. Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
  - f. It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
  - g. The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check
  - h. The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

#### **Objective 2: Student Safety within the daily routine**

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

1. Related Activities
  - a. Staff members communicate with students on a personal level
  - b. Character Education Program – The Leader In Me is integrated throughout the curriculum which includes the concept of “carrying your own weather”, filling others' buckets and determining what is and what is not in one's circle of control
  - c. Red Ribbon Week and other assemblies carry a “Be Proactive” theme with specific emphasis on proactive behavior, respecting others and expanding your circle of influence
  - d. Freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines

- e. Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- f. Sexual Harassment information for students in grades 4-6
- g. Teachers, instructional assistants and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus. All adults use seven habits language

### **Objective 3: Student Health**

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 90% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

#### **1. Related Activities**

- a. A salad bar is offered each day during lunch
- b. Timberwolf Trotters meet four times a week before school to walk the campus
- c. Healthy snacks are encouraged
- d. Cardio activities are included during PE and Sac State PE interns are requested each year
- e. Fifth grade takes part in an annual PE assessment
- f. Hearing and Vision screenings are scheduled through the District's nurse and may be requested by a teacher, parent or SST member
- g. Resources for vision, medical and dental are available through the District nurse or through the district's Healthy Start program
- h. Notification of contagious disease (or lice) is facilitated by the District's nurse or health assistant
- i. All adults working with students must have a valid TB test
- j. Students sent home for lice must be screened by District health personnel before returning to class
- k. District health personnel review student shot records annually
- l. Dental screening for all students through district's Healthy Start program
- m. Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible
- n. Counselors/mentors/tutors available for foster students and students designated "HOMELESS" through Healthy Start
- o. Mental health referral available through ERMS

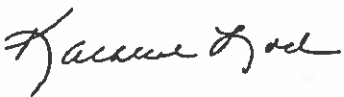


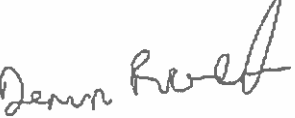


## Section 6 Signature Sheet

North Country School's Safe School Plan was developed in accordance with SB 187 and Safe Schools. A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Kathleen Lord</u>	Principal	
<u>Jason Farrel</u>	Academic Coordinator	
<u>Penny Rittenhouse</u>	Teacher	
Dawn Roland	SSC Parent	

**APPENDIX A      STAFF LIST**

**North Country School Staff List**

**Kathleen Lord, Principal  
 Jason Farrel, Academic Coordinator  
 Diane Chidlaw, Title 1 Coordinator**

<b>Certificated</b>	<b>Grade</b>	<b>Room</b>	<b>Classified</b>	
Clement, Paula	AM Kdg	Pine 2	Ballesteros, Arlene	Secretary
Rittenhouse, Penny	PM Kdg	Pine 2	Edging, Tracy	Office Assist
Patwell, Katrina	AM Kdg	Pine 1		
Wallace, Jannell	Transitional K	Cypress 4	Treadwell, Michael	Lead Custodian
			Kumar, George	Custodian
Hanson, Kristin	1st	Maple 1		
Jackson, LoAnne	1st	Maple 2		
Lamer-Virgen, Jennifer	1st	Maple 3	Roland, Dawn	Library Tech
Martin, Jolyn	1st	Cypress 1	Bennefeld, Michael	Computer Tech
Anderson, Jeanne	2nd	Oak 3	Glushku, Nadya	Bilingual Aide
Anderson, Lura	2nd	Oak 2	Vataman, Olga	Speech Assist
Day, Lori	2nd	Cedar 2	Moss, Lyndsey	RSP - I/S
Wilson, Brittany	2nd	Oak 1	Crow, Roxana	SDC - I/S PH
			Dorsey, Tanya	SDC - I/S PH
Oliver, Michele	3rd	Cypress 3	Harris-Knott, Niesha	SDC - I/S PH
Smith, Melody	3rd	Sequoia 2	Pickett, Gianna	SDC - I/S PH
Starrett, Jeff	3rd	Willow 3	Jones, Robert	SDC - I/S PH
Richwine, Doreen	3rd	Willow 2	Pickett, Maria	SDC - I/S PH
			Pirtle, Lisa	SDC - I/S PH
Kennedy, Jim	4th	Willow 1	Snow, Theresa	SDC - I/S PH
Olmstead, Erica	4th	Cypress 2	Strilets, Tatiana	SDC - I/S PH
			Sudilovskaya, Viktoriya	SDC - I/S PH
Howell, Jennifer	5th	Aspen 1	Cosio, Tina	I/A Title 1
Smith, Jolinda	5th	Sequoia 3	Gunther, Teri	I/A Title 1
Tricomo, Kim	5th	Sequoia 1	Ramirez, Claudia	I/A Title 1
			Juralbal, Peejay	I/A Title 1
Sockwell, Andrea	6th	Cottonwood 2	Sutter, Suzanne	I/A Title 1
Hare, Trish	6th	Aspen 3	Plummer, Tamara	I/A Title 1
Hill, Tony	6th	Cottonwood 3	Orr, Mary	Kitchen Manager
			Swett, Michelle	Kitchen
Shepard, Dawn	SDC	Cypress 5	Carter, Rhonda	Kitchen
Smith, Monica	SDC	Cypress 4	Mellado, Mary	Kitchen
Gray, Ryan	Psychologist	Cedar 3	Smith, Theresa	Noon Duty
Lopez, Lacey	RSP	Birch 1	Davis, Stafani	Noon Duty
Jensen, Carin	ELD	Cedar 3	Corey, Angela	Noon Duty
Schloegl-Kam, Cheryl	RSP	Birch 1	Raymond, Alejandra	Noon Duty
Young, Laura	Speech		Chavez, Armida	Noon Duty
Ho, Tracy	Speech		Jacobo, Sarai	Noon Duty

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

TEACHER/STAFF	EXT	BLDG		TEACHER/STAFF	EXT	BLDG	
Anderson, Jeanne	214	OAK 3	2nd	Roland, Dawn	106	HEMLOCK	Librarian
Anderson, Lura	215	OAK 2	2nd	Schloegl-Kam, Cheryl	132	CEDAR 3	RSP
Ballesteros, Arlene	481	HEMLOCK	Secretary	Shepard, Dawn	211	CYPRESS 5	SDC
Bennefeld, Michael	125	ASPEN 2	Computer Tech	Smith, Jolinda	203	SEQUOIA 3	5th
Chidlaw, Diane	525	SPRUCE	Title 1	Smith, Melody	202	SEQUOIA 2	3rd
Clement, Paula	212	PINE 2	Kindergarten	Smith, Monica	127	COTTONWOOD 1	SpEd/Inclusion
Day, Lori	131	CEDAR 2	2nd	Sockwell, Andrea	128	COTTONWOOD 2	6th
Edging, Tracy	482	HEMLOCK	Office Asst.	Starrett, Jeff	206	WILLOW 3	3rd
Farrel, Jason	486	HEMLOCK	Assistant Principal	Title 1	525	SPRUCE	
Gray, Ryan	522	BIRCH 2	Psych	Title 1 Reading Lab	133	LAUREL 1	
Hanson, Kristin	219	MAPLE 1	1st	Tricomo, Kim	201	SEQUOIA 1	5th
Hare, Trish	126	ASPEN 3	6th	Vataman, Olga	135	LAUREL 3	Speech/Lang.
Hill, Tony	129	COTTONWOOD 3	6th	Wallace, Jannell	213	PINE 1	Kindergarten
Ho, Tracy	523	BIRCH 3	Speech/Lang.	Wilson, Brittany	216	OAK 1	2nd
Howell, Jennifer	124	ASPEN 1	5th	Young, Laura	521	BIRCH 1	Speech/Lang.
Huebner, Robin	524	BIRCH 4	Speech/Lang.		210	CYPRESS 4	
Jackson, LoAnne	218	MAPLE 2	1st	Misc.			
Jensen, Carin	135	LAUREL 3	ELD	Computer Lab	109	LIBRARY	
Kennedy, Jim	204	WILLOW 1	4th	Cypress Work Room	222	CYPRESS	
Kitchen	489	HEMLOCK		IEP/SST Meeting Room	105	HEMLOCK	
Larmer-Virgen, Jennifer	217	MAPLE 3	1st	Maple Work Room	224	MAPLE	
Lopez, Lacey	134	LAUREL 2	RSP/Inclusion	Media / Science Lab	130	CEDAR 1	
Lord, Kathy	485	HEMLOCK	Principal	Oak Work Room	223	OAK	
Martin, Jolyn	207	CYPRESS 1	1st/2nd	Sequoia Work Room	220	SEQUOIA	
Nurse	103	HEMLOCK		Staff Lounge	104	HEMLOCK	
Oliver, Michele	209	CYPRESS 3	3rd	Student Phone	116	HEMLOCK	
Olmstead, Erica	208	CYPRESS 2	4th	Willow Work Room	221	WILLOW	
Patwell, Katrina	213	PINE 1	Kindergarten	CDC	332-5185		
Richwine, Doreen	205	WILLOW 2	3rd	OFFICE	481 or 482		
Rittenhouse, Penny	212	PINE 2	Kindergarten	ALL CALL (Emergencies)	8 # 0		

**APPENDIX C SHUT-OFF**

**APPENDIX D**

**EMERGENCY EVACUATION ROUTES**

**APPENDIX E      OFF CAMPUS EVACUATION MAP**

# APPENDIX FEMERGENCY OPERATIONS CENTER (EOC) FORM

## Student/Staff Accountability

## EOC Message Form

Injuries

Tally and insert in the grid below. If none, enter "0".

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_  
 TEACHER: \_\_\_\_\_  
 ROOM #: \_\_\_\_\_  
 COMPLETED BY: \_\_\_\_\_

# of Students enrolled in this class

# of Students marked absent in this class

Please list students marked absent by name:

# of Students unaccounted for\* in this class   
 \* You don't mark them absent and they are not with your class at this time.

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

FATALITIES	NUMBER
	<input type="text"/>

Hazards:

	<input type="text"/>
--	----------------------

Hazards:

MODERATE INJURIES	NUMBER
	<input type="text"/>

Burns, major multiple fractures, lacer injuries with or without spinal cord damage  
 Hazards:

MINOR INJURIES	NUMBER
	<input type="text"/>

First Aid attention only

PROPERTY DAMAGE	CIRCLE ONE
	<input type="text"/>

Major Damage: Building collapse, building burning, major ground movement causing cracks in ground

MAJOR

PROPERTY DAMAGE	CIRCLE ONE
	<input type="text"/>

Moderate Damage: Falling hazards present, hydrochemical spill, broken gas line, fallen power line

MODERATE

PROPERTY DAMAGE	CIRCLE ONE
	<input type="text"/>

MINOR

RESOURCES NEEDED (Circle all that apply)  
 Ambulance      Utilities      Other:

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

## **APPENDIX G CHILD ABUSE REPORTING LAW**

### **California Child Abuse and Neglect Reporting**

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

#### **Who Are Mandated Reporters?**

**P.C. 11165.7** defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.



- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, *except for volunteer fire-fighters*.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

### **Why Must You Report?**

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

### **What Do You Have To Report?**

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

### **When Do You Have To Report?**

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166 (a)(1)) Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at [www.ag.ca](http://www.ag.ca).  
gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

### **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

### **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

### **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

### **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

### **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120 (916) 324-7863 [www.safestate.org](http://www.safestate.org)[www.safestate.org](http://www.safestate.org)

**SUSPECTED CHILD ABUSE REPORT**

To Be Completed by Reporting Party  
Pursuant to Penal Code Section 11166

<b>A. CASE IDENTIFICATION</b>	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____	

<b>B. REPORTING PARTY</b>	NAME/TITLE			
	ADDRESS			
<b>C. REPORT SENT TO</b>	PHONE ( )		DATE OF REPORT	SIGNATURE
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION			
<b>D. INVOLVED PARTIES</b>	AGENCY		ADDRESS	
	OFFICIAL CONTACTED		PHONE ( )	DATE/TIME
<b>SIBLINGS</b>	NAME (LAST, FIRST, MIDDLE)		ADDRESS	BIRTHDATE    SEX    RACE
	PRESENT LOCATION OF CHILD			PHONE ( )
<b>PARENTS</b>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE    SEX    RACE	NAME (LAST, FIRST, MIDDLE)
	ADDRESS		ADDRESS	
<b>E. INCIDENT INFORMATION</b>	HOME PHONE ( )		BUSINESS PHONE ( )	
	HOME PHONE ( )		BUSINESS PHONE ( )	
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>				
1. DATE/TIME OF INCIDENT		PLACE OF INCIDENT (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED		
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				
<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION				
2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER				
3. NARRATIVE DESCRIPTION:				
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:				
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:				

SS 8583 (Rev. 1/93)

**INSTRUCTIONS AND DISTRIBUTION ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

## APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District  
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329  
**Williams Complaints Classroom Notice**

### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

*Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

*Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [www.centerusd.org](http://www.centerusd.org). You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes      No

Contact Information:

Name:

Address:

Phone Number: Day:    Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed:    \_      \_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)



## **APPENDIX J          DRESS CODE**

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.
2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.
3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.
4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heellies (shoes with skates extended) and high heels are inappropriate and considered unsafe.
5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.
6. Straps and suspenders must be fastened and worn over the shoulders at all times.
7. Hair color whether permanent or spray on is not allowed. Students arriving to school with brightly colored hair will be sent home.

Reference Education Code Chapter 325 SB 1269  
Center Unified School District BP 5132.1

## APPENDIX K      SUSPENDABLE OFFENSES

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1            \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2            \*48900(a-2): Use of Force or Violence (S)
- 3            \*48900(b): Weapons (S)
- 4            \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5            \*48900(d): Drugs or Alcohol, Sale of (S)
- 6            \*48900(e): Robbery/Extortion (S)
- 7            \*48900(f): School Property Damage (S)
- 8            \*48900(g): Property Theft (S)
- 9            \*48900(h): Tobacco, Possession/Use(S)
- 10           \*48900(i): Language, Obscene/Profanity (S)
- 11           \*48900(j): Drugs, Paraphernalia (S)
- 12           \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13           \*48900(l): Stolen Property, Possession of (S)
- 14           \*48900(m): Firearm, Imitation (S)
- 15           \*48900(n): Sexual Assault (S)
- 16           \*48900(o): Harassment, Witness (S)
- 17           \*48900(p): Soma, Selling of (S)
- 18           \*48900(q): Hazing (S)
- 19           \*48900(r): Bullying/Harassment (S)
- 20           \*48900(t): Aids or Abets Physical Injury(S)
- 21           \*48900.2: Sexual Harassment (S)(E)
- 22           \*48900.3: Hate Violence (S)(E)
- 23           \*48900.4: Harassment, threats, intimidation (S)(E)
- 24           \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25           \*48900.7(b): Terroristic Threat (S)(E)
- 50           \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51           \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52           \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53           \*48915(a-4): Robbery/Extortion (S)(E)
- 54           \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55           \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56           \*48915(c-2): Brandishing a Knife (E)\*\*
- 57           \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58           \*48915(c-4a): Sexual Assault(E)\*\*
- 59           \*48915(c-4b): Sexual Battery (E)\*\*
- 60           \*48915(c-5): Possession of an Explosive (E)\*\*

**APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS**

**Center Joint Unified School District  
Previous Suspension/Expulsion Notification**

Dated: \_\_\_\_\_

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

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

## **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Non-discrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

# Center Unified School District

	AGENDA REQUEST FOR
DEPT./SITE: Spinelli Elementary	ACTION ITEM _____
TO: Board of Trustees	INFORMATION ITEM _____
DATE: January 13, 2017	# ATTACHED PAGES _____
FROM: Kristin Schmieder	
PRINCIPAL'S INITIALS <u>KS</u>	

<b>SUBJECT:</b> We request Board approval of our Safe School Plan for the 2016-2017 school year.
<b>RECOMMENDATION:</b>

**CONSENT AGENDA**

# *Spinelli Elementary*

## *Home Of The Tigers*



### **Safe School And Emergency Preparedness Plan**

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

Revised for the 2016-2017 School Year  
Board Approved February 15, 2017

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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



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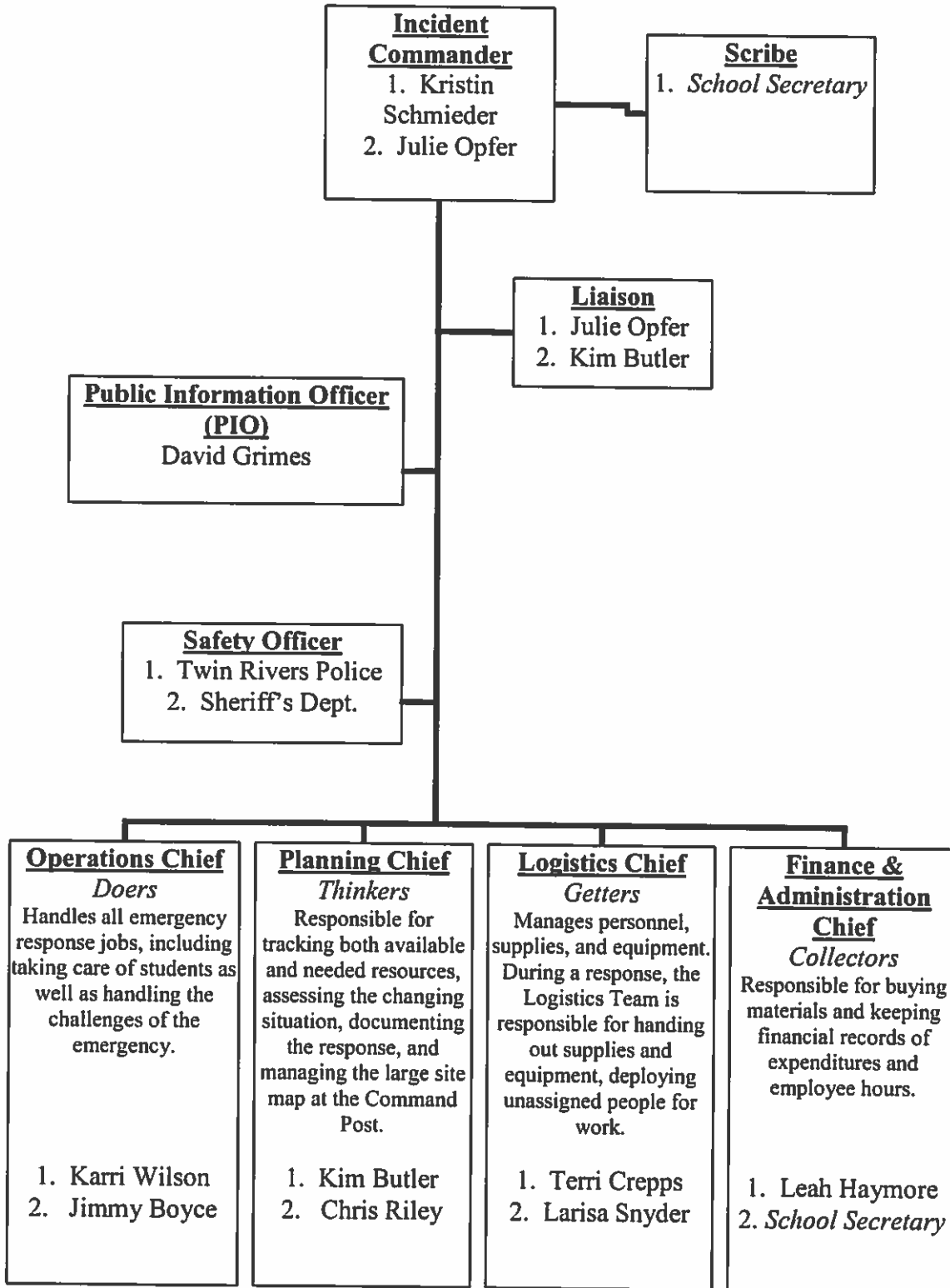
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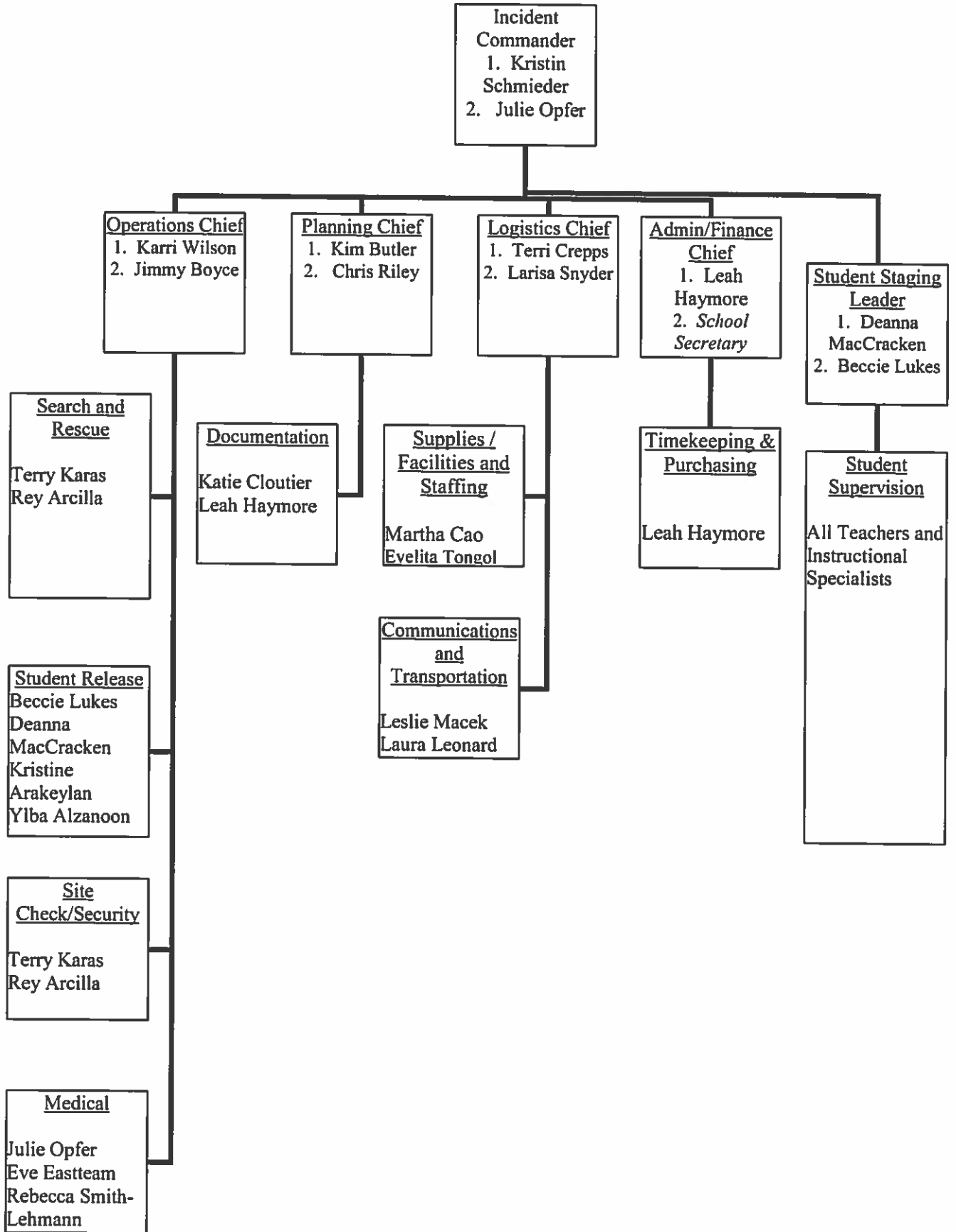
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

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

# 2016-2017 Spinelli Elementary School Incident Command System





## Incident Command Descriptions

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

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

*Logistics Chief:* The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

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

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

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

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

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

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

*Liaison:* The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

*Medical Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They

will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

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

progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

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

*Situation Analysis:* The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

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

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



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

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

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

*Timekeeping & Purchasing:* This person will maintain accurate records of staff hours and of purchases.

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

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

1. Main Office
2. Cafeteria/Multipurpose Room

### **Outdoor Command Post:**

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

### **Triage Area:**

Indoor-room 10

Outdoor-grassy area next to room 10

### **Parent Reunification Area:**

Cafeteria

Classrooms

Field

### **Bus Staging Area:**

Field

Cafeteria

### **Media Staging Area:**

Grassy area in front of school (outside gates)

### **Off-Site Evacuation Location:**

### **Directions:**

### **SECTION 3      LOCKDOWN PROCEDURES**

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

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

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

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the

cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The

sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

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

Special areas of concern:

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

## **SECTION 4      EVACUATION PROCEDURES**

### General Evacuation

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

### Evacuation of School Grounds

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

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

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### School Evacuation Instructions

#### Exit the Building

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

#### Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

#### Students

##### In homeroom class

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

##### NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

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

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
  - Determine WHEN it is safe to re-enter
  - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

##### Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

#### Evacuation of Students with Disabilities

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

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

### Exit Route

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



## **SECTION 5      STUDENT RELEASE PROCEDURES**

### Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

### Release of Students to Parents

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

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

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

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----  
**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----  
**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

**SECTION 6 SCHOOL PARTNERSHIPS**

Off Site Partnership:

**SECTION 7 RESOURCES**Staff List/Special Skills

## Staff Emergency Information

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
AbdelMalek, Samia			
Abundis, Ammie			
Alcala, Jeffrey			
Alzanoon, Ylba			
Arakelyan, Kristine			
Arcilla, Rey			
Bennefeld, Michael			
Bolton, Lois			
Boyce, Jimmy			
Boyle, Michaelann			
Bryant, Angella			
Butler, Kimberly			
Cao, Martha			
Chamberlain, Dena			
Cid, Vivian			
Collier, Alyson			
Craven, Kimberly			
Crepps, Terri			
Davidson, Jessica			
Domalakes, Alyssa			
Eastteam, Eve			
Edwards, Lori			
Erwin, Rita			
Gamboa, Susanne			
Goodman, Shelia			
Harper, Nicole			
Haymore, Leah			
Jensen, Carin			
Kalmykova, Lyubov			
Karas, Terry			

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Katkanova, Lyubov			
Kitchens, Katrina			
Klyuchnik, Tatyana			
Kyle, Stephen			
Leclaire, Kimberlee			
Leonard, Laura			
Loyko, Olga			
Luigi, Jean			
Lukes, Rebecca			
Lyons, Anne			
MacCracken, Deanna			
Macek, Leslie			
McCune, Megan			
McDaniel, Mike			
McInnis, Kathryn			
McInnis, Megan			
Mendoza, Herminia			
Moreno, Margie			
Miller, Vickie			
Nichols, Natasha			
Opfer, Julie			
Parker, Ginger			
Pena, Rosa			
Petrashishin, Irina			
Prince, Sarah			
Reason, Darlene			
Riley, Christian			
Rivero, Elizabeth			
Rucker, Carla			
Schmieder, Kristin			
Smirnov, Michael			
Smith-Lehmann, Rebecca			
Snyder, Larisa			
Stauffer, Kaela			
Tembey, Stephanie			
Tompkins, Shelley			

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Tongol, Evelita			
Van Putten, Keli			
Walters-Cooke, Anne			
Welser-Lewis, Gloria			
Williams, Kayla			
Wilson, Karri			
Yang, Anna			

## **SECTION 8 COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal  
Secretary  
Day Custodian  
Night Custodian  
Noon Duty Aide  
Resource Teacher  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### Telephone Communication

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

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-6337
  - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
  - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Dudley Elementary School: (916) 338-6470
- North Country Elementary School: (916) 338-6480
- Oak Hill Elementary School: (916) 338-6460
- Spinelli Elementary School: (916) 338-6490
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680



## **SECTION 10    LETTERS HOME**

The letters on the following pages shall be provided to families at the beginning of each school year.



Established 1858

# Center Joint Unified School District

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

## BOARD OF TRUSTEES

Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Delrae M. Pope  
Donald E. Wilson

## SUPERINTENDENT

Scott A. Loehr

## CJUSD Disaster Procedures

Dear Parents/Guardians:

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

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

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

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

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

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

Sincerely,

Principal



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Established 1858

## SUPERINTENDENT

Scott A. Loehr

### Snack Request

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

Principal

"Respecting our traditions, while embracing new ideas"

## **SECTION 11    AFTERMATH**

### Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12 TRAINING AND UPDATING**

### Drills

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

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

### Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) (16-17)
- Bloodborne Pathogens for School Employees (every other year – even years)(15-16)
- Code Red Lockdown Training (annually)
- CPR Training (every other year – even years)
- NIMMS/ICS video (discuss components annually, can watch video every other year)(15-16)
- Mandated Child Abuse Reporter Training (annually)
- Triage Training (every other year – odd years) (16-17)

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

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

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

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2 AFTER-HOURS CRISIS PROCEDURES**

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

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



## **SECTION 3 BOMB THREAT**

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

### Bomb Threat Procedures

#### I. Office Personnel

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

#### II. Administration

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

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.

- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### IV. Custodians, Cooks, and other Classified Employees

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

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

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

Exact time of call: \_\_\_\_\_

Exact words of caller:

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#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on? \_\_\_\_\_

C. Is the number listed? Private number? Whose? \_\_\_\_\_  
\_\_\_\_\_

D. Person Receiving Call \_\_\_\_\_

E. Telephone number the call was received at \_\_\_\_\_

F. Date \_\_\_\_\_

G. Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

Signature \_\_\_\_\_      Date \_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received \_\_\_\_\_ Time caller hung up \_\_\_\_\_

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

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

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

Person receiving the call

Department \_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Date: \_\_\_\_\_

Person monitoring the call

Department \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

## **SECTION 4      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

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

## **SECTION 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

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

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

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

## **SECTION 6 DEATH/SUICIDE**

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

Principal or designee shall:

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

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



## **SECTION 7      EARTHQUAKE**

### During the Quake

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

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

### After the Quake

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

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

### Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural

soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

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

## **SECTION 8 FIRE/EXPLOSION**

### Fire

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

### Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

### Lunchrooms and Kitchens

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

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

### Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.

2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

#### Fire Extinguishers

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

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

#### Fire Extinguisher Inspections

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

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

## **SECTION 9 FLOOD**

### When there is a flood at the school site

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

### After the danger is over

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

### Minor Flooding

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

## **SECTION 10      GAS ODOR**

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

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 11      HOSTAGE SITUATION**

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **SECTION 12 HOSTILE VISITOR**

### Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.



5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### Violent Person:

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

#### Mob:

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

#### Unidentified Person(s) Taking Control:

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their

classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

## **SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING**

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## **SECTION 14      MEDICAL EMERGENCY**

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

### First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

#### Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

#### Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
  - Clear airway

- Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
    - Tilt the head
    - Jut the jaw forward
  3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
    - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
    - Small child - cover both mouth and nose.
  4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen):  
Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.



- Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

### Convulsions or Seizures

#### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries

- Severe infections
  - Epilepsy
3. Treatment
- Prevent patient from hurting himself
  - Loosen tight clothing
  - Do not restrain
  - If breathing stops, apply mouth to mouth resuscitation
  - Do not give liquids nor put patient in warm water
  - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

### Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

## Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

## Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

## Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

## Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

#### 1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

### Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

#### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.
  - Reassure the victim.
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911.
  - Call parents.

### Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106

degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.

2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

### Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.



## **SECTION 15 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.

5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 16 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

*Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **SECTION 18 SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **SECTION 19 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

At Cyril Spinelli Elementary School all students are offered an educational environment designed to foster lifelong learning and create honorable citizens. Students will develop habits of the mind which lead to flexible thinkers, problem solvers, and team players. The school environment promotes powerful learning opportunities and curriculum rich in a variety of genres. Activities are meaning centered and relevant, address various learning styles and multiple intelligences, encourage creativity, emphasize problem solving, incorporate authentic assessments, utilize technology, and reflect an appreciation and respect for cultural diversity.



**SECTION 2 People and Programs:  
Create a “caring and connected” school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

Spinelli Elementary has always had the reputation of being a caring, nurturing school. We believe in order to educate a child we need to meet their physical, social and emotional needs. To that end, we make every effort to provide the support each child needs for success.

Spinelli offers a breakfast program so students can get a healthy start to their day with proper nourishment. We have a lunch program offering nutritious hot foods and a salad bar. Located on our campus, is the District’s Family Resource Center. It provides a variety of services our families may be in need of such as clothing, housing, food, and mental health services. *Terkensha*, a County Mental Health Program, has been on Spinelli’s campus serving our families since the year 2000. Being a Title 1 school, we offer additional services to all students who are not meeting grade level standards. Spinelli has a plethora of support services you won’t find at other school sites.

Once you enter the gates of Spinelli, you begin to feel the nurturing, caring environment we offer our students. We believe all students can and will succeed when given the proper support. Policies and procedures have been established, taught and practiced with the students so they can be successful. The student discipline policy is clearly stated in our Parent Handbook which is sent home on the first day of school. Teachers post the school rules in their classrooms. Students who choose not to follow the expectations, receive consequences for their choices. Students, who follow the expectations and demonstrate their best effort, are rewarded with positive actions, words of praise, gift incentives, and recognition at our Tiger Days.

At Spinelli, we believe open communication with our families will bring the best results for our students. Teachers and administration have open door policies, and will work collaboratively for the success of students. We hold FAST (Family and School Team) meetings, Parent/Teacher conferences, meet with parents upon request, and hold SST (Student Success Team) meetings when students are not meeting the grade level expectations after individual interventions have been in place. We are committed to student success!

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

An action plan for people and programs reflecting the school's social environment

- Objective #1:

#### **Create a nurturing school environment**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to create a nurturing environment at Spinelli:

- We offer a breakfast and lunch program to meet physical needs
- We have a clothes closet on site for students needing clothing
- We have a food pantry located at Riles for families needing food
- We offer a Walking Club for student health
- We offer an intervention program before school to get students performing at grade level
- We offer an intervention program for our LTEL (Long-term English Learners) students not making the expected yearly growth
- We offer a push-in/pull-out academic program to support students throughout the school day
- We teach/play "Healthy Play" games during recesses and PE instruction to develop pro-social behaviors, and eliminate bullying
- We have a PeaceKeeper program to develop leadership skills in our students and help students resolve conflicts using their words
- Students help in other classrooms during their recesses
- We have recess buddies for students who have difficulty making good behavior choices at recess
- We have a Community Service Program designed to promote appropriate social behaviors by engaging students in positive activities during their recess time
- We have special friend groups to develop positive social behaviors
- We have a PIP (Primary Intervention Program) on campus
- We offer before/after school clubs: Academic Tutoring, and Art
- We have a homework club for students who are most in need of help
- For the 2016-2017 school year, we are beginning a *Safe School Ambassador Program*

- Objective #2:

#### **Provide clear, consistent, realistic school rules and expectations**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure expectations are clear, consistent and realistic at Spinelli:

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli
- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school, and intermittently throughout the school year
- Back-to-School packets with information about grade level curriculum, the teacher's discipline policy and expectations for a successful school year
- A rules assembly is held at the beginning of the school year by the administration with students in grades 1-6 to review and discuss expectations for student success
- Rules are enforced at all recesses by supervising staff
- Teachers teach the Second Step Program, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day, and the VIBE Program is provided to students in grades 4-6.

- Objective #3:

**Open communication among staff, students and parents**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure open communication exists among staff, students and parents at Spinelli:

- Teachers provide Back-to-School packets for parents with a copy of their discipline policy and expectations for a successful school year
- Spinelli maintains a website with a calendar and all pertinent information for parents
- Email addresses are provided for quick and easy communication with staff members
- FAST meetings and SST meetings are held with parents for students needing additional interventions
- Parent/Teacher conferences are held at least twice a year, or at parent or teacher request
- Staff members return phone calls within 24 hours
- Some written communication is provided in Spanish and/or Russian/Ukraine
- Translators are provided upon request
- *Homelink* is provided to parents to check attendance and grades
- Automated phone system to call families with pertinent information
- Positive phone calls home by teachers
- Teachers hold class meetings to address student concerns/issues
- School Site Council/English Language Advisory Committee meetings are held several times a year
- Absent students are called daily

## **SECTION 4 Place**

**Create a physical environment that communicates respect for learning and for individuals.**

### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

Spinelli Elementary is located in Antelope at the north end of Sacramento County. The school is surrounded by a neighborhood setting of single family dwellings. The school is the center of the community, with no parks or playgrounds in the vicinity. It is the neighborhood playground for children in the area. As a result, the campus does experience some vandalism during the evening hours and weekends.

The school site encompasses approximately eight acres with five permanent structures, and four banks of portable units. We have upper and lower blacktops with basketball courts, four square, hopscotch, a ball wall, and volleyball courts. The blacktop areas are not visible from the street. The office building and multi-purpose room face the parking lot. The school and field are surrounded by chain-link fences, with locking gates at all entrances. Beyond the back field, there is a small creek bed and nature wildlife area.

The gates remain locked during the school day, with the exception of the front gate, and staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus. Adult education students wear ID badges while on the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. The school was newly painted outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. New phone, bell, intercom and clock systems were installed in 2009. In the summer of 2013, school doors and trim were re-painted. The grounds are maintained by the District grounds department.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Twin Rivers Police Department patrols our school during non-business hours, and investigates all acts of vandalism.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### **The Physical Environment**

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

- Objective #1:

#### **Student/Staff Safety as it relates to Emergency Preparedness**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support everyone's preparedness in the event of an emergency at Spinelli:

- Yearly and Every Other Year disaster trainings (SEMS/NIMS/START/Arson Prevention/Mandated Child Abuse Reporting/Code Red Lockdown) of all staff members in the event of an actual emergency
- Yearly disaster drills to include natural disasters, possible intruders, and accidental occurrences causing severe damage to the school site
- Monthly fire safety/evacuation drills
- Earthquake drills 3 times per year, bomb drills twice a year
- Assailant on campus drills practiced 3 times a year
- Spinelli's Safe School Plan is provided to each staff member
- Classrooms supplied with safety backpacks filled with supplies in the event of an emergency or lockdown
- Staff members are provided green safety vests to wear when outside the classroom, making "safe adults" easy to identify
- Every classroom has been equipped with two-way radios, and they are carried by teachers when outside of the classroom
- Students are instructed not to touch dangerous objects, but to report them to an adult ASAP
- Signs are posted at the school entrances stating visitors must check in at the office to obtain a visitor's pass to enter the campus
- All volunteers are screened using the Megan's Law database, hold current negative TB tests, and long term volunteers are finger printed
- Twin Rivers Police Officers are available 24/7 to address the school's needs
- WE TIP posters are displayed around the campus for neighbors to anonymously report suspicious activity

- Objective #2:

#### **Student/Staff Safety as it relates to Daily School Routines**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the daily routines of everyone at Spinelli:

- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations

- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment
- Anti-bullying activities are promoted throughout the school year to develop acceptable, healthy behaviors in all students
- A "healthy play" curriculum has been implemented designed to promote pro-social, team player behaviors, and reduce/prevent bullying behaviors
- Students receive instruction in the *Second Step Program* to learn pro-social behaviors and develop coping skills to deal with anger
- The *Vibe Program* is provided for students in grades 4-6
- PeaceKeepers are on the playground at recesses to help students resolve conflicts
- A *Safe School Ambassador Program*, has been implemented this year
- Sexual harassment training is available to students in grades 4-6
- The staff and administration make every effort to recognize positive student behaviors such as, student's demonstrating academic success, making good social choices, being positive role models, and tutoring younger students
- Staff trainings throughout the year for safety in all aspects of the daily routines of school

- Objective #3:

**Student and Staff safety as it relates to Student Health and Well Being**

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the health and well-being of everyone at Spinelli:

- Staff and students participate in our Walking Club, promoting healthy choices
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District's Food Services Department
- Students participate in group (Healthy Play) games at recesses
- Students and staff are encouraged to wash their hands frequently to avoid spreading germs and prevent illness
- A school nurse is available to address student/staff concerns that affect the school environment
- The District's Family Resource Center, located at Spinelli, is open to all families needing assistance for housing, food, clothing, and medical care
- A clothes closet is located on Spinelli's campus for students needing clothing items
- A food closet is located on the Riles campus for families in need of food

## SECTION 6 SIGNATURE SHEET

Spinelli Elementary School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Kristin Schmieder</u>	Principal	<u>Kristin Schmieder</u>
<u>Christian Riley</u>	Teacher	<u>Christian Riley</u>
<u>Julie Opfer</u>	Teacher	<u>Julie Opfer</u>
<u>Alyson Collier</u>	Counselor	<u>Alyson Collier</u>
<u>Leah Haymore</u>	Library Technician	<u>Leah Haymore</u>
<u>Tiffany Weaver</u>	SSC Parent	<u>Tiffany Weaver</u>

## Appendix A

### (Insert Staff's Classroom Telephone Numbers Here) Appendix A Staff School Phone Numbers for 2014-2015SY

<b>Staff Member</b>		<b>Staff Member</b>	
AbdelMalek, Samia (SCOE)	1236	Lukes, Rebecca	1101
Abundis, Ammie (SCOE)	1234	Lyons, Anne	1241
Alcala, Jeff (SCOE)	1235	MacCracken, Deanna	1212
Alzanoon, Ylba	1212	Macek, Leslie	1224
Arakelyan, Kristine	1230	McCune, Megan	1212
Arcilla, Reynaldo	custodian	McDaniel, Mike (SCOE)	1234
Bennefeld, Michael	1231	McInnis, Kathryn	1227
Bolton, Lois	1108	McInnis, Megan	1211
Boyce, Jimmy	1208	Mendoza, Hermienia	Noon duty
Boyle, Michaelann (SCOE)	1236	Miller, Vicki (SCOE)	1236
Bryant, Angela	1215	Moreno, Margie	1222
Butler, Kim	1204	Nichols, Natasha	1115
Cao, Martha	1108	Opfer, Julie	1232
Chamberlain, Denae	1223	Parker, Ginger	1228
Cid, Vivian	1111	Pena, Rosa	1217
	1102	Petreshishin, Irina	1109
Collier, Alyson	1116	Prince, Sarah	1232
Craven, Kim (SCOE)	1234	Reason, Lyn	1221
Crepps, Terri	1212	Reynolds, Laurie	1108
Davidson, Jessica	Noon duty	Riley, Christian	1206
Domalakes, Alyssa	1204	Rivero, Elizabeth	Noon duty
Eastteam, Eve	1114	Rucker, Carla	1232
Edwards, Lori	1207	Schmieder, Kristin	1103
Erwin, Rita	Noon duty	Smirnov, Michael	1204
Gamboa, Susanne	1204	Smith-Lehmann, Rebecca	1214
Goodman, Shelia	1208	Snyder, Larisa	1207
Haymore, Leah	1201	Stauffer, Kaela	1207
Harper, Nicole	1109	Tembey, Stephanie	1224
Jensen, Carin	1217	Tompkins, Shelley	1109
Kalmykova, Lyubov	1212	Tongol, Evelita	1108
Karas, Terry	custodian	Trujillo, Jovita	Noon duty
Katkanova, Lyubov	1112	Van Putten, Keli	1111
Kitchens, Katrina	1204	Walters-Cook, Ann	1209
Klyuchnik, Tatyana	1212	Wieser-Lewis, Gloria	1219
Kyle, Stephen	1220	Williams, Kayla	1207
Leclair, Kim	1225	Wilson, Karri	1228
Leonard, Laura	1204	Yang, Anna	1118
Loyko, Olga	1207		
Luigi, Jean	1226		



## Appendix B

**(Insert Utility Shut-off Map Here)**

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**Appendix C**  
**(Insert Evacuation Map Here)**

## Appendix D

**(Insert Off Campus Evacuation Map Here)**

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## Appendix E

### EOC Message Form

#### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class:

# of students marked absent in this class:

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class:

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured) \_\_\_\_\_

# of students with you but not on roster:

Please list these students by name: \_\_\_\_\_

# of extra adults in room

Please list extra adults by name: \_\_\_\_\_

For Command Staff: \_\_\_\_\_

\_\_\_\_\_ Missing students/adults recorded

#### EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<b><u>A</u></b>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<b><u>B</u></b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<b><u>C</u></b>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80px;" type="text"/>
	<b>Major (Immediate):</b> Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	<input style="width: 80px;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
<b><u>D</u></b>	<b>Property Damages</b>	<b><u>Circle One</u></b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

### Who Are Mandated Reporters?

**P.C. 11165.7** defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.

- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

## Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

## What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**  
Note that child abuse *does not* include a “mutual affray” between minors. It also *does not* include an injury caused by “reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment.” **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. “Sexual assault” includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. “Sexual exploitation” includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

## When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

## **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

## **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

## **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

## **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine



not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

## Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

## Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

---

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

# Appendix G Child Abuse Reporting Form

**Print**

## SUSPECTED CHILD ABUSE REPORT

**Reset Form**

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_  
CASE NUMBER: \_\_\_\_\_

PLEASE PRINT OR TYPE

<b>A. REPORTING PARTY</b>	NAME OF REPORTER (PRINT)		TITLE		SUSPECTED REPORTER CATEGORY																									
	REPORTER'S BIRTHDATE (MM/DD/YY)		Street	City	Zip	DID SUSPECTED REPORTER TRIGGER THIS INCIDENT? Y/N																								
	REPORTER'S EMPLOYER (DAYTIME)		SCHEDULE		INCIDENT DATE																									
<b>B. REPORT INFORMATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROSECUTOR <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY																											
	ADDRESS		City		Zip	DATE/TIME OF PHONE CALL																								
	OFFICER CONTACTED - TITLE					TELEPHONE																								
<b>C. VICTIM</b> <small>On a report of past victim</small>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY																								
	ADDRESS		City		Zip	TELEPHONE																								
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE																								
	PHYSICALLY DISABLED? (Y/N)	DEAF (SPECIALLY TRAINED)? (Y/N)	OTHER DISABILITY (SPECIFY)		PRESENT LANGUAGE SPOKEN AT HOME																									
	IN Foster CARE? (Y/N)	IF VICTIM IS IN CARE, OF HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MEDICAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)																								
	RELATIONSHIP TO SUSPECT			PHONE THIS UP (Y/N)		DID THIS INCIDENT RESULT IN THIS VICTIM'S DEATH? (Y/N) (T/UNK)																								
<b>D. INVOLVED PARTIES</b> <small>Yrs 16+ (not on adjacent)</small>	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">NAME</th> <th style="width: 15%;">BIRTHDATE</th> <th style="width: 15%;">SEX</th> <th style="width: 15%;">ETHNICITY</th> <th style="width: 15%;">AGE</th> <th style="width: 15%;">BIRTHDATE</th> <th style="width: 15%;">SEX</th> <th style="width: 15%;">ETHNICITY</th> </tr> <tr> <td>1 _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>2 _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>						NAME	BIRTHDATE	SEX	ETHNICITY	AGE	BIRTHDATE	SEX	ETHNICITY	1 _____	_____	_____	_____	_____	_____	_____	_____	2 _____	_____	_____	_____	_____	_____	_____	_____
	NAME	BIRTHDATE	SEX	ETHNICITY	AGE	BIRTHDATE	SEX	ETHNICITY																						
	1 _____	_____	_____	_____	_____	_____	_____	_____																						
	2 _____	_____	_____	_____	_____	_____	_____	_____																						
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY																								
	ADDRESS		City		Zip	HOME PHONE																								
	TELEPHONE		BIRTHDATE																											
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY																								
	ADDRESS		City		Zip	HOME PHONE																								
	TELEPHONE		BIRTHDATE																											
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY																									
ADDRESS		City		Zip	TELEPHONE																									
OTHER RELEVANT INFORMATION																														
<b>E. INCIDENT INFORMATION</b>	<input type="checkbox"/> IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE INCIDENTS OCCURRED _____																													
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT																											
	BRIEF DESCRIPTION (What events) occurred (do not include names of individuals) person accompanying the reporter or past methods involving the incident(s) or suspect(s).																													

**SS 8572 (Rev. 1/02)      DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**NOTE:** Submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

**WHITE COPY -** Police or Sheriff's Department    **BLUE COPY -** County Office of Probation Department    **GREEN COPY -** District Attorney's Office    **YELLOW COPY -** Reporting Party

## Appendix H

Center Joint Unified School District  
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

*Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

*Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

**Williams Complaints Form**

**Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.**

Response requested:  Yes  No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

**1. Textbooks and Instructional Materials**

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

**3. Teacher Vacancy or Misassignment**

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**4. High School Exit Examination (For school districts who receive intensive instruction funds)**

- Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

## Appendix I

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 \*48900(a-2): Use of Force or Violence (S)
- 3 \*48900(b): Weapons (S)
- 4 \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 \*48900(d): Drugs or Alcohol, Sale of (S)
- 6 \*48900(e): Robbery/Extortion (S)
- 7 \*48900(f): School Property Damage (S)
- 8 \*48900(g): Property Theft (S)
- 9 \*48900(h): Tobacco, Possession/Use(S)
- 10 \*48900(i): Language, Obscene/Profanity (S)
- 11 \*48900(j): Drugs, Paraphernalia (S)
- 12 \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 \*48900(l): Stolen Property, Possession of (S)
- 14 \*48900(m): Firearm, Imitation (S)
- 15 \*48900(n): Sexual Assault (S)
- 16 \*48900(o): Harassment, Witness (S)
- 17 \*48900(p): Soma, Selling of (S)
- 18 \*48900(q): Hazing (S)
- 19 \*48900(r): Bullying/Harassment (S)
- 20 \*48900(t): Aids or Abets Physical Injury(S)
- 21 \*48900.2: Sexual Harassment (S)(E)
- 22 \*48900.3: Hate Violence (S)(E)
- 23 \*48900.4: Harassment, threats, intimidation (S)(E)
- 24 \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 \*48900.7(b): Terroristic Threat (S)(E)
- 50 \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51 \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 \*48915(a-4): Robbery/Extortion (S)(E)
- 54 \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56 \*48915(c-2): Brandishing a Knife (E)\*\*
- 57 \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58 \*48915(c-4a): Sexual Assault(E)\*\*
- 59 \*48915(c-4b): Sexual Battery (E)\*\*
- 60 \*48915(c-5): Possession of an Explosive (E)\*\*

## Appendix J

### Center Joint Unified School District Previous Suspension/Expulsion Notification

Dated: \_\_\_\_\_

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

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix K**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

## Appendix L

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.



## **Appendix M**

**(Insert Site Dress Code,  
if it contains language about "gang-related apparel)**

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

Action Item X

**Date:** February 15, 2017

Information Item     

**From:** Craig Deason, Assist. Supt.

# Attached Pages 0

**Assist. Supt. Initials:** CD

**SUBJECT:**

**Bond Oversight Committee**

The Superintendent's cabinet recommends the following current and new members to the Bond Oversight Committee.

- (New) Kathleen Beck – Business Organization
- (3<sup>rd</sup> Term) Cindy Brockway – Senior Citizen Organization
- (New) Howard Ballin – Tax Payer Organization
- (New) Cecilia Casagrande – Community Member
- (New) Kathy Knutsen – PTA/ Boosters
- (New) Janet Rutledge – Community Member
- (New) Kevin Hughes - Parent

**Recommendation:** Approve new Bond Oversight Committee members.

**CONSENT AGENDA**

# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site: Facilities &amp; Operations Department</b>		
<b>To:</b>	<b>Board of Trustees</b>	<b>Action Item</b> <u>  X  </u>
<b>Date:</b>	<b>February 15, 2017</b>	<b>Information Item</b> <u>      </u>
<b>From:</b>	<b>Craig Deason, Assist. Supt.</b>	<b># Attached Pages</b> <u>  0  </u>
<b>Assist. Supt. Initials:</b> <u>  CD  </u>		

<b>SUBJECT:</b>
<b>Bond Oversight Committee Officers</b>
<p>Upon approval of the CJUSD Bond Oversight Committee, the committee recommends the following officers.</p> <p><b>Chair – Kathleen Beck</b> <b>Vice Chair – Howard Ballin</b> <b>Secretary – Cecilia Casagrande</b></p>
<p><b>RECOMMENDATION:</b> That the Board of Trustees approves the officers of the Bond Oversight Committee.</p>

CONSENT AGENDA

# Center Joint Unified School District

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site: Facilities &amp; Operations Department</b>	
<b>To: Board of Trustees</b>	<b>Action Item <u>  X  </u></b>
<b>Date: February 15, 2017</b>	<b>Information Item <u>  </u></b>
<b>From: Craig Deason, Assist. Supt.</b>	<b># Attached Pages <u>  6  </u></b>
<b>Assist. Supt. Initials: <u>  CD  </u></b>	

<b>SUBJECT:</b>
<b>CJUSD Bond Oversight Committee Bylaw Updates</b>
<b>The CJUSD Bond Oversight Committee recommends Board approval of their updated bylaws.</b>
<b>Recommendation: That the Board of Trustees approves the updates to the CJUSD Bond Oversight Committee bylaws.</b>

**CONSENT AGENDA**

--



# **BOND OVERSIGHT COMMITTEE BYLAWS**

## **Section 1.0 COMMITTEE ESTABLISHED**

The Board of Trustees of the Center Joint Unified School District (the "Board") hereby establishes the Bond Oversight Committee (the "Committee") which shall have the purposes and duties set forth in these Bylaws. Pursuant to Section 15278 of the Education Code, the District is obligated to establish the committee in order to satisfy the accountability requirements of Prop 39.

## **Section 2.0 PURPOSE**

The purpose of the Committee as set forth in Prop. 39 is to inform the public at least annually by issuing a written report concerning the expenditure of bond proceeds from Measure N approved by the voters November 4, 2008 (the "bond proceeds").

## **Section 3.0 DUTIES**

To carry out its stated purpose, the Committee shall perform the following duties:

3.1 Review Expenditures. The Committee shall review expenditure reports produced by the District to ensure that (a) bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no bond proceeds are used for any teacher or administrative salaries or other operating expenses.

3.2 Annual Report. The Committee shall present to the Board, in public session, an annual written report which shall include the following:

- (a) A statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution; and
- (b) A summary of the Committee's proceedings and activities for the preceding year.

## **Section 4.0 AUTHORIZED ACTIVITIES**

4.1 In order to perform the duties set forth in Section 3.0, the Committee may engage in the following authorized activities:

- (a) Receive and review copies of the District's annual independent performance audit and annual independent financial audit, required by Article XIII A of the California Constitution.
- (b) Inspect school site facilities and grounds for which bond proceeds have been or will be expended, in accordance with any access procedure established by the Superintendent.



- (c) Review copies of deferred maintenance proposal or plans developed by the District.
- (d) Review the District's efforts to maximize bond proceeds.

4.2 Make requests for copies or inspection of District records in writing to the Superintendent.

## Section 5.0 MEMBERSHIP

### 5.1 Number.

- (a) The committee shall consist of a minimum of 7 members approved by the Board from a list of candidates recommended by an independent body and based on criteria established by law.
- (b) Additional members may have the opportunity to join the committee.

### 5.2 Qualification Standards.

- (a) To be a qualified person, he or she must be at least 18 years of age and reside within the district's geographic boundary, in accordance with Government Code section 1020.
- (b) The committee may not include any employee, official of the school district or any vendor, contractor or consultant of the school district [EC 15282].

### 5.3 Ethics; Conflicts of Interest.

By accepting appointment to the Committee, each member agrees to comply with Articles 4 (commencing with Section 1090) and 4.7 (commencing with Section 1125) of Division 4 of Title 1 of the Government Code and the Political Reform Act (Gov. Code §§ 81000 et seq.), and to complete the Form 700 as required by all "designated employees" of the District. Additionally, each member shall comply with the Committee Ethics Policy attached as Attachment A to these Bylaws.

### 5.4 Term.

Except as otherwise provided herein, each member shall serve a term of two (2) years beginning January 8, 2009. No member may serve more than three (3) consecutive terms.

### 5.5 Vacancy.

When a member resigns or otherwise vacates his or her seat, the seat will be declared vacant. The Board, in accordance with the approval process shall fill any vacancies on the committee.

### 5.6 Removal.



The Board may remove any Committee member for cause and or for failure to comply with the Committee Ethics Policy. Upon a member's removal, his or her seat shall be declared vacant. The Board, in accordance with the approval process shall fill any vacancies on the Committee.

5.7 Compensation.

The Committee members are volunteers and shall not be compensated for their services.

**Section 6.0 MEETINGS OF THE COMMITTEE**

6.1 Regular Meetings.

The Committee shall establish a schedule for the date and time of regular meetings to be held at least semi-annually.

6.2 Location.

All meetings shall be held in the District's Office, located at 8408 Watt Avenue, Antelope, California 95843.

6.3 Procedures.

All meetings shall be open to the public in accordance with the Ralph M. Brown Act, Government Code Section 54950 et seq. Meetings shall be conducted according to such procedural rules as the Committee may adopt. A majority of the number of Committee members shall constitute a quorum for the transaction of any business except adjournment of a meeting.

**Section 7.0 DISTRICT SUPPORT**

7.1 The District shall provide to the Committee necessary technical and administrative assistance as follows:

- (a) preparation of and posting of public notices as required by the Brown Act, ensuring that all notices to the public are provided in the same manner as notices regarding meetings of the District Board;
- (b) provision of a meeting room, including any necessary audio/visual equipment;
- (c) preparation and copies of any documentary meeting materials, such as agendas and reports; and
- (d) retention of all Committee records, and providing public access to such records on an Internet website maintained by the District Board.

7.2 District staff shall attend all Committee proceedings in order to report on the status of projects and the expenditures of bond proceeds.



7.3 Legal counsel to advise the Committee on legal matters relating to the operation and/or subject matter of the Committee, with Board approval.

### **Section 8.0 OFFICERS**

The Committee shall elect a chair and a vice-chair who shall act as chair only when the chair is absent, and a secretary. The positions shall continue for two (2) year terms. No member shall serve as Chair for more than two consecutive terms.

### **Section 9.0 AMENDMENTS OF BYLAWS**

Any amendment to these Bylaws shall be approved by a two-thirds vote of the entire Board.

### **Section 10.0 TERMINATION**

The Committee shall automatically terminate and disband at the earlier of the date when (a) all bond proceeds are spent, or (b) all projects funded by bond proceeds are completed.





## ATTACHMENT A

### **CITIZENS' OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT**

This Ethics Policy Statement provides general guidelines for Committee members to follow in carrying out their roles. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

#### **POLICY**

- **CONFLICT OF INTEREST.**  
A Committee member shall not make or influence a District decision related to: (1) any contract funded by bond proceeds or (2) any construction project which will benefit the Committee member's outside employment, business, or personal finances or benefit an immediate family member, such as a spouse, child or parent.
- **OUTSIDE EMPLOYMENT.**  
A Committee member shall not use his or her authority over a particular matter to negotiate future employment with any person or organization that relates to: (1) any contract funded by bond proceeds, or (2) any construction project. A Committee member shall not make or influence a District decision related to any construction project involving the interests of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind. For a period of two (2) years after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of two (2) years after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to: (1) bidding on projects funded by the bond proceeds; and (2) any construction project.
- **COMMITMENT TO UPHOLD LAW.**  
A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Center Joint Unified School District.



## **CENTER UNIFIED SCHOOL DISTRICT**

8408 Watt Ave, Antelope, CA, 95643 - Phone 916-338-6400 - Fax 916-338-6411

- **COMMITMENT TO DISTRICT.**  
A Committee member shall place the interests of the District above any personal or business interests of the member.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item**   X  

**Date:** February 15, 2017

**Information Item**     

**From:** Craig Deason, Assist. Supt.

**# Attached Pages**   5  

**Assist. Supt. Initials:**   CD  

**SUBJECT:** Approval of Eighth Amendment to the SMUD Agreement for the Purchase and Sale of Real Property and Escrow Instructions

The District is requesting approval of the Eighth Amendment to the SMUD Agreement for the Purchase and Sale of Real Property and Escrow Instructions effective January 31, 2017.

**Recommendation:** That the Board of Trustees approves the Eighth Amendment to Agreement for the Purchase and Sale of Real Property and Escrow Instructions.

CONSENT AGENDA

**EIGHTH AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Amendment is the Eighth Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement"). The Agreement was amended on September 22, 2006, later amended effective December 22, 2006, and later amended effective January 16, 2008, November 19, 2014, May 1, 2015 and most recently on October 1, 2015.

1. **Background:** Pursuant to Section 5.A, SMUD notified the District that SMUD desired to acquire the Option Site. Thereafter, the District provided written notification to SMUD that SMUD must identify an Alternative Similar Site. The purpose of this amendment is to extend SMUD's period for identifying the Alternative Similar Site.
2. **Effective Date:** This Eighth Amendment to the Agreement is effective as of January 31, 2017 ("Effective Date").
3. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation) ± 0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." The parties desire to establish a revised timeline for identification of the Riolo Site as the Alternative Similar Site.
4. **Amendment:**  
  
The parties agree that Section 5.C. is amended to read:  
  
SMUD shall have until December 31, 2017 to identify an Alternative Similar Site and notify the District of the price.
5. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.
6. **Counterparts.** This Amendment may be signed in Counterparts.

**IN WITNESS WHEREOF**, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Eighth Amendment to the Agreement as of the Effective Date.

**CENTER UNIFIED SCHOOL DISTRICT**, a public entity

By: \_\_\_\_\_  
Scott Loehr, Superintendent

Dated: \_\_\_\_\_, 2017

**SACRAMENTO MUNICIPAL UTILITY DISTRICT**, a municipal utility district

By: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: \_\_\_\_\_, 2017

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

By: \_\_\_\_\_

David A. Soldani, Esq.

State of California

County of \_\_\_\_\_ )

On \_\_\_\_\_ before me, \_\_\_\_\_  
(insert name and title of the officer)

personally appeared \_\_\_\_\_,  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are  
subscribed to the within instrument and acknowledged to me that he/she/they executed the same  
in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument  
the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

State of California

County of \_\_\_\_\_ )

On \_\_\_\_\_ before me, \_\_\_\_\_  
(insert name and title of the officer)

personally appeared \_\_\_\_\_,  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are  
subscribed to the within instrument and acknowledged to me that he/she/they executed the same  
in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument  
the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)



Figure 3.1  
LAND USE DIAGRAM

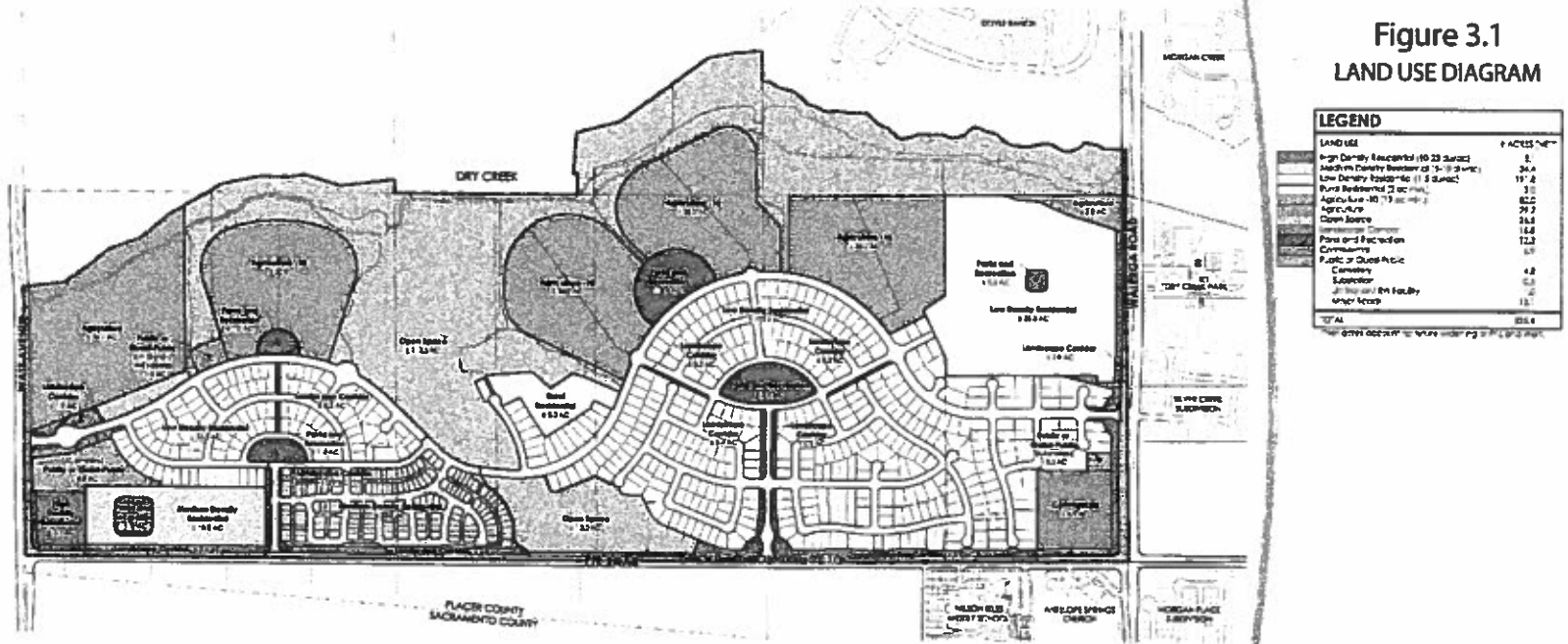


EXHIBIT "A"



# Center Joint Unified School District

		<b>AGENDA REQUEST FOR:</b>
<b>Dept. /Site: Business Department</b>		
<b>Date:</b>	<b>02/06/2017</b>	<b>Action Item</b>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b>
<b>From:</b>	<b>Lisa Coronado</b>	<b># Attached Page <u>1</u></b>

<b>SUBJECT:</b>
<b>APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT PAYROLL ORDERS</b>
<b>The Governing board is asked to approve the attached payroll Orders for July 2016 through January 2017.</b>
<b>RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2016 through January 2017.</b>

**CONSENT AGENDA**

**DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2017**

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 981,000.75	\$ 64,821.20		\$ 1,045,821.95	271
AUG	\$ 2,503,675.78	\$ 114,671.61		\$ 2,618,347.39	835
SEPT	\$ 2,505,464.56	\$ 172,109.94		\$ 2,677,574.50	898
OCT	\$ 2,512,641.69	\$ 100,957.20		\$ 2,613,598.89	747
NOV	\$ 2,501,919.04	\$ 158,813.53		\$ 2,660,732.57	814
DEC	\$ 618,323.87	\$ 86,681.55		\$ 705,005.42	473
3-Jan	\$ 1,890,355.83			\$ 1,890,355.83	271
JAN	\$ 2,496,778.07	\$ 79,800.90		\$ 2,576,578.97	755
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 16,010,159.59	\$ 777,855.93	\$ -	\$ 16,788,015.52	5064
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** January, 2017

**To:** Board of Trustees

**From:** Lisa Coronado

Action Item

Information Item

# Attached Pages 55

**SUBJECT:** Supplemental Agenda – Commercial Warrant Registers

January 5, 2017, \$258,744.00, January 12, 2017, \$193,154.74

January 18, 2017, \$72,157.14, January 26, 2017, \$411,227.10

The commercial warrant payments to vendors total

**\$935,282.98**

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

**CONSENT AGENDA**

XV-18

Batch status: A All

From batch: 0034

To batch: 0034

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				
010669/00	ALHAMBRA & SIERRA SPRINGS						
17 PO-170016	01/05/2017	4782453121516	1 01-8150-0-4300-106-0000-8110-007-000 NN P			70.51	70.51
61 PO-170059	01/05/2017	4781257121516	1 01-0000-0-4300-112-0000-3600-007-000 NN P			42.02	42.02
474 PO-170417	12/30/2016	4780794121516	1 01-0000-0-4300-110-0000-7200-004-000 NN P			42.02	42.02
579 PO-170502	12/30/2016	4781839121516	1 01-0000-0-4300-475-3200-2700-015-000 NN P			42.02	42.02
TOTAL PAYMENT AMOUNT				196.57 *			196.57
021763/00	ALL STAR RENTS						
800 PO-170701	12/29/2016	647609.10	1 01-8150-0-5600-106-0000-8110-007-000 NN P			307.95	307.95
TOTAL PAYMENT AMOUNT				307.95 *			307.95
011617/00	AMADOR STAGE LINES						
1595 PO-171372	01/05/2017	68296	1 01-0000-0-5865-472-1110-4200-014-915 NN F			3,075.67	659.98
TOTAL PAYMENT AMOUNT				659.98 *			659.98
019769/00	AMERICAN EXPRESS						
940 PO-170810	01/05/2017	0-03000	1 01-0000-0-5200-101-0000-7150-002-000 NN F			939.75	939.71
942 PO-170811	01/05/2017	0-03000	1 01-0000-0-5200-120-0000-7110-000-000 NN F			1,879.50	939.71
1495 PO-171281	01/05/2017	0-03000	1 01-0000-0-5200-101-0000-7150-002-000 NN F			198.36	198.36
1498 PO-171286	01/05/2017	0-03000	1 01-0000-0-5200-101-0000-7150-002-000 NN F			175.92	175.92
TOTAL PAYMENT AMOUNT				2,253.70 *			2,253.70
017075/00	AMERICAN RIVER SPEECH INC.						
840 PO-170731	01/04/2017	DEC-2016	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,366.40	2,366.40
TOTAL PAYMENT AMOUNT				2,366.40 *			2,366.40
010400/00	AT&T						
521 PO-170445	01/04/2017	248134-81008413	1 01-0000-0-5930-106-0000-8110-007-000 NN P			9.30	9.30
TOTAL PAYMENT AMOUNT				9.30 *			9.30
018533/00	ATKINSON ANDELSON LOYA RUDD						
711 PO-170612	01/05/2017	511260	1 01-0000-0-5880-105-0000-7200-005-000 NE P			4,521.56	4,521.56
TOTAL PAYMENT AMOUNT				4,521.56 *			4,521.56

81 CENTER UNIFIED SCHOOL DIST.  
01-05-2016

ACCOUNTS PAYABLE PRELIST  
BATCH: 0034 01-05-17  
FUND : 01 GENERAL FUND

J1648 APY500 H.02.05 01/05/17 PAGE 2  
<< 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				
019504/00	B & H PHOTO-VIDEO						
1459 PO-171246	01/05/2017	118732948	1 01-0000-0-4300-234-1110-1000-008-000	YN	P	13.48	13.48
1459 PO-171246	01/05/2017	118751977	1 01-0000-0-4300-234-1110-1000-008-000	YN	P	564.21	564.21
1459 PO-171246	12/27/2016	119047371	1 01-0000-0-4300-234-1110-1000-008-000	YN	F	60.77	13.48
TOTAL PAYMENT AMOUNT							591.17 *
TOTAL USE TAX AMOUNT							47.30
011838/00	BLICK ART MATERIALS						
1405 PO-171207	01/05/2017	6928183	1 01-0000-0-4300-472-1230-1000-014-000	NN	F	822.54	822.54
TOTAL PAYMENT AMOUNT							822.54 *
019075/00	BRIGHT FUTURES THERAPY						
841 PO-170732	01/05/2017	3341	1 01-6500-0-5800-102-5750-1180-002-000	NN	P	14,560.00	14,560.00
TOTAL PAYMENT AMOUNT							14,560.00 *
020155/00	BROWN, PETER						
1577 PO-171359	01/05/2017	REIMB-SUPPLIES	1 01-0000-0-4300-371-1110-1000-012-000	NN	F	132.45	132.45
TOTAL PAYMENT AMOUNT							132.45 *
020540/00	CALIFORNIA AMERICAN WATER CO						
108 PO-170176	01/05/2017	837500010415	1 01-0000-0-5520-106-0000-8110-007-000	NN	P	39,382.43	39,382.43
TOTAL PAYMENT AMOUNT							39,382.43 *
021678/00	CAPITOL ACADEMY						
995 PO-170864	01/04/2017	CA0111	1 01-6500-0-5800-102-5750-1180-002-000	NN	P	2,055.36	2,055.36
995 PO-170864	01/04/2017	CA0123	1 01-6500-0-5800-102-5750-1180-002-000	NN	P	250.00	250.00
TOTAL PAYMENT AMOUNT							2,305.36 *
010575/00	CAPITOL CLUTCH & BRAKE INC.						
66 PO-170064	01/03/2017	1439019-CREDIT	1 01-0000-0-4300-112-0000-3600-007-000	NN	P	109.85	109.85
TOTAL PAYMENT AMOUNT							109.85 *

81 CENTER UNIFIED SCHOOL DIST.  
01-05-2016

ACCOUNTS PAYABLE PRELIST  
BATCH: 0034 01-05-17  
FUND : 01 GENERAL FUND

J1648 APY500 H.02.05 01/05/17 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016081/00	CARS+ -THE ORGANIZATION FOR						
1616 PO-171386	01/05/2017	2016-51	1 01-6500-0-5200-102-5001-2700-002-000 NN F			5,391.00	5,391.00
			TOTAL PAYMENT AMOUNT	5,391.00 *			5,391.00
020305/00	CDW GOVERNMENT INC.						
1501 PO-171290	01/05/2017	GFT8539	1 01-0000-0-4300-472-0000-2700-014-000 NN F			108.62	108.61
			TOTAL PAYMENT AMOUNT	108.61 *			108.61
016261/00	CEBULA RN, GAIL						
1211 PO-171037	01/04/2017	DEC MILEAGE	1 01-0000-0-5210-102-0000-3140-003-000 NN P			32.24	32.24
			TOTAL PAYMENT AMOUNT	32.24 *			32.24
013928/00	CINTAS LOCATION 622						
516 PO-170441	01/04/2017	622708645	1 01-0000-0-5800-111-0000-8200-007-000 NN P			181.99	181.99
516 PO-170441	01/04/2017	622703687	1 01-0000-0-5800-111-0000-8200-007-000 NN P			179.35	179.35
516 PO-170441	01/04/2017	622698799	1 01-0000-0-5800-111-0000-8200-007-000 NN P			181.99	181.99
			TOTAL PAYMENT AMOUNT	543.33 *			543.33
018180/00	CITRUS HEIGHTS SAW & MOWER						
47 PO-170046	01/03/2017	372426	1 01-0000-0-4300-106-0000-8110-007-000 NN P			332.01	332.01
1248 PO-171072	01/05/2017	372381	1 01-0000-0-5600-472-0000-2700-014-000 NN F			395.00	395.37
			TOTAL PAYMENT AMOUNT	727.38 *			727.38
015699/00	CLARK SECURITY PRODUCTS						
13 PO-170012	01/05/2017	22K-182974	1 01-8150-0-4300-106-0000-8110-007-000 NN P			14.24	14.24
13 PO-170012	01/03/2017	22K-183438	1 01-8150-0-4300-106-0000-8110-007-000 NN P			247.57	247.57
			TOTAL PAYMENT AMOUNT	261.81 *			261.81
014557/00	COLLEGE OAK TOW & TRANSPORT						
67 PO-170065	01/05/2017	493514	1 01-0000-0-5800-112-0000-3600-007-000 NN P			422.50	422.50
			TOTAL PAYMENT AMOUNT	422.50 *			422.50

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount							
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP			
021813/00	CONSOLIDATED COMMUNICATIONS																
749	PO-170650	01/03/2017	916-773-4131/0			1	01-0000-0-5930-106-0000-8110-007-000	NN P	1,166.44	1,166.44							
	TOTAL PAYMENT AMOUNT						1,166.44	*									
021797/00	D3 SPORTS INC																
1244	PO-171068	01/05/2017	25091			1	01-0000-0-4300-472-1110-4200-014-805	NN F	325.52	325.52							
	TOTAL PAYMENT AMOUNT						325.52	*									
014858/00	DEASON, CRAIG																
1600	PO-171375	01/05/2017	REIMB TRAINING LUNCH			1	01-0000-0-4300-111-0000-8200-007-000	NN F	160.44	160.44							
	TOTAL PAYMENT AMOUNT						160.44	*									
018951/00	DELL																
1488	PO-171265	01/03/2017	10134412070			1	01-6500-0-4300-102-5001-2700-002-000	NN F	153.89	153.89							
	TOTAL PAYMENT AMOUNT						153.89	*									
011613/00	DITTO PRINT & COPY																
1620	PO-171388	01/05/2017	5409			1	01-0000-0-5800-238-0000-2700-010-000	NN F	231.88	231.88							
	TOTAL PAYMENT AMOUNT						231.88	*									
017425/00	DOVETAIL LEARNING																
1578	PO-171360	01/03/2017	#2076			1	01-5640-0-5200-601-1369-1000-017-000	NN F	325.00	325.00							
	TOTAL PAYMENT AMOUNT						325.00	*									
018277/00	EASTER SEAL SOCIETY OF CA. INC																
1035	PO-170887	01/04/2017	NOV-16			1	01-6500-0-5800-102-5750-1180-002-000	NN P	3,525.00	3,525.00							
	TOTAL PAYMENT AMOUNT						3,525.00	*									
016168/00	EDGENUITY INC.																
1425	PO-171282	01/05/2017	96686			1	01-0000-0-5800-103-1110-1000-003-000	NN F	12,000.00	12,000.00							
	TOTAL PAYMENT AMOUNT						12,000.00	*									



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017413/00	FRIDAY NIGHT LIVE/CLUB LIVE						
939 PO-170809	01/05/2017	170679	1 01-0000-0-5800-371-0000-2700-012-000 NN F			600.00	600.00
			TOTAL PAYMENT AMOUNT	600.00 *			600.00
016159/00	GARLAND, LESLI						
1232 PO-171121	01/04/2017	NOV	1 01-6500-0-5210-102-5001-2700-002-000 NN P			11.34	11.34
			TOTAL PAYMENT AMOUNT	11.34 *			11.34
022347/00	GIVE SOMETHING BACK						
1527 PO-171315	01/05/2017	IN-0575030	1 01-0000-0-4300-472-1500-1000-014-000 NN P			45.03	45.03
1527 PO-171315	01/05/2017	IN-0575878	1 01-0000-0-4300-472-1500-1000-014-000 NN F			38.88	38.88
			TOTAL PAYMENT AMOUNT	83.91 *			83.91
020904/00	HIBBERT, NIKKI						
1533 PO-171320	01/05/2017	TRIP 1136	1 01-0000-0-5800-112-0000-3600-007-000 NN F			60.30	8.95
			TOTAL PAYMENT AMOUNT	8.95 *			8.95
015264/00	HIGHLANDS RADIATOR						
687 PO-170596	01/05/2017	14984	1 01-0000-0-5600-112-0000-3600-007-000 NY P			335.00	335.00
			TOTAL PAYMENT AMOUNT	335.00 *			335.00
019047/00	HM RECEIVABLES CO LLC						
1252 PO-171075	01/05/2017	952784023	1 01-0000-0-5800-472-0000-2420-014-000 YN F			471.96	437.00
			TOTAL PAYMENT AMOUNT	437.00 *			437.00
			TOTAL USE TAX AMOUNT	34.96			
010830/00	HOLT OF CALIFORNIA						
1598 PO-171373	01/05/2017	PS050160651	1 01-8150-0-4300-106-0000-8110-007-000 NN F			239.68	239.68
			TOTAL PAYMENT AMOUNT	239.68 *			239.68

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT	ABA num GOAL FUNC	Account num RES DEP T9MP	Liq Amt	Net Amount
-----								
018990/00	INTERSTATE BATTERIES							
78	PO-170076	01/03/2017 10094097		1	01-0000-0-4300-112-0000-3600-007-000	NN P	256.01	256.01
	TOTAL PAYMENT AMOUNT				256.01 *			256.01
020090/00	JORDAN, MICHAEL							
1584	PO-171379	01/05/2017 GUEST CK 78509		1	01-0000-0-5800-472-0000-2700-014-000	NN F	500.00	500.00
	TOTAL PAYMENT AMOUNT				500.00 *			500.00
010609/00	KELLY MOORE PAINT CO							
24	PO-170023	01/03/2017 203-00000251993		1	01-8150-0-4300-106-0000-8110-007-000	NN P	550.89	550.89
	TOTAL PAYMENT AMOUNT				550.89 *			550.89
014785/00	LECLAIRE, KIM							
1583	PO-171378	01/05/2017 REIMB SUPPLIES		1	01-0000-0-4300-240-1110-1000-011-000	NN F	55.17	55.17
1583	PO-171378	01/05/2017 REIMB REGISTRATION		2	01-3010-0-5200-240-1110-1000-011-000	NN F	150.00	150.00
	TOTAL PAYMENT AMOUNT				205.17 *			205.17
016076/00	LES SCHWAB TIRE CENTER							
181	PO-170158	01/05/2017 64300234770		1	01-0000-0-5800-112-0000-3600-007-000	NN P	775.59	775.59
	TOTAL PAYMENT AMOUNT				775.59 *			775.59
016969/00	LEWIS, GLORIA							
1582	PO-171377	01/05/2017 REIMB		1	01-6300-0-4300-240-1110-1000-011-000	NN F	43.71	43.71
	TOTAL PAYMENT AMOUNT				43.71 *			43.71
017726/00	LOS ANGELES FREIGHTLINER							
889	PO-170772	01/04/2017 BN83986		1	01-0000-0-4300-112-0000-3600-007-000	NN P	212.74	212.74
889	PO-170772	01/04/2017 BN83973		1	01-0000-0-4300-112-0000-3600-007-000	NN P	247.71	247.71
889	PO-170772	01/04/2017 BN84086		1	01-0000-0-4300-112-0000-3600-007-000	NN P	15.96	15.96
889	PO-170772	01/04/2017 BP145854		1	01-0000-0-4300-112-0000-3600-007-000	NN P	1,641.71	1,641.71
889	PO-170772	01/05/2017 BP145852		1	01-0000-0-4300-112-0000-3600-007-000	NN P	35.06	35.06
889	PO-170772	01/05/2017 BN84132		1	01-0000-0-4300-112-0000-3600-007-000	NN P	7.64	7.64
1593	PO-171371	01/05/2017 NB22723		1	01-0000-0-4300-112-0000-3600-007-000	NN F	99.43	99.43
1593	PO-171371	01/05/2017 NB22723		2	01-0000-0-5600-112-0000-3600-007-000	NN F	65.00	65.00

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE	ABA num SIT GOAL	Account num FUNC RES DEP T9MP	Liq Amt	Net Amount
TOTAL PAYMENT AMOUNT						2,325.25 *		2,325.25
022230/00	MANAGED HEALTH NETWORK							
246 PO-170215	12/29/2016	3200084282		1	01-0000-0-3401-100-1110-1000-000-000	NN P	1,195.48	1,195.48
246 PO-170215	01/05/2017	PRM-000905		1	01-0000-0-3401-100-1110-1000-000-000	NN P	983.06	983.06
TOTAL PAYMENT AMOUNT							2,178.54 *	2,178.54
020602/00	MCGRAW HILL SCHOOL EDUCATION							
934 PO-170842	01/03/2017	94893323001		1	01-0000-0-5800-472-1500-1000-014-000	NN F	77.63	71.88
1484 PO-171274	01/03/2017	95334135001		1	01-6300-0-4200-103-1110-1000-003-000	NN F	11,545.42	11,545.42
TOTAL PAYMENT AMOUNT							11,617.30 *	11,617.30
022590/00	MICHAEL JONES							
1012 PO-170871	01/05/2017	TRIP 1164		1	01-0000-0-5800-112-0000-3600-007-000	NN P	12.00	12.00
TOTAL PAYMENT AMOUNT							12.00 *	12.00
016087/00	MICHAEL'S TRANSPORTATION SERV.							
1575 PO-171357	01/03/2017	94995		1	01-0000-0-5800-112-0000-3600-007-000	NN P	1,620.00	1,620.00
TOTAL PAYMENT AMOUNT							1,620.00 *	1,620.00
015747/00	MILES, PRESTINNA							
1580 PO-171362	01/05/2017	MILEAGE		1	01-0000-0-5210-110-0000-7200-004-000	NN F	18.25	18.25
TOTAL PAYMENT AMOUNT							18.25 *	18.25
020651/00	MUSICIAN'S FRIEND							
1443 PO-171236	01/03/2017	ARINV34172904		1	01-0000-0-4300-371-1110-1000-012-000	NN P	203.18	203.18
1443 PO-171236	01/03/2017	ARINV34317418		1	01-0000-0-4300-371-1110-1000-012-000	NN P	203.18	203.18
TOTAL PAYMENT AMOUNT							406.36 *	406.36
022090/00	NASCO MODESTO							
1464 PO-171257	12/29/2016	244670		1	01-0000-0-4300-472-1600-1000-014-000	NN P	495.58	495.58
1464 PO-171257	01/05/2017	247467		1	01-0000-0-4300-472-1600-1000-014-000	NN P	20.76	20.76
1464 PO-171257	01/05/2017	249163		1	01-0000-0-4300-472-1600-1000-014-000	NN F	161.86	173.43

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
			TOTAL PAYMENT AMOUNT		689.77 *			689.77
015787/00	O'REILLY AUTO PARTS							
80 PO-170078	01/05/2017	1333147		1 01-0000-0-4300-112-0000-3600-007-000 NN P			1,154.32	1,154.32
			TOTAL PAYMENT AMOUNT		1,154.32 *			1,154.32
017576/00	OFFICE DEPOT							
1490 PO-171278	01/05/2017	885523425001		1 01-0000-0-4300-238-1110-1000-010-000 NN P			315.65	315.65
1490 PO-171278	01/05/2017	885523426001		1 01-0000-0-4300-238-1110-1000-010-000 NN F			13.91	13.91
1499 PO-171287	01/03/2017	885520627001		1 01-0000-0-4300-238-1110-1000-010-000 NN P			82.48	82.48
1499 PO-171287	01/03/2017	885520628001		1 01-0000-0-4300-238-1110-1000-010-000 NN F			27.72	4.51
			TOTAL PAYMENT AMOUNT		416.55 *			416.55
021050/00	PACHECO, SHAWNA							
1596 PO-171381	01/05/2017	TRAVEL EXPENSE		1 01-6520-0-5200-472-5770-1110-003-982 NN F			349.02	349.02
1597 PO-171382	01/05/2017	CLOSE		2 01-3410-0-5200-472-1110-1000-003-000 NN C			0.00	0.00
1597 PO-171382	01/05/2017	TRAVEL EXPENSE		3 01-6520-0-5200-472-5770-1110-003-000 NN F			20.79	20.79
1597 PO-171382	01/05/2017	TRAVEL EXPENSE		1 01-6520-0-5200-472-5770-1110-003-982 NN F			118.31	118.31
			TOTAL PAYMENT AMOUNT		488.12 *			488.12
010131/00	PC PARTS PLUS							
1415 PO-171226	01/05/2017	3974		1 01-0000-0-4300-371-1110-1000-012-000 YN F			123.09	113.97
			TOTAL PAYMENT AMOUNT		113.97 *			113.97
			TOTAL USE TAX AMOUNT		9.12			
019252/00	PEARSON EDUCATION INC.							
1435 PO-171250	01/05/2017	10977226		1 01-5640-0-4300-601-0000-3150-017-094 NN F			414.96	414.96
			TOTAL PAYMENT AMOUNT		414.96 *			414.96
014483/00	PIONEER DRAMA SERVICE							
1369 PO-171176	01/05/2017	541547		1 01-6300-0-4300-371-1110-1000-012-000 YN F			184.80	172.00
			TOTAL PAYMENT AMOUNT		172.00 *			172.00
			TOTAL USE TAX AMOUNT		13.76			

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				
014069/00	PLATT ELECTRIC SUPPLY INC						
1615 PO-171385	01/05/2017	950512	1 01-0000-0-4300-111-0000-8200-007-939 NN F			150.95	150.95
			TOTAL PAYMENT AMOUNT	150.95 *			150.95
014974/00	PLUMMER, RENEE'						
522 PO-170446	01/04/2017	615	1 01-0000-0-5800-112-0000-3600-007-000 NN P			650.00	650.00
			TOTAL PAYMENT AMOUNT	650.00 *			650.00
013994/00	POPE, DELRAE						
1589 PO-171368	12/27/2016	TRAVEL EXPENSE	1 01-0000-0-5200-120-0000-7110-000-000 NN F			315.00	315.00
			TOTAL PAYMENT AMOUNT	315.00 *			315.00
022525/00	POST-IT LLC						
472 PO-170416	01/03/2017	nov-livescan	1 01-0000-0-5800-110-0000-7200-004-000 NN P			140.00	140.00
			TOTAL PAYMENT AMOUNT	140.00 *			140.00
021401/00	PRACTI-CAL INC						
264 PO-170230	01/04/2017	336698	1 01-5640-0-5800-103-0000-3140-003-000 NN P			59.18	59.18
264 PO-170230	01/04/2017	336647	1 01-5640-0-5800-103-0000-3140-003-000 NN P			203.85	203.85
			TOTAL PAYMENT AMOUNT	263.03 *			263.03
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
82 PO-170079	01/04/2017	180266162	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.89	67.89
82 PO-170079	01/04/2017	180266162	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.89	67.89
			TOTAL PAYMENT AMOUNT	135.78 *			135.78
018509/00	QUINTESSENTIAL SCHOOL SYSTEMS						
1051 PO-170902	01/05/2017	0305391	1 01-0000-0-5200-105-0000-7200-005-000 NN F			250.00	250.00
			TOTAL PAYMENT AMOUNT	250.00 *			250.00

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
011238/00	RELIABLE TIRE						
83 PO-170080	01/04/2017	14567	1 01-0000-0-4300-112-0000-3600-007-000 NN P			503.80	503.80
83 PO-170080	01/05/2017	145302	1 01-0000-0-4300-112-0000-3600-007-000 NN F			3,515.61	3,515.61
1623 PO-171390	01/05/2017	145302	1 01-0000-0-4300-112-0000-3600-007-000 NN P			895.33	895.33
			TOTAL PAYMENT AMOUNT			4,914.74 *	4,914.74
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
1067 PO-170918	01/03/2017	917080	1 01-0000-0-4300-112-0000-3600-007-000 NN P			205.66	205.66
			TOTAL PAYMENT AMOUNT			205.66 *	205.66
010229/00	RYLAND SCHOOL BUSINESS						
1602 PO-171376	01/05/2017	1691	1 01-0000-0-5800-105-0000-7200-005-000 NN F			2,936.25	2,936.25
			TOTAL PAYMENT AMOUNT			2,936.25 *	2,936.25
010552/00	SAC VAL JANITORIAL						
257 PO-170222	01/03/2017	10222088	1 01-0000-0-9320-000-0000-0000-000-000 NN P			1,287.94	1,287.94
			TOTAL PAYMENT AMOUNT			1,287.94 *	1,287.94
016909/00	SACRAMENTO CO OFFICE OF ED						
1002 PO-171001	01/05/2017	REGIST. VISABLE LEARNING	1 01-3010-0-5200-240-1110-1000-011-000 NN P			185.00	185.00
1002 PO-171001	01/05/2017	115540 & 115541 REGIST	1 01-3010-0-5200-240-1110-1000-011-000 NN F			185.00	185.00
			TOTAL PAYMENT AMOUNT			370.00 *	370.00
016436/00	SACRAMENTO CO OFFICE OF EDUC						
1590 PO-171369	01/05/2017	SCHOOL BOARD DINNER	1 01-0000-0-4300-101-0000-7150-002-000 NN F			25.00	25.00
1590 PO-171369	01/05/2017	DINNER	2 01-0000-0-4300-120-0000-7110-000-000 NN F			75.00	75.00
			TOTAL PAYMENT AMOUNT			100.00 *	100.00
015922/00	SACRAMENTO CO SHERIFF'S DEPT.						
502 PO-170433	01/03/2017	nov livescan	1 01-0000-0-5800-110-0000-7200-004-000 NN P			54.00	54.00
			TOTAL PAYMENT AMOUNT			54.00 *	54.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014071/00	SACRAMENTO COUNTY OFFICE OF						
822 PO-170723	01/05/2017	170772	1 01-0000-0-5200-103-4760-1000-003-740 NN F			250.00	250.00
			TOTAL PAYMENT AMOUNT	250.00 *			250.00
010266/00	SACRAMENTO COUNTY UTILITIES						
122 PO-170093	01/04/2017	50006974207	1 01-0000-0-5520-106-0000-8110-007-000 N P			1,812.79	1,812.79
122 PO-170093	01/04/2017	50000878546	1 01-0000-0-5520-106-0000-8110-007-000 N P			716.34	716.34
122 PO-170093	01/04/2017	50000878608	1 01-0000-0-5520-106-0000-8110-007-000 N P			332.39	332.39
122 PO-170093	01/04/2017	50000185866	1 01-0000-0-5520-106-0000-8110-007-000 N P			835.91	835.91
			TOTAL PAYMENT AMOUNT	3,697.43 *			3,697.43
018912/00	SAFETY-KLEEN CORPORATION						
1599 PO-171374	01/05/2017	72108525	1 01-0000-0-4300-112-0000-3600-007-000 NN F			777.72	777.72
			TOTAL PAYMENT AMOUNT	777.72 *			777.72
020981/00	SAVE MART SUPERMARKETS						
605 PO-170526	01/04/2017	2581555	1 01-6500-0-4300-102-5750-1110-002-000 NN P			23.02	23.02
1187 PO-171011	01/05/2017	2581554	1 01-6520-0-4300-472-5770-1110-003-982 NN P			318.50	318.50
			TOTAL PAYMENT AMOUNT	341.52 *			341.52
017150/00	SCHOOL PSYCHOLOGY ASSOCIATION						
1621 PO-171389	01/05/2017	REGISTRATIONS	1 01-6500-0-5200-102-5001-3120-002-000 NN F			535.00	535.00
			TOTAL PAYMENT AMOUNT	535.00 *			535.00
014786/00	SCHOOL SPECIALTY						
1400 PO-171203	01/05/2017	308102653844	1 01-0000-0-4300-472-1655-1000-014-000 NN F			478.57	337.84
			TOTAL PAYMENT AMOUNT	337.84 *			337.84
010373/00	SCHOOLS INSURANCE AUTHORITY						
568 PO-170489	01/05/2017	2017UST-KAM06	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
568 PO-170489	01/05/2017	2017UST-KAM08	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
568 PO-170489	01/05/2017	2017UST-KAM10	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
568 PO-170489	01/05/2017	2016UST-KAM.26	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
			TOTAL PAYMENT AMOUNT	600.00 *			600.00

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010263/00	SMUD						
112 PO-170179	01/04/2017	7000000347	1 01-0000-0-5510-106-0000-8110-007-000 NN P			45,409.35	45,409.35
			TOTAL PAYMENT AMOUNT	45,409.35 *			45,409.35
021684/00	SPINITAR						
1294 PO-171109	01/03/2017	353271	1 01-0000-0-4300-236-1110-1000-009-000 NN F			788.88	788.88
			TOTAL PAYMENT AMOUNT	788.88 *			788.88
019198/00	STEELER INC						
1015 PO-170873	01/05/2017	214289	1 01-8150-0-4300-106-0000-8110-007-000 NN P			111.54	111.54
			TOTAL PAYMENT AMOUNT	111.54 *			111.54
018066/00	SUPER DUPER INC.						
1452 PO-171255	01/05/2017	221604A	1 01-5640-0-4300-601-0000-3150-017-094 YN F			128.24	118.74
			TOTAL PAYMENT AMOUNT	118.74 *			118.74
			TOTAL USE TAX AMOUNT	9.50			
018365/00	VALLEY TOOL REPAIR						
1424 PO-171243	01/03/2017	92552	1 01-8150-0-5600-106-0000-8110-007-000 NN P			93.70	93.70
1424 PO-171243	01/03/2017	92551	1 01-8150-0-5600-106-0000-8110-007-000 NN P			82.31	82.31
			TOTAL PAYMENT AMOUNT	176.01 *			176.01
011780/00	VITAL SOUNDS LLC						
1448 PO-171254	01/05/2017	196343	1 01-5640-0-4300-601-1369-1000-017-091 YN F			659.03	610.95
			TOTAL PAYMENT AMOUNT	610.95 *			610.95
			TOTAL USE TAX AMOUNT	48.88			
015191/00	WACHOB, CYNTHIA						
165 PO-170144	01/04/2017	DEC MILEAGE	1 01-6500-0-5200-102-5060-2110-002-000 N P			84.51	84.51
			TOTAL PAYMENT AMOUNT	84.51 *			84.51



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Req Reference	Date	Description		FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt	Net Amount
010116/00	WESTERN PSYCHOLOGICAL SERVICES									
1516 PO-171299	01/05/2017	wps-149727		1	01-6500-0-4300-102-5770-1110-002-000	NN F			771.01	630.83
										TOTAL PAYMENT AMOUNT 630.83 *
010843/00	WILCO SUPPLY									
39 PO-170038	01/05/2017	9053172-00		1	01-8150-0-4300-106-0000-8110-007-000	NN P			22.48	22.48
										TOTAL PAYMENT AMOUNT 22.48 *
022348/00	WILSON, SHERRY									
1166 PO-170997	12/28/2016	TRIP 1155		1	01-0000-0-5800-112-0000-3600-007-000	NN P			9.94	9.94
										TOTAL PAYMENT AMOUNT 9.94 *
017313/00	XEROX									
724 PO-170623	12/29/2016	230041696		1	01-0000-0-5800-115-9790-8200-007-000	NN P			1,247.76	1,247.76
726 PO-170624	01/05/2017	7149057-001		1	01-0000-0-5800-115-0000-8200-007-992	NN P			35,313.00	35,313.00
727 PO-170625	01/05/2017	300390986		1	01-0000-0-4300-115-0000-8200-007-992	NN P			1,746.81	1,746.81
										TOTAL PAYMENT AMOUNT 38,307.57 *
										TOTAL FUND PAYMENT 223,852.60 **
										TOTAL USE TAX AMOUNT 163.52
										223,852.60

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Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL	FUNC RES DEP T9MP		
010669/00	ALHAMBRA & SIERRA SPRINGS						
456 PO-170397	01/05/2017	4779099122616	1	09-0700-0-4300-503-1110-1000-018-000	NN P	22.06	22.06
TOTAL PAYMENT AMOUNT						22.06 *	22.06
TOTAL FUND			PAYMENT			22.06 **	22.06

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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				
020695/00	SCHOOL OUTFITTERS						
1387 PO-171200	01/03/2017	inv12159678	1 11-6391-0-4300-601-4130-1000-017-000 NN P			11,103.18	11,103.18
			TOTAL PAYMENT AMOUNT				11,103.18
							11,103.18
017699/00	TOWNSEND PRESS						
1339 PO-171148	01/05/2017	361149	1 11-6391-0-4300-601-4130-1000-017-000 NN M			0.00	298.50-
1339 PO-171148	01/05/2017	360302	1 11-6391-0-4300-601-4130-1000-017-000 NN F			358.13	330.19
			TOTAL PAYMENT AMOUNT				31.69
							31.69
			TOTAL FUND	PAYMENT		11,134.87 **	11,134.87

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Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL	FUNC RES DEP T9MP		
020098/00	BIG TRAY						
105 PO-170112	01/05/2017	791789	1	13-5310-0-4400-108-0000-3700-007-000	NN P	118.00	118.00
105 PO-170112	01/05/2017	791135	1	13-5310-0-4400-108-0000-3700-007-000	NN P	273.12	273.12
TOTAL PAYMENT AMOUNT				391.12 *			391.12
016670/00	FATCAT BAKERY	650497567					
100 PO-170110	01/05/2017	12235	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,100.00	2,100.00
TOTAL PAYMENT AMOUNT				2,100.00 *			2,100.00
021080/00	GOLD STAR FOODS INC						
708 PO-170610	01/03/2017	1892453	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,443.53	3,443.53
708 PO-170610	01/03/2017	1877916	1	13-5310-0-4700-108-0000-3700-007-000	NN P	6,648.30	6,648.30
708 PO-170610	01/03/2017	1824071 balance	1	13-5310-0-4700-108-0000-3700-007-000	NN P	162.90	162.90
708 PO-170610	01/03/2017	1886646 balance	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2.35	2.35
TOTAL PAYMENT AMOUNT				10,257.08 *			10,257.08
015608/00	KNUTSON, KARI						
1552 PO-171334	01/03/2017	AUG-NOV	1	13-5310-0-5210-108-0000-3700-007-000	NN P	11.02	11.02
TOTAL PAYMENT AMOUNT				11.02 *			11.02
019993/00	PROPACIFIC FRESH						
94 PO-170106	01/04/2017	62230	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,222.69	1,222.69
94 PO-170106	01/04/2017	61188	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,253.46	1,253.46
94 PO-170106	01/04/2017	61883	1	13-5310-0-4700-108-0000-3700-007-000	NN P	573.85	573.85
94 PO-170106	01/04/2017	61169	1	13-5310-0-4700-108-0000-3700-007-000	NN P	995.80	995.80
94 PO-170106	01/04/2017	60270	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,371.42	2,371.42
94 PO-170106	01/04/2017	60507	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,129.78	1,129.78
TOTAL PAYMENT AMOUNT				7,547.00 *			7,547.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
101 PO-170111	01/04/2017	180265605	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.75	77.75
101 PO-170111	01/04/2017	180266161	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.75	77.75
101 PO-170111	01/04/2017	180266730	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.75	77.75
TOTAL PAYMENT AMOUNT				233.25 *			233.25

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0034 01-05-17  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num						
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP						Liq Amt	Net Amount
016043/00	SHELTONS UNLIMITED MECHANICAL											
113	PO-170113	01/05/2017	17-01NUTRI		1 13-5310-0-5600-108-0000-3700-007-000 NN P						1,785.00	1,785.00
					TOTAL PAYMENT AMOUNT							1,785.00
					TOTAL FUND	PAYMENT						22,324.47
							22,324.47	**				

81 CENTER UNIFIED SCHOOL DIST.  
01-05-2016

ACCOUNTS PAYABLE PRELIST  
BATCH: 0034 01-05-17  
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				
018500/00	WARREN CONSULTING ENGINEERS						
1605 PO-171383	01/05/2017	36743					
			1 21-0000-0-5800-106-9175-8100-007-000 NN F			1,410.00	1,410.00
			TOTAL PAYMENT AMOUNT				1,410.00
			TOTAL FUND PAYMENT				1,410.00
			TOTAL BATCH PAYMENT	258,744.00	***	0.00	258,744.00
			TOTAL USE TAX AMOUNT	163.52			
			TOTAL DISTRICT PAYMENT	258,744.00	****	0.00	258,744.00
			TOTAL USE TAX AMOUNT	163.52			
			TOTAL FOR ALL DISTRICTS:	258,744.00	****	0.00	258,744.00
			TOTAL USE TAX AMOUNT	163.52			

Number of warrants to be printed: 99, not counting voids due to stub overflows.

Batch status: A All

From batch: 0036

To batch: 0036

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
01-12-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0036 01-12-2017  
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				
010002/00	ALDAR ACADEMY						
836 PO-170730	01/12/2017	DEC 2016	1 01-6500-0-5800-102-5750-1180-002-000 NN P			1,746.96	1,746.96
			TOTAL PAYMENT AMOUNT	1,746.96 *			1,746.96
010669/00	ALHAMBRA & SIERRA SPRINGS						
163 PO-170142	01/12/2017	14871405123016	1 01-6500-0-4300-102-5001-2700-002-000 NN P			58.90	58.90
			TOTAL PAYMENT AMOUNT	58.90 *			58.90
021763/00	ALL STAR RENTS						
1646 PO-171407	01/12/2017	648514-10	1 01-8150-0-5600-106-0000-8110-007-000 NN P			537.72	537.72
			TOTAL PAYMENT AMOUNT	537.72 *			537.72
011617/00	AMADOR STAGE LINES						
1643 PO-171405	01/12/2017	68492	1 01-0000-0-5865-472-1110-4200-014-915 NN P			526.30	526.30
1643 PO-171405	01/12/2017	68574	1 01-0000-0-5865-472-1110-4200-014-915 NN P			458.57	458.57
1643 PO-171405	01/12/2017	68575	1 01-0000-0-5865-472-1110-4200-014-915 NN P			528.33	528.33
1643 PO-171405	01/12/2017	68576	1 01-0000-0-5865-472-1110-4200-014-915 NN P			528.33	528.33
1643 PO-171405	01/12/2017	68577	1 01-0000-0-5865-472-1110-4200-014-915 NN F			458.57	458.57
			TOTAL PAYMENT AMOUNT	2,500.10 *			2,500.10
016059/00	ANDERSON LUMBER						
10 PO-170009	01/12/2017	192428585	1 01-8150-0-4300-106-0000-8110-007-000 NN P			875.31	875.31
			TOTAL PAYMENT AMOUNT	875.31 *			875.31
021097/00	ASSOCIATED VALUATION SERVICES						
312 PO-170277	01/10/2017	5386	1 01-0000-0-5800-105-0000-7200-005-000 NN P			1,843.70	1,843.70
			TOTAL PAYMENT AMOUNT	1,843.70 *			1,843.70
021604/00	ATLAS DISPOSAL INDUSTRIES						
91 PO-170174	01/12/2017	1031	1 01-0000-0-5525-106-0000-8110-007-000 NN P			168.05	168.05
91 PO-170174	01/12/2017	149397	1 01-0000-0-5525-106-0000-8110-007-000 NN P			403.61	403.61
91 PO-170174	01/12/2017	149398	1 01-0000-0-5525-106-0000-8110-007-000 NN P			1,119.46	1,119.46
91 PO-170174	01/12/2017	149399	1 01-0000-0-5525-106-0000-8110-007-000 NN P			595.45	595.45
91 PO-170174	01/12/2017	149400	1 01-0000-0-5525-106-0000-8110-007-000 NN P			241.07	241.07



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ACCOUNTS PAYABLE PRELIST  
BATCH: 0036 01-12-2017  
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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				
021604 (CONTINUED)							
91 PO-170174	01/12/2017	149401	1 01-0000-0-5525-106-0000-8110-007-000 NN P			230.30	230.30
91 PO-170174	01/12/2017	149402	1 01-0000-0-5525-106-0000-8110-007-000 NN P			378.85	378.85
91 PO-170174	01/12/2017	149403	1 01-0000-0-5525-106-0000-8110-007-000 NN P			500.77	500.77
91 PO-170174	01/12/2017	149404	1 01-0000-0-5525-106-0000-8110-007-000 NN P			206.45	206.45
TOTAL PAYMENT AMOUNT				3,844.01 *			3,844.01
015121/00 B.J. FLOORING INC							
1633 PO-171396	01/12/2017	2009505	1 01-0000-0-4300-106-0000-8110-007-000 NN F			263.00	263.00
TOTAL PAYMENT AMOUNT				263.00 *			263.00
021669/00 BAIONI, RON							
1662 PO-171428	01/12/2017	reimb-cable	1 01-0000-0-4300-371-1110-1000-012-000 NN F			26.31	26.31
TOTAL PAYMENT AMOUNT				26.31 *			26.31
022222/00 BEENTJES, TONIA							
1645 PO-171406	01/12/2017	TRAVEL EXPENSE	1 01-6500-0-5200-102-5001-2700-002-000 NN F			731.32	731.32
TOTAL PAYMENT AMOUNT				731.32 *			731.32
019453/00 BSN SPORTS INC							
1642 PO-171402	01/12/2017	98339414, 98399099	1 01-0000-0-4300-472-1110-4200-014-807 NN F			3,500.00	3,500.00
TOTAL PAYMENT AMOUNT				3,500.00 *			3,500.00
019750/00 CAPITAL PROGRAM MGMT INC							
621 PO-170542	01/11/2017	#24	1 01-6230-0-5800-106-9623-8500-007-000 NN P			5,286.25	5,286.25
TOTAL PAYMENT AMOUNT				5,286.25 *			5,286.25
013928/00 CINTAS LOCATION 622							
516 PO-170441	01/12/2017	622713592	1 01-0000-0-5800-111-0000-8200-007-000 NN P			174.05	174.05
TOTAL PAYMENT AMOUNT				174.05 *			174.05

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0036 01-12-2017  
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				
018180/00	CITRUS HEIGHTS SAW & MOWER						
47 PO-170046	01/12/2017	374245	1 01-0000-0-4300-106-0000-8110-007-000 NN P			373.20	373.20
			TOTAL PAYMENT AMOUNT	373.20 *			373.20
015699/00	CLARK SECURITY PRODUCTS						
13 PO-170012	01/12/2017	22K-186445	1 01-8150-0-4300-106-0000-8110-007-000 NN P			16.52	16.52
			TOTAL PAYMENT AMOUNT	16.52 *			16.52
021813/00	CONSOLIDATED COMMUNICATIONS						
1328 PO-171136	01/12/2017	916-150-1610/0	1 01-0000-0-5930-106-0000-8110-007-000 NN P			6,673.34	6,673.34
			TOTAL PAYMENT AMOUNT	6,673.34 *			6,673.34
010236/00	CREATIVE BUS SALES						
68 PO-170066	01/12/2017	5103709	1 01-0000-0-4300-112-0000-3600-007-000 NN P			305.43	305.43
			TOTAL PAYMENT AMOUNT	305.43 *			305.43
018613/00	DE HOYOS, VERONICA						
1634 PO-171418	01/12/2017	MILEAGE	1 01-5630-0-5800-601-1421-1000-017-000 NN F			90.72	90.72
			TOTAL PAYMENT AMOUNT	90.72 *			90.72
016771/00	DURAN, DANIELLA						
1635 PO-171419	01/11/2017	DECEMBER MILEAGE	1 01-5630-0-5800-601-1421-1000-017-000 NN F			106.27	106.27
			TOTAL PAYMENT AMOUNT	106.27 *			106.27
010336/00	ECOTECH PEST MANAGEMENT INC						
109 PO-170177	01/12/2017	13517	1 01-0000-0-5500-106-0000-8110-007-000 NN P			303.00	712.00
			TOTAL PAYMENT AMOUNT	712.00 *			712.00
021764/00	FUTURE FORD OF SACRAMENTO						
75 PO-170073	01/12/2017	336362	1 01-0000-0-4300-112-0000-3600-007-000 NN P			91.46	91.46
			TOTAL PAYMENT AMOUNT	91.46 *			91.46

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0036 01-12-2017  
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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				
017718/00	GUIDING HANDS INC.						
1058 PO-170927	01/12/2017	4071	1 01-6500-0-5800-102-5750-1180-002-000 NN P			3,483.69	3,483.69
1058 PO-170927	01/12/2017	4090	1 01-6500-0-5800-102-5750-1180-002-000 NN P			90.00	90.00
			TOTAL PAYMENT AMOUNT			3,573.69 *	3,573.69
017899/00	LAWSON, BECKY						
444 PO-170386	01/12/2017	MILEAGE-DEC	1 01-0000-0-5200-103-0000-2110-003-000 N P			24.84	24.84
			TOTAL PAYMENT AMOUNT			24.84 *	24.84
017726/00	LOS ANGELES FREIGHTLINER						
889 PO-170772	01/09/2017	BN84036	1 01-0000-0-4300-112-0000-3600-007-000 NN P			979.71	979.71
			TOTAL PAYMENT AMOUNT			979.71 *	979.71
021914/00	LOY MATTISON ENTERPRISES						
701 PO-170605	01/12/2017	120116123116	1 01-0000-0-5800-106-0000-8110-007-000 NY P			718.75	718.75
			TOTAL PAYMENT AMOUNT			718.75 *	718.75
022406/00	MAXIM HEALTHCARE SERVICES INC						
265 PO-170231	01/12/2017	4643670262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,025.00	1,025.00
265 PO-170231	01/12/2017	4660840262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,312.00	1,312.00
265 PO-170231	01/12/2017	4627950262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,529.00	1,529.00
			TOTAL PAYMENT AMOUNT			3,866.00 *	3,866.00
019087/00	MCCARTY, MELADEE						
1664 PO-171429	01/12/2017	NOV	1 01-6500-0-5800-102-5750-1180-002-000 NN P			1,200.00	1,200.00
1664 PO-171429	01/12/2017	DECEMBER	1 01-6500-0-5800-102-5750-1180-002-000 NN P			800.00	800.00
			TOTAL PAYMENT AMOUNT			2,000.00 *	2,000.00
016078/00	MCGLAUGHLIN, DONNA						
1277 PO-171095	01/12/2017	DEC	1 01-6500-0-5800-102-5750-1180-002-000 NN P			1,890.00	1,890.00
			TOTAL PAYMENT AMOUNT			1,890.00 *	1,890.00

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0036 01-12-2017  
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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				
010964/00	MEDICALESHP INC						
1522 PO-171307	01/12/2017	200004431	1 01-6500-0-4300-102-5770-1110-002-000 NN F			118.80	118.80
TOTAL PAYMENT AMOUNT						118.80 *	118.80
016087/00	MICHAEL'S TRANSPORTATION SERV.						
1575 PO-171357	01/12/2017	95148-PARTIAL	1 01-0000-0-5800-112-0000-3600-007-000 NN F			2,445.25	2,445.25
1655 PO-171422	01/12/2017	95148-PARTIAL	1 01-0000-0-5800-112-0000-3600-007-000 NN P			1,604.75	1,604.75
1655 PO-171422	01/12/2017	95203	1 01-0000-0-5800-112-0000-3600-007-000 NN P			4,050.00	4,050.00
TOTAL PAYMENT AMOUNT						8,100.00 *	8,100.00
019059/00	MILLENNIUM TERMITE & PEST						
111 PO-170178	01/12/2017	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
111 PO-170178	01/12/2017	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			57.00	57.00
111 PO-170178	01/12/2017	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			59.00	59.00
TOTAL PAYMENT AMOUNT						207.00 *	207.00
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
76 PO-170074	01/12/2017	20901850	1 01-0000-0-4300-112-0000-3600-007-000 NN P			209.69	209.69
TOTAL PAYMENT AMOUNT						209.69 *	209.69
022090/00	NASCO MODESTO						
1004 PO-170866	01/12/2017	225763	1 01-6500-0-4300-102-5750-1110-002-000 NN P			1,392.65	1,392.65
1004 PO-170866	01/12/2017	236664	1 01-6500-0-4300-102-5750-1110-002-000 NN P			56.20	56.20
1004 PO-170866	01/12/2017	235222	1 01-6500-0-4300-102-5750-1110-002-000 NN P			24.26	24.26
1004 PO-170866	01/12/2017	226744	1 01-6500-0-4300-102-5750-1110-002-000 NN P			317.02	317.02
1004 PO-170866	01/12/2017	228713	1 01-6500-0-4300-102-5750-1110-002-000 NN P			53.23	53.23
1004 PO-170866	01/12/2017	229117	1 01-6500-0-4300-102-5750-1110-002-000 NN P			60.41	60.41
1004 PO-170866	01/12/2017	229118	1 01-6500-0-4300-102-5750-1110-002-000 NN P			110.63	110.63
1004 PO-170866	01/12/2017	230435	1 01-6500-0-4300-102-5750-1110-002-000 NN F			416.78	65.52
TOTAL PAYMENT AMOUNT						2,079.92 *	2,079.92
010426/00	PAULS SAFE & LOCK						
27 PO-170026	01/12/2017	25005	1 01-8150-0-4300-106-0000-8110-007-000 NY P			32.18	32.18
TOTAL PAYMENT AMOUNT						32.18 *	32.18

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				
010131/00	PC PARTS PLUS						
1511 PO-171295	01/12/2017	7327	1 01-0000-0-4300-371-1110-1000-012-000 YN F			79.90	73.98
			TOTAL PAYMENT AMOUNT		73.98 *		73.98
			TOTAL USE TAX AMOUNT		5.92		
019700/00	PITNEY BOWES GLOBAL FINANCIAL						
1052 PO-170903	01/12/2017	3100923206	1 01-0000-0-7439-105-0000-9100-005-000 NN P			1,228.35	1,228.35
			TOTAL PAYMENT AMOUNT		1,228.35 *		1,228.35
014069/00	PLATT ELECTRIC SUPPLY INC						
28 PO-170027	01/12/2017	Z103710	1 01-8150-0-4300-106-0000-8110-007-000 NN P			435.82	435.82
28 PO-170027	01/12/2017	K820175	1 01-8150-0-4300-106-0000-8110-007-000 NN M			0.00	116.10
28 PO-170027	01/12/2017	K820155	1 01-8150-0-4300-106-0000-8110-007-000 NN M			0.00	57.71
28 PO-170027	01/12/2017	K398314	1 01-8150-0-4300-106-0000-8110-007-000 NN P			619.33	619.33
28 PO-170027	01/12/2017	L114290	1 01-8150-0-4300-106-0000-8110-007-000 NN P			11.46	11.46
28 PO-170027	01/12/2017	Z103490	1 01-8150-0-4300-106-0000-8110-007-000 NN P			134.11	134.11
28 PO-170027	01/12/2017	L106400	1 01-8150-0-4300-106-0000-8110-007-000 NN P			30.78	30.78
1677 PO-171440	01/12/2017	K709530	1 01-0000-0-4300-111-0000-8200-007-939 NN F			6,804.00	6,804.00
			TOTAL PAYMENT AMOUNT		7,861.69 *		7,861.69
021401/00	PRACTI-CAL INC						
264 PO-170230	01/12/2017	336755	1 01-5640-0-5800-103-0000-3140-003-000 NN P			117.48	117.48
			TOTAL PAYMENT AMOUNT		117.48 *		117.48
013901/00	PROXTALKER.COM LLC						
PV-171052	01/11/2017	REISSUE-LOST CHECK	INV 3291 01-6500-0-4300-102-5750-1110-002-000 NN				78.48
			TOTAL PAYMENT AMOUNT		78.48 *		78.48
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
82 PO-170079	01/12/2017	180266731	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.89	67.89
82 PO-170079	01/12/2017	180267246	1 01-0000-0-5600-112-0000-3600-007-000 NN P			67.87	67.87
			TOTAL PAYMENT AMOUNT		135.76 *		135.76

81 CENTER UNIFIED SCHOOL DIST.  
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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				
014245/00	RAY, CANDACE						
1644 PO-171420	01/12/2017	REIMB SUPPLIES	1 01-0000-0-4300-371-1110-1000-012-000 N F			485.40	485.40
			TOTAL PAYMENT AMOUNT	485.40 *			485.40
010242/00	ROTO-ROOTER PLUMBERS						
40 PO-170039	01/12/2017	SA109673	1 01-8150-0-5800-106-0000-8110-007-000 NN P			415.00	415.00
40 PO-170039	01/12/2017	SA109672	1 01-8150-0-5800-106-0000-8110-007-000 NN P			235.00	235.00
			TOTAL PAYMENT AMOUNT	650.00 *			650.00
010229/00	RYLAND SCHOOL BUSINESS						
1676 PO-171439	01/12/2017	1715	1 01-0000-0-5800-105-0000-7200-005-000 NN F			1,160.00	1,160.00
			TOTAL PAYMENT AMOUNT	1,160.00 *			1,160.00
010552/00	SAC VAL JANITORIAL						
257 PO-170222	01/12/2017	10222883	1 01-0000-0-9320-000-0000-0000-000-000 NN P			110.29	110.29
			TOTAL PAYMENT AMOUNT	110.29 *			110.29
016337/00	SAECHOA, MUANG						
807 PO-170708	01/10/2017	NOV	1 01-6500-0-5800-102-5770-3600-002-000 NN P			183.60	183.60
807 PO-170708	01/12/2017	DEC 2016	1 01-6500-0-5800-102-5770-3600-002-000 NN P			129.60	129.60
			TOTAL PAYMENT AMOUNT	313.20 *			313.20
020695/00	SCHOOL OUTFITTERS						
1588 PO-171367	01/12/2017	12164031	1 01-0000-0-4300-106-0000-8200-007-995 NN F			19,209.70	19,208.90
			TOTAL PAYMENT AMOUNT	19,208.90 *			19,208.90
010373/00	SCHOOLS INSURANCE AUTHORITY						
568 PO-170489	01/12/2017	2017ust-kam.15	1 01-0000-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
			TOTAL PAYMENT AMOUNT	150.00 *			150.00

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ACCOUNTS PAYABLE PRELIST  
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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				
-----							
011500/00	SCHOOLS INSURANCE AUTHORITY						
PV-171053	01/11/2017	JANUARY PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				48,108.65
		TOTAL PAYMENT AMOUNT		48,108.65 *			48,108.65
017106/00	SCHOOLS INSURANCE AUTHORITY						
PV-171051	01/10/2017	JANUARY PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				8,385.50
		TOTAL PAYMENT AMOUNT		8,385.50 *			8,385.50
020811/00	SHRED-IT USA LLC						
499 PO-170430	01/12/2017	8121411949	1 01-0000-0-5800-472-0000-2700-014-000 NN P			36.57	36.57
655 PO-170567	01/10/2017	8121489499	1 01-0000-0-5800-371-0000-2700-012-000 NN P			36.57	36.57
		TOTAL PAYMENT AMOUNT		73.14 *			73.14
018967/00	SPRINT CUSTOMER SERVICE						
374 PO-170336	01/12/2017	811116315-182	1 01-0000-0-5930-101-0000-7150-002-000 NN P			94.10	94.10
496 PO-170427	01/12/2017	811116315-182	1 01-0000-0-5930-103-0000-2110-003-000 NN F			58.96	104.78
533 PO-170461	01/12/2017	811116315-182	1 01-0000-0-5930-472-0000-2700-014-000 NN P			0.36	0.36
733 PO-170626	01/12/2017	811116315-182	1 01-0000-0-5930-115-0000-7700-007-000 NN P			162.38	162.38
493 PO-170653	01/12/2017	811116315-182	1 01-0000-0-5930-102-0000-3140-003-000 NN P			6.24	6.24
1514 PO-171297	01/12/2017	811116315-182	1 01-0000-0-5930-106-0000-8110-007-000 NN P			276.93	276.93
		TOTAL PAYMENT AMOUNT		644.79 *			644.79
020252/00	STAPLES BUSINESS ADVANTAGE						
1576 PO-171358	01/12/2017	3325695100	1 01-0000-0-4400-472-1260-1000-014-000 NN F			269.99	269.99
		TOTAL PAYMENT AMOUNT		269.99 *			269.99
010137/00	STATE BOARD OF EQUALIZATION						
1038 PO-170889	01/12/2017	57-415168	1 01-0000-0-5800-112-0000-3600-007-000 NN P			46.58	46.58
1639 PO-171397	01/12/2017	44-018826	1 01-0000-0-5800-112-0000-3600-007-000 NN F			776.02	776.02
		TOTAL PAYMENT AMOUNT		822.60 *			822.60

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BATCH: 0036 01-12-2017  
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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				
020371/00	SUMNER, SHERYL						
1650 PO-171403	01/12/2017	DECEMBER MILEAGE	1 01-0000-0-5210-103-1110-1004-003-000 NN P			7.56	7.56
		TOTAL PAYMENT AMOUNT		7.56 *			7.56
020800/00	SWIFT, WINDIGO						
1659 PO-171425	01/12/2017	REIMB SUPPLIES	1 01-0000-0-4300-371-1110-1000-012-000 NN F			101.26	101.26
		TOTAL PAYMENT AMOUNT		101.26 *			101.26
011554/00	TRACTOR SUPPLY CO						
1016 PO-170874	01/12/2017	200150580	1 01-0000-0-4300-111-0000-8200-007-000 NN P			187.81	187.81
1016 PO-170874	01/10/2017	100051880	1 01-0000-0-4300-111-0000-8200-007-000 NN P			279.99	279.99
1016 PO-170874	01/12/2017	20015394	1 01-0000-0-4300-111-0000-8200-007-000 NN M			0.00	29.99
1057 PO-170910	01/10/2017	200146794	1 01-8150-0-4300-106-0000-8110-007-000 NN P			16.99	16.99
1057 PO-170910	01/12/2017	200147636	1 01-8150-0-4300-106-0000-8110-007-000 NN P			54.97	54.97
		TOTAL PAYMENT AMOUNT		509.77 *			509.77
016370/00	TWIN RIVERS UNIFIED SCH DIST						
817 PO-170741	01/11/2017	171119	1 01-0000-0-5800-105-0000-8300-005-000 NN P			11,833.33	11,833.33
		TOTAL PAYMENT AMOUNT		11,833.33 *			11,833.33
018071/00	VOTAW, ASHLEY						
1565 PO-171393	01/12/2017	TRAVEL EXPENSE	1 01-6520-0-5200-472-5770-1110-003-000 NN F			325.83	325.83
		TOTAL PAYMENT AMOUNT		325.83 *			325.83
010843/00	WILCO SUPPLY						
39 PO-170038	01/12/2017	BALANCE-16H2302101	1 01-8150-0-4300-106-0000-8110-007-000 NN P			32.21	32.21
		TOTAL PAYMENT AMOUNT		32.21 *			32.21
		TOTAL FUND PAYMENT		156,245.31 **			156,245.31
		TOTAL USE TAX AMOUNT		5.92			



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				
022586/00	D&P Creamery						
194 PO-170167	01/12/2017	0050105	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,737.21	1,737.21
194 PO-170167	01/12/2017	0050110	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,102.38	1,102.38
194 PO-170167	01/12/2017	0050120	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,065.49	1,065.49
194 PO-170167	01/12/2017	0050125	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,266.98	1,266.98
194 PO-170167	01/12/2017	0050130	1 13-5310-0-4700-108-0000-3700-007-000 NN P			610.91	610.91
194 PO-170167	01/12/2017	0050135	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,362.59	1,362.59
TOTAL PAYMENT AMOUNT				7,145.56 *			7,145.56
011602/00	DANIELSEN CO., THE						
705 PO-170608	01/12/2017	121348	2 13-5310-0-4300-108-0000-3700-007-000 N P			8.00	8.00
705 PO-170608	01/12/2017	121348	1 13-5310-0-4700-108-0000-3700-007-000 N P			824.93	824.93
TOTAL PAYMENT AMOUNT				832.93 *			832.93
021080/00	GOLD STAR FOODS INC						
708 PO-170610	01/12/2017	1898885	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,614.10	2,614.10
TOTAL PAYMENT AMOUNT				2,614.10 *			2,614.10
010830/00	HOLT OF CALIFORNIA						
1656 PO-171423	01/12/2017	SW050260643	1 13-5310-0-5600-108-0000-3700-007-000 NN F			1,078.25	1,078.25
TOTAL PAYMENT AMOUNT				1,078.25 *			1,078.25
016279/00	P&R PAPER SUPPLY						
193 PO-170166	01/12/2017	30111439	1 13-5310-0-4300-108-0000-3700-007-000 NN P			709.34	709.34
TOTAL PAYMENT AMOUNT				709.34 *			709.34
018178/00	SAMCO						
1654 PO-171421	01/11/2017	COST DIFF-SI155310	1 13-5310-0-4300-108-0000-3700-007-000 NN F			29.22	29.22
TOTAL PAYMENT AMOUNT				29.22 *			29.22
018967/00	SPRINT CUSTOMER SERVICE						
123 PO-170114	01/12/2017	811113615-182	1 13-5310-0-5930-108-0000-3700-007-000 NN P			3.36	3.36
TOTAL PAYMENT AMOUNT				3.36 *			3.36

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FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
011422/00	SYSCO OF SAN FRANCISCO						
89 PO-170103	01/12/2017	131076161	2 13-5310-0-4300-108-0000-3700-007-000 NN P			631.07	631.07
89 PO-170103	01/12/2017	131076161	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,456.18	2,456.18
89 PO-170103	01/12/2017	131076162	1 13-5310-0-4700-108-0000-3700-007-000 NN P			108.29	108.29
TOTAL PAYMENT AMOUNT				3,195.54 *			3,195.54
TOTAL FUND PAYMENT				15,608.30 **			15,608.30

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0036 01-12-2017  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num						
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt	Net Amount		
019750/00	CAPITAL PROGRAM MGMT INC										
935 PO-170807	01/12/2017 #6										
			2	21-0000-0-5800-106-9175-8100-007-000	MN P			21,301.13	21,301.13		
		TOTAL PAYMENT AMOUNT						21,301.13 *	21,301.13		
		TOTAL FUND	PAYMENT					21,301.13 **	21,301.13		
		TOTAL BATCH PAYMENT						193,154.74 ***	193,154.74	0.00	
		TOTAL USE TAX AMOUNT						5.92			
		TOTAL DISTRICT PAYMENT						193,154.74 ****	193,154.74	0.00	
		TOTAL USE TAX AMOUNT						5.92			
		TOTAL FOR ALL DISTRICTS:						193,154.74 ****	193,154.74	0.00	
		TOTAL USE TAX AMOUNT						5.92			

Number of warrants to be printed: 68, not counting voids due to stub overflows.

Batch status: A All

From batch: 0038

To batch: 0038

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
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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				
015930/00	ADA BADMINTON & TENNIS						
1531 PO-171318	01/19/2017	K-1002-2017	1 01-0000-0-4300-472-1550-1000-014-000 YN F			232.32	216.00
			TOTAL PAYMENT AMOUNT	216.00 *			216.00
			TOTAL USE TAX AMOUNT	16.74			
021763/00	ALL STAR RENTS						
800 PO-170701	01/19/2017	648186-10	1 01-8150-0-5600-106-0000-8110-007-000 NN P			230.89	230.89
			TOTAL PAYMENT AMOUNT	230.89 *			230.89
011481/00	AT&T						
904 PO-170793	01/18/2017	9391028-109	1 01-0000-0-5930-106-0000-8110-007-000 NN P			6,568.51	6,568.51
			TOTAL PAYMENT AMOUNT	6,568.51 *			6,568.51
019504/00	B & H PHOTO-VIDEO						
1570 PO-171352	01/19/2017	120627416	1 01-0000-0-4300-472-0000-2700-014-000 YN F			47.18	38.23
			TOTAL PAYMENT AMOUNT	38.23 *			38.23
			TOTAL USE TAX AMOUNT	2.96			
019075/00	BRIGHT FUTURES THERAPY						
841 PO-170732	01/19/2017	3344	1 01-6500-0-5800-102-5750-1180-002-000 NN F			7,958.00	7,958.00
1714 PO-171464	01/19/2017	3344	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,682.00	2,682.00
			TOTAL PAYMENT AMOUNT	10,640.00 *			10,640.00
022597/00	BSN SPORTS						
1493 PO-171280	01/19/2017	98546258	1 01-0000-0-4300-472-1550-1000-014-000 NN F			290.61	290.61
			TOTAL PAYMENT AMOUNT	290.61 *			290.61
021045/00	CALDWELL FLORES WINTERS INC						
1691 PO-171449	01/19/2017	16-12-0002	1 01-0000-0-5800-106-0000-8100-007-995 NN F			7,000.00	7,000.00
			TOTAL PAYMENT AMOUNT	7,000.00 *			7,000.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
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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				
016644/00	CHAUVIN, CHUCK						
1721 PO-171474	01/19/2017	REIMB PAYMT	1 01-0000-0-5600-472-1110-1000-014-000 NN F			20.00	20.00
		TOTAL PAYMENT AMOUNT		20.00 *			20.00
014858/00	DEASON, CRAIG						
1699 PO-171453	01/19/2017	REIMB-MAINT ITEM	1 01-8150-0-4300-106-0000-8110-007-000 NN F			33.83	33.83
		TOTAL PAYMENT AMOUNT		33.83 *			33.83
019071/00	DISCOUNT TRANSMISSIONS						
71 PO-170069	01/18/2017	217	1 01-0000-0-5800-112-0000-3600-007-000 NN P			467.75	467.75
71 PO-170069	01/18/2017	216	1 01-0000-0-5800-112-0000-3600-007-000 NN P			467.75	467.75
71 PO-170069	01/18/2017	214	1 01-0000-0-5800-112-0000-3600-007-000 NN P			332.52	332.52
71 PO-170069	01/18/2017	209	1 01-0000-0-5800-112-0000-3600-007-000 NN P			335.26	335.26
		TOTAL PAYMENT AMOUNT		1,603.28 *			1,603.28
019943/00	DOCUMENT TRACKING SERVICES						
1670 PO-171431	01/18/2017	T-958430004	1 01-0000-0-5800-103-1110-1000-003-740 NN F			1,648.47	1,648.47
		TOTAL PAYMENT AMOUNT		1,648.47 *			1,648.47
021610/00	EATON INTERPRETING SERVICES						
1690 PO-171448	01/19/2017	300780	1 01-0000-0-5800-103-4760-1000-003-740 NN P			420.00	420.00
		TOTAL PAYMENT AMOUNT		420.00 *			420.00
020746/00	EMBASSY SUITES SACRAMENTO						
1705 PO-171457	01/19/2017	SRT MEETING -PAECHACO	1 01-6520-0-5200-472-5770-1110-003-982 NN F			350.00	350.00
		TOTAL PAYMENT AMOUNT		350.00 *			350.00
019262/00	ENTERPRISE RENT A CAR						
1684 PO-171458	01/19/2017	5XZQ3N	3 01-0000-0-5600-472-1110-4200-014-915 NN F			153.04	153.04
1684 PO-171458	01/19/2017	5Z6QIL	2 01-3550-0-5600-472-3800-1000-014-000 NN F			351.12	351.12
1684 PO-171458	01/19/2017	6CS8KJ	1 01-5630-0-5600-601-1421-1000-017-000 NN F			153.04	153.04
		TOTAL PAYMENT AMOUNT		657.20 *			657.20

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ACCOUNTS PAYABLE PRELIST  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Lig Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
014044/00	HAGEDORN, ROGER						
1689 PO-171447	01/19/2017	MILEAGE	1	01-0000-0-5210-106-0000-8300-007-000	N F	39.93	39.93
TOTAL PAYMENT AMOUNT						39.93 *	39.93
021715/00	HAMILTON, GRANT						
1725 PO-171476	01/19/2017	REIMB-SUPPLIES	1	01-0000-0-4300-371-1110-1000-012-000	NN F	207.51	207.51
TOTAL PAYMENT AMOUNT						207.51 *	207.51
017002/00	HOME DEPOT CREDIT SERVICES						
787 PO-170681	01/19/2017	1583703	1	01-0000-0-4300-111-0000-8200-007-000	NN P	189.79	189.79
1559 PO-171337	01/19/2017	8565843	1	01-8150-0-4300-106-0000-8110-007-000	NN P	5.38	5.38
1559 PO-171337	01/19/2017	1014356	1	01-8150-0-4300-106-0000-8110-007-000	NN P	44.44	44.44
1559 PO-171337	01/19/2017	14464	1	01-8150-0-4300-106-0000-8110-007-000	NN P	22.58	22.58
1559 PO-171337	01/19/2017	290744	1	01-8150-0-4300-106-0000-8110-007-000	NN P	95.67	95.67
1559 PO-171337	01/19/2017	4022895	1	01-8150-0-4300-106-0000-8110-007-000	NN P	45.53	45.53
1559 PO-171337	01/19/2017	14481	1	01-8150-0-4300-106-0000-8110-007-000	NN P	210.85	210.85
1559 PO-171337	01/19/2017	9290622	1	01-8150-0-4300-106-0000-8110-007-000	NN P	102.30	102.30
1559 PO-171337	01/19/2017	6281146	1	01-8150-0-4300-106-0000-8110-007-000	NN P	37.45	37.45
1559 PO-171337	01/19/2017	7290680	1	01-8150-0-4300-106-0000-8110-007-000	NN P	12.39	12.39
1559 PO-171337	01/17/2017	3575097	1	01-8150-0-4300-106-0000-8110-007-000	NN P	46.71	46.71
1559 PO-171337	01/19/2017	2014212	1	01-8150-0-4300-106-0000-8110-007-000	NN P	157.96	157.96
1559 PO-171337	01/19/2017	201029	1	01-8150-0-4300-106-0000-8110-007-000	NN P	51.46	51.46
1711 PO-171462	01/19/2017	6035322649033119	1	01-0000-0-4300-472-1110-1000-014-000	NN F	219.60	219.60
TOTAL PAYMENT AMOUNT						1,242.11 *	1,242.11
011341/00	HUNT & SONS INC						
77 PO-170075	01/18/2017	588958	1	01-0000-0-4340-112-0000-3600-007-000	NN P	1,172.61	1,172.61
TOTAL PAYMENT AMOUNT						1,172.61 *	1,172.61
018990/00	INTERSTATE BATTERIES						
78 PO-170076	01/18/2017	10094531	1	01-0000-0-4300-112-0000-3600-007-000	NN P	59.45	59.45
TOTAL PAYMENT AMOUNT						59.45 *	59.45

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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 TSMP				
019317/00	JENSEN, CARIN						
1697 PO-171452	01/19/2017	OCT MILEAGE	1 01-0000-0-5210-103-0000-2110-003-000 NN P			11.34	11.34
1697 PO-171452	01/19/2017	NOV	1 01-0000-0-5210-103-0000-2110-003-000 NN P			8.10	8.10
TOTAL PAYMENT AMOUNT						19.44 *	19.44
016750/00	JUST SEND IT POSTAL CENTER						
699 PO-170603	01/19/2017	DEC-JAN ID-1437	1 01-5630-0-5800-601-1421-1000-017-000 NN F			395.00	395.00
699 PO-170603	01/17/2017	ID-1437	2 01-5630-0-5800-601-1421-1000-017-000 NN P			182.50	182.50
TOTAL PAYMENT AMOUNT						577.50 *	577.50
017899/00	LAWSON, BECKY						
1703 PO-171456	01/19/2017	REIMB-MEETING ITEMS	1 01-0000-0-4300-103-0000-2110-003-000 N F			58.70	58.70
TOTAL PAYMENT AMOUNT						58.70 *	58.70
017726/00	LOS ANGELES FREIGHTLINER						
889 PO-170772	01/18/2017	BN84258	1 01-0000-0-4300-112-0000-3600-007-000 NN P			229.60	229.60
TOTAL PAYMENT AMOUNT						229.60 *	229.60
011143/00	NORTHWEST PUMP & EQUIPMENT CO						
1587 PO-171366	01/19/2017	2764875-00	1 01-0000-0-5800-112-0000-3600-007-000 NN F			199.81	215.54
TOTAL PAYMENT AMOUNT						215.54 *	215.54
017576/00	OFFICE DEPOT						
1524 PO-171313	01/19/2017	891714782001	1 01-0000-0-4300-472-0000-2700-014-000 NN F			59.39	59.39
1543 PO-171328	01/19/2017	891710542001	1 01-5640-0-4300-601-1369-1000-017-000 NN F			63.14	63.14
1569 PO-171351	01/19/2017	891717531001	1 01-0000-0-4300-240-0000-2700-011-000 NN F			92.38	92.38
1569 PO-171351	01/19/2017	891717532001	2 01-0000-0-4300-240-1110-1000-011-000 NN F			118.58	118.58
1569 PO-171351	01/19/2017	891717531001	3 01-6300-0-4300-240-1110-1000-011-000 NN F			99.36	99.35
TOTAL PAYMENT AMOUNT						432.84 *	432.84
010426/00	PAULS SAFE & LOCK						
27 PO-170026	01/18/2017	25032	1 01-8150-0-4300-106-0000-8110-007-000 NY P			107.25	107.25
TOTAL PAYMENT AMOUNT						107.25 *	107.25



81 CENTER UNIFIED SCHOOL DIST.  
01-18-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 01-19-17  
FUND : 01 GENERAL FUND

J25 APY500 H.02.05 01/18/17 PAGE 5  
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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				
010254/00	PEARSON EDUCATION						
1525 PO-171314	01/19/2017	BK-83027438	1 01-0037-0-4100-103-1110-1000-003-000 NN F			7,341.24	7,372.89
			TOTAL PAYMENT AMOUNT	7,372.89 *			7,372.89
017105/00	PHUONG HO						
1738 PO-171480	01/19/2017	BTW BUS TRAINING	1 01-0000-0-5800-112-0000-3600-007-000 NY F			3,330.00	3,330.00
			TOTAL PAYMENT AMOUNT	3,330.00 *			3,330.00
014069/00	PLATT ELECTRIC SUPPLY INC						
1606 PO-171398	01/18/2017	L156548	1 01-8150-0-4300-106-0000-8110-007-000 NN P			237.01	237.01
			TOTAL PAYMENT AMOUNT	237.01 *			237.01
021401/00	PRACTI-CAL INC						
264 PO-170230	01/18/2017	336872	1 01-5640-0-5800-103-0000-3140-003-000 NN P			84.45	84.45
264 PO-170230	01/18/2017	336829	1 01-5640-0-5800-103-0000-3140-003-000 NN P			193.47	193.47
264 PO-170230	01/18/2017	336931	1 01-5640-0-5800-103-0000-3140-003-000 NN P			803.51	803.51
			TOTAL PAYMENT AMOUNT	1,081.43 *			1,081.43
019976/00	RAMIREZ, TRACY LAFAY						
1716 PO-171473	01/19/2017	MILEAGE	1 01-6500-0-5210-102-5001-2700-002-000 NN F			34.56	34.56
			TOTAL PAYMENT AMOUNT	34.56 *			34.56
011238/00	RELIABLE TIRE						
1623 PO-171390	01/18/2017	145764	1 01-0000-0-4300-112-0000-3600-007-000 NN P			792.72	792.72
			TOTAL PAYMENT AMOUNT	792.72 *			792.72
010279/00	SARGENT-WELCH LLC						
FV-171054	01/18/2017	SHORT -8045526947	01-0000-0-4300-472-1110-1000-014-000 NN				448.30
			TOTAL PAYMENT AMOUNT	448.30 *			448.30

81 CENTER UNIFIED SCHOOL DIST.  
01-18-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 01-19-17  
FUND : 01 GENERAL FUND

J25 APY500 H.02.05 01/18/17 PAGE 6  
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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				
018788/00	SCHOOL FIX						
1548 PO-171331	01/19/2017	177110A	1 01-0000-0-4300-472-0000-2700-014-000 NN F			308.80	309.66
			TOTAL PAYMENT AMOUNT		309.66 *		309.66
014558/00	SPURR						
115 PO-170180	01/19/2017	79234	1 01-0000-0-5515-106-0000-8110-007-000 NN P			9,269.19	9,269.19
			TOTAL PAYMENT AMOUNT		9,269.19 *		9,269.19
018370/00	STANLEY CONVERGENT SECURITY						
33 PO-170032	01/19/2017	7560119985	1 01-8150-0-5600-106-0000-8110-007-000 NN F			2,349.79	2,349.79
1674 PO-171445	01/19/2017	7560119985	1 01-8150-0-5800-106-0000-8110-007-000 NN P			1,467.99	1,467.99
			TOTAL PAYMENT AMOUNT		3,817.78 *		3,817.78
020399/00	SUMDOG						
1661 PO-171427	01/19/2017	Q6676045	1 01-6300-0-4300-234-1110-1000-008-000 NN F			1,000.00	1,000.00
			TOTAL PAYMENT AMOUNT		1,000.00 *		1,000.00
010519/00	TIM'S MUSIC						
1287 PO-171104	01/19/2017	253280	1 01-0000-0-4300-472-1520-1000-014-000 NN P			426.37	426.37
			TOTAL PAYMENT AMOUNT		426.37 *		426.37
010139/00	TROXELL COMMUNICATIONS INC						
1461 PO-171256	01/19/2017	932725	1 01-0000-0-4300-472-0000-2700-014-000 YN F			280.80	260.00
			TOTAL PAYMENT AMOUNT		260.00 *		260.00
			TOTAL USE TAX AMOUNT		20.15		
015190/00	TROXELL COMMUNICATIONS, INC.						
1404 PO-171206	01/19/2017	931834	1 01-0000-0-4300-472-0000-2700-014-000 NN F			130.00	130.00
			TOTAL PAYMENT AMOUNT		130.00 *		130.00

81 CENTER UNIFIED SCHOOL DIST.  
01-18-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 01-19-17  
FUND : 01 GENERAL FUND

J25 APY500 H.02.05 01/18/17 PAGE 7  
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
018071/00	VOTAW, ASHLEY							
1696 PO-171451	01/19/2017	MILEAGE ADVISORY MEETING	1	01-6520-0-5200-472-5770-1110-003-000	NN F		49.57	49.57
		TOTAL PAYMENT AMOUNT						49.57
020845/00	W. ROSENAU MOTOR REWINDING							
979 PO-170839	01/18/2017	1015	1	01-8150-0-5600-106-0000-8110-007-000	NY P		50.00	50.00
		TOTAL PAYMENT AMOUNT						50.00
010843/00	WILCO SUPPLY							
39 PO-170038	01/18/2017	9053172	1	01-8150-0-4300-106-0000-8110-007-000	NN P		33.57	33.57
		TOTAL PAYMENT AMOUNT						33.57
		TOTAL FUND PAYMENT						62,722.55 **
		TOTAL USE TAX AMOUNT						39.85
								62,722.55

81 CENTER UNIFIED SCHOOL DIST.  
01-18-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 01-19-17  
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				
020098/00	BIG TRAY						
105 PO-170112	01/19/2017	792116	1 13-5310-0-4400-108-0000-3700-007-000 NN P			172.87	172.87
			TOTAL PAYMENT AMOUNT	172.87 *			172.87
016540/00	BLOCK AND COMPANY INC						
1660 PO-171426	01/19/2017	I4479774	1 13-5310-0-4300-108-0000-3700-007-000 NN F			280.80	280.15
			TOTAL PAYMENT AMOUNT	280.15 *			280.15
011602/00	DANIELSEN CO., THE						
705 PO-170608	01/19/2017	119628	2 13-5310-0-4300-108-0000-3700-007-000 N P			8.00	8.00
705 PO-170608	01/19/2017	119628	1 13-5310-0-4700-108-0000-3700-007-000 N P			3,207.15	3,207.15
			TOTAL PAYMENT AMOUNT	3,215.15 *			3,215.15
021080/00	GOLD STAR FOODS INC						
708 PO-170610	01/19/2017	1904243	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,309.71	3,309.71
708 PO-170610	01/19/2017	1905657	1 13-5310-0-4700-108-0000-3700-007-000 NN P			327.60	327.60
708 PO-170610	01/19/2017	1905295	1 13-5310-0-4700-108-0000-3700-007-000 NN P			9.45	9.45
			TOTAL PAYMENT AMOUNT	3,646.76 *			3,646.76
022364/00	HEARTLAND SCHOOL SOLUTIONS						
192 PO-170165	01/19/2017	HSS0000029954	1 13-5310-0-5300-108-0000-3700-007-000 NN P			390.15	390.15
			TOTAL PAYMENT AMOUNT	390.15 *			390.15
014444/00	KAPITANYUK, YELENA						
1706 PO-171459	01/19/2017	REFUND	1 13-5310-0-8634-000-0000-0000-000 NN F			44.00	44.00
			TOTAL PAYMENT AMOUNT	44.00 *			44.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
101 PO-170111	01/18/2017	180267245	1 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
			TOTAL PAYMENT AMOUNT	77.75 *			77.75

81 CENTER UNIFIED SCHOOL DIST.  
01-18-16

ACCOUNTS PAYABLE PRELIST  
BATCH: 0038 01-19-17  
FUND : 13 CAFETERIA FUND

J25 APY500 H.02.05 01/18/17 PAGE 9  
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
017334/00	SEVEN UP BOTTLING CO. OF S.F.							
	97 PO-170109	01/19/2017 7065801011			1 13-5310-0-4700-108-0000-3700-007-000 NN P		478.08	478.08
					TOTAL PAYMENT AMOUNT	478.08 *		478.08
011422/00	SYSCO OF SAN FRANCISCO							
	89 PO-170103	01/18/2017 121085187			2 13-5310-0-4300-108-0000-3700-007-000 NN P		867.86	867.86
	89 PO-170103	01/19/2017 121085187			1 13-5310-0-4700-108-0000-3700-007-000 NN P		261.82	261.82
					TOTAL PAYMENT AMOUNT	1,129.68 *		1,129.68
					TOTAL FUND PAYMENT	9,434.59 **		9,434.59
					TOTAL BATCH PAYMENT	72,157.14 ***	0.00	72,157.14
					TOTAL USE TAX AMOUNT	39.85		
					TOTAL DISTRICT PAYMENT	72,157.14 ****	0.00	72,157.14
					TOTAL USE TAX AMOUNT	39.85		
					TOTAL FOR ALL DISTRICTS:	72,157.14 ****	0.00	72,157.14
					TOTAL USE TAX AMOUNT	39.85		

Number of warrants to be printed: 52, not counting voids due to stub overflows.

Batch status: A All

From batch: 0039

To batch: 0039

Include Revolving Cash: Y

Include Address: N

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT	ABA num GOAL FUNC RES DEP T9MP	Account num	Liq Amt	Net Amount	
-----									
010669/00	ALHAMBRA & SIERRA SPRINGS								
17	PO-170016	01/26/2017	4782453011217	1	01-8150-0-4300-106-0000-8110-007-000	NN P	76.57	76.57	
61	PO-170059	01/26/2017	4781257011217	1	01-0000-0-4300-112-0000-3600-007-000	NN P	30.11	30.11	
474	PO-170417	01/26/2017	4780794011217	1	01-0000-0-4300-110-0000-7200-004-000	NN P	30.11	30.11	
579	PO-170502	01/26/2017	4781839011217	1	01-0000-0-4300-475-3200-2700-015-000	NN F	39.41	30.64	
608	PO-170529	01/26/2017	4780818010617	1	01-0000-0-4300-105-0000-7200-005-000	NN P	24.12	24.12	
TOTAL PAYMENT AMOUNT							191.55 *	191.55	
019769/00	AMERICAN EXPRESS								
	PV-171058	01/26/2017	0-03000		01-0000-0-5200-120-0000-7110-000-000	NN		939.71	
TOTAL PAYMENT AMOUNT							939.71 *	939.71	
016274/00	AMERICAN FLOOR MATS								
	1544	PO-171341	01/26/2017	646879	1	01-0000-0-5800-472-0000-2700-014-000	YN F	572.17	529.79
TOTAL PAYMENT AMOUNT							529.79 *	529.79	
TOTAL USE TAX AMOUNT							41.06		
016224/00	AMY ROENSPIE BCBA								
	PV-171060	01/25/2017	REFUND TAX		01-6500-0-2200-102-5001-3120-000-000	NN		602.82	
	PV-171060	01/25/2017	REFUND TAX		01-6512-0-2200-102-5001-3120-000-000	NN		602.82	
TOTAL PAYMENT AMOUNT							1,205.64 *	1,205.64	
010564/00	APPLE COMPUTER								
	1683	PO-171435	01/26/2017	4423121964	1	01-6500-0-4400-102-5001-2700-002-000	NN F	738.32	713.37
TOTAL PAYMENT AMOUNT							713.37 *	713.37	
018533/00	ATKINSON ANDELSON LOYA RUDD								
	711	PO-170612	01/26/2017	513244	1	01-0000-0-5880-105-0000-7200-005-000	NE P	1,568.43	1,568.43
TOTAL PAYMENT AMOUNT							1,568.43 *	1,568.43	
019504/00	B & H PHOTO-VIDEO								
	1444	PO-171237	01/26/2017	118755455	1	01-6500-0-4300-102-5770-1110-002-000	YN F	28.02	25.94
	1608	PO-171384	01/26/2017	120806607	1	01-0000-0-4300-236-1110-1000-009-000	YN F	388.79	359.99
	1652	PO-171404	01/26/2017	120989779	1	01-0000-0-4300-115-0000-7700-007-000	YN F	102.55	94.95

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				
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019504	(CONTINUED)						
1648 PO-171408	01/25/2017	121034288	1 01-0000-0-4400-110-0000-7200-004-000 YN F			1,181.50	517.99
			TOTAL PAYMENT AMOUNT	998.87 *			998.87
			TOTAL USE TAX AMOUNT	77.41			
021669/00	BAIONI, RON						
1747 PO-171491	01/26/2017	REIMB MILEAGE	1 01-0000-0-5210-371-0000-2700-012-000 NN F			8.03	8.03
1790 PO-171521	01/26/2017	REIMB-COMP-CART	1 01-0000-0-4300-371-1110-1000-012-000 NN F			214.50	214.50
1796 PO-171524	01/26/2017	MILEAGE	1 01-0000-0-5210-371-0000-2700-012-000 NN F			34.78	34.78
			TOTAL PAYMENT AMOUNT	257.31 *			257.31
015718/00	BASIC PACIFIC						
PV-171055	01/26/2017	1/31 PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				5,362.30
			TOTAL PAYMENT AMOUNT	5,362.30 *			5,362.30
013988/00	BUTTES/CENTER STATE PIPE &						
11 PO-170010	01/26/2017	S009393939.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			106.67	106.67
			TOTAL PAYMENT AMOUNT	106.67 *			106.67
010340/00	CA DEPT OF JUSTICE						
477 PO-170420	01/26/2017	208044	1 01-0000-0-5800-110-0000-7200-004-000 NN P			337.00	337.00
			TOTAL PAYMENT AMOUNT	337.00 *			337.00
020540/00	CALIFORNIA AMERICAN WATER CO						
108 PO-170176	01/26/2017	1015-210038466358	1 01-0000-0-5520-106-0000-8110-007-000 NN P			13,633.39	13,633.39
			TOTAL PAYMENT AMOUNT	13,633.39 *			13,633.39
015021/00	CANNON SPORTS INC.						
1532 PO-171319	01/25/2017	13267	1 01-0000-0-4300-472-1110-1000-014-000 NN F			2,916.00	2,909.25
			TOTAL PAYMENT AMOUNT	2,909.25 *			2,909.25



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				
-----							
021678/00	CAPITOL ACADEMY						
995 PO-170864	01/26/2017	CA0087	1 01-6500-0-5800-102-5750-1180-002-000 NN P			3,083.04	3,083.04
995 PO-170864	01/26/2017	CA0099	1 01-6500-0-5800-102-5750-1180-002-000 NN P			400.00	400.00
995 PO-170864	01/23/2017	CE6096	1 01-6500-0-5800-102-5750-1180-002-000 NN P			200.00	200.00
995 PO-170864	01/26/2017	CE6085	1 01-6500-0-5800-102-5750-1180-002-000 NN P			2,625.00	2,625.00
TOTAL PAYMENT AMOUNT				6,308.04 *			6,308.04
022223/00	CASBO PROFESSIONAL DEVELOPMENT						
1042 PO-170896	01/26/2017	587886	1 01-0000-0-5200-105-0000-7200-005-000 NN F			255.00	255.00
TOTAL PAYMENT AMOUNT				255.00 *			255.00
021036/00	CCHAT CENTER						
1223 PO-171049	01/26/2017	CENTER12-16	1 01-6500-0-5800-102-5750-1180-002-000 NN P			396.98	396.98
1223 PO-171049	01/26/2017	MSCENTER11	1 01-6500-0-5800-102-5750-1180-002-000 NN P			216.98	216.98
TOTAL PAYMENT AMOUNT				613.96 *			613.96
017639/00	CDT INC.						
1274 PO-171093	01/26/2017	43149	1 01-0000-0-5800-110-0000-7200-004-000 NN P			139.48	139.48
TOTAL PAYMENT AMOUNT				139.48 *			139.48
020305/00	CDW GOVERNMENT INC.						
1638 PO-171401	01/26/2017	GMJ2176	1 01-6500-0-4400-102-5001-2700-002-000 YN F			274.55	254.21
1651 PO-171437	01/26/2017	GMX4087	1 01-6500-0-4300-102-5770-1110-002-000 NN F			451.07	436.22
1720 PO-171467	01/25/2017	GNQ1408	1 01-0000-0-4400-115-0000-7700-007-000 NN F			237.91	237.91
TOTAL PAYMENT AMOUNT				928.34 *			928.34
TOTAL USE TAX AMOUNT				19.70			
016644/00	CHAUVIN, CHUCK						
1761 PO-171502	01/26/2017	REIMB BANNERS	1 01-0000-0-4300-472-0000-2700-014-000 NN F			332.17	332.17
TOTAL PAYMENT AMOUNT				332.17 *			332.17

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
013928/00	CINTAS LOCATION 622						
516 PO-170441	01/24/2017	622718535	1 01-0000-0-5800-111-0000-8200-007-000 NN P			175.37	175.37
			TOTAL PAYMENT AMOUNT	175.37 *			175.37
015699/00	CLARK SECURITY PRODUCTS						
13 PO-170012	01/26/2017	22K187302	1 01-8150-0-4300-106-0000-8110-007-000 NN P			420.14	420.14
13 PO-170012	01/26/2017	22K141241	1 01-8150-0-4300-106-0000-8110-007-000 NN M			0.00	248.23-
			TOTAL PAYMENT AMOUNT	171.91 *			171.91
015415/00	COMPLIANCE SIGNS.COM						
1700 PO-171472	01/25/2017	60176	1 01-8150-0-4300-106-0000-8110-007-000 NN F			34.36	32.50
			TOTAL PAYMENT AMOUNT	32.50 *			32.50
021813/00	CONSOLIDATED COMMUNICATIONS						
749 PO-170650	01/26/2017	916-773-4131/0	1 01-0000-0-5930-106-0000-8110-007-000 NN P			1,299.09	1,299.09
			TOTAL PAYMENT AMOUNT	1,299.09 *			1,299.09
019363/00	FIVE SIXTEEN INC						
688 PO-170597	01/20/2017	14514	1 01-0000-0-5800-472-1110-4200-014-812 NN F			383.94	381.27
			TOTAL PAYMENT AMOUNT	381.27 *			381.27
019523/00	FOLLETT SCHOOL SOLUTIONS INC						
1647 PO-171436	01/26/2017	2066997A	1 01-0037-0-4100-103-1110-1000-003-000 NN F			3,529.44	3,537.61
			TOTAL PAYMENT AMOUNT	3,537.61 *			3,537.61
018785/00	FRANCHISE TAX BOARD						
PV-171059	01/25/2017	PAYMENT	01-1400-0-1100-472-1110-1000-000-000 NN				100.00
			TOTAL PAYMENT AMOUNT	100.00 *			100.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022347/00	GIVE SOMETHING BACK						
1724 PO-171475	01/25/2017	IN-0584820	1 01-0000-0-4300-472-1355-1000-014-000 NN P			205.35	205.35
1724 PO-171475	01/25/2017	IN-0585912	1 01-0000-0-4300-472-1355-1000-014-000 NN F			193.95	193.95
1730 PO-171478	01/26/2017	IN-0584821	1 01-6500-0-4300-102-5770-1110-002-000 NN F			67.54	67.54
1731 PO-171479	01/26/2017	IN-0584819	1 01-0000-0-4300-472-1110-1000-014-000 NN F			223.66	117.02
TOTAL PAYMENT AMOUNT				583.86 *			583.86
017603/00	HUNT, CAROL						
389 PO-170348	01/26/2017	MILEAGE	1 01-0000-0-5200-101-0000-7150-002-000 NN P			9.34	9.34
1757 PO-171493	01/26/2017	REIMB- PARKING	1 01-0000-0-5200-101-0000-7150-002-000 NN F			4.00	4.00
TOTAL PAYMENT AMOUNT				13.34 *			13.34
021343/00	HUNTER, CURTIS						
1737 PO-171484	01/26/2017	REIMB MISC ITEMS	1 01-0000-0-4300-472-1655-1000-014-000 NN F			179.78	179.78
TOTAL PAYMENT AMOUNT				179.78 *			179.78
010355/00	KAISER FOUNDATION HEALTH PLAN						
PV-171056	01/26/2017	FEBRUARY PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				146,343.09
TOTAL PAYMENT AMOUNT				146,343.09 *			146,343.09
017726/00	LOS ANGELES FREIGHTLINER						
889 PO-170772	01/26/2017	BN84383	1 01-0000-0-4300-112-0000-3600-007-000 NN P			280.23	280.23
889 PO-170772	01/26/2017	BN84319	1 01-0000-0-4300-112-0000-3600-007-000 NN P			68.01	68.01
889 PO-170772	01/26/2017	BN84340	1 01-0000-0-4300-112-0000-3600-007-000 NN P			503.98	503.98
TOTAL PAYMENT AMOUNT				852.22 *			852.22
017873/00	LUKES, TRAVIS						
1785 PO-171509	01/26/2017	reimb er	1 01-8150-0-3402-106-0000-8110-000-000 NN F			50.00	50.00
TOTAL PAYMENT AMOUNT				50.00 *			50.00
014591/00	MAGNANI, KATHY						
1791 PO-171522	01/26/2017	REIMB-SUPPLIES	1 01-0000-0-4300-371-1110-1000-012-000 NN F			227.02	227.02
TOTAL PAYMENT AMOUNT				227.02 *			227.02

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				
020602/00	MCGRAW HILL SCHOOL EDUCATION						
1426 PO-171223	01/26/2017	95545419001	1 01-0037-0-4100-103-1110-1000-003-000 NN F			3,264.87	3,891.13
TOTAL PAYMENT AMOUNT							3,891.13 *
016087/00	MICHAEL'S TRANSPORTATION SERV.						
1655 PO-171422	01/26/2017	95342	1 01-0000-0-5800-112-0000-3600-007-000 NN P			3,240.00	3,240.00
TOTAL PAYMENT AMOUNT							3,240.00 *
017576/00	OFFICE DEPOT						
1550 PO-171333	01/26/2017	891713315001	1 01-0000-0-4300-472-1110-1000-014-000 NN F			640.43	640.43
1586 PO-171380	01/25/2017	892522383001	1 01-0000-0-4400-472-1260-1000-014-000 NN F			147.96	147.39
1617 PO-171387	01/26/2017	892536558001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			68.60	68.44
1618 PO-171394	01/26/2017	892982298001	1 01-0000-0-4300-236-1110-1000-009-000 NN P			94.80	94.80
1618 PO-171394	01/26/2017	892982297001	1 01-0000-0-4300-236-1110-1000-009-000 NN F			1,550.40	1,528.60
1629 PO-171395	01/26/2017	892976478001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			52.13	52.13
1629 PO-171395	01/26/2017	892976477001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			39.64	39.64
1629 PO-171395	01/26/2017	892976476001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			110.44	110.44
1629 PO-171395	01/25/2017	892976476002	1 01-0000-0-4300-234-1110-1000-008-000 NN F			15.13	48.90
1609 PO-171410	01/25/2017	894300522001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			89.24	89.03
1610 PO-171411	01/25/2017	894298910001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			86.85	86.65
1611 PO-171412	01/25/2017	894198556001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			92.93	92.72
1612 PO-171413	01/25/2017	894298060001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			94.14	93.93
1613 PO-171414	01/25/2017	894297369001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			65.56	65.40
1614 PO-171415	01/25/2017	894296974001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			68.89	68.73
1619 PO-171416	01/25/2017	894296412001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			53.09	52.97
1631 PO-171417	01/25/2017	894296001001	1 01-0000-0-4300-238-1110-1000-010-000 NN P			63.13	63.13
1631 PO-171417	01/25/2017	894296001002	1 01-0000-0-4300-238-1110-1000-010-000 NN F			20.81	13.95
1671 PO-171432	01/25/2017	894295027001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			94.46	92.38
1685 PO-171443	01/25/2017	894284839001	1 01-0000-0-4300-236-1110-1000-009-000 NN F			437.52	436.53
1701 PO-171454	01/25/2017	894677568001	1 01-6300-0-4300-238-1110-1000-010-000 NN F			92.07	92.07
1702 PO-171455	01/25/2017	894676829001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			95.87	84.02
1718 PO-171466	01/25/2017	894966407001	1 01-0000-0-4300-112-0000-7200-007-000 NN F			96.92	96.92
TOTAL PAYMENT AMOUNT							4,159.20 *
010131/00	PC PARTS PLUS						
1688 PO-171446	01/26/2017	7843	1 01-0000-0-4300-371-1110-1000-012-000 YN F			86.38	79.98
TOTAL PAYMENT AMOUNT							79.98 *
TOTAL USE TAX AMOUNT							6.20

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
010254/00	PEARSON EDUCATION						
1416 PO-171215	01/26/2017	10964341	1 01-0000-0-4300-103-0000-7200-003-995 NN P			1,072.80	1,072.80
1416 PO-171215	01/26/2017	10965220	1 01-0000-0-4300-103-0000-7200-003-995 NN P			9,971.19	8,789.76
TOTAL PAYMENT AMOUNT							9,862.56 *
019252/00	PEARSON EDUCATION INC.						
1436 PO-171232	01/26/2017	10971318	1 01-6500-0-4300-102-5001-2700-002-000 NN F			158.22	157.42
1521 PO-171306	01/26/2017	11004805	1 01-0036-0-4300-103-1110-1000-003-000 NN F			2,096.22	2,258.68
TOTAL PAYMENT AMOUNT							2,416.10 *
011345/00	PLACER LEARNING CENTER						
1557 PO-171343	01/26/2017	DEC	1 01-6500-0-5800-102-5750-1180-002-000 NN P			11,375.64	11,375.64
TOTAL PAYMENT AMOUNT							11,375.64 *
014069/00	PLATT ELECTRIC SUPPLY INC						
28 PO-170027	01/26/2017	L111888	1 01-8150-0-4300-106-0000-8110-007-000 NN P			48.22	48.22
28 PO-170027	01/25/2017	L187369	1 01-8150-0-4300-106-0000-8110-007-000 NN P			90.57	90.57
1804 PO-171527	01/25/2017	L187418	1 01-0000-0-4300-111-0000-8200-007-939 NN F			344.51	344.51
TOTAL PAYMENT AMOUNT							483.30 *
011103/00	REGISTRATIONS FOR YOU						
1735 PO-171490	01/26/2017	CHANEY-CONF FEE	1 01-6385-0-5200-472-1110-1000-014-000 NN F			335.00	335.00
TOTAL PAYMENT AMOUNT							335.00 *
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
1673 PO-171433	01/26/2017	919948	1 01-0000-0-4300-112-0000-3600-007-000 NN P			110.12	110.12
TOTAL PAYMENT AMOUNT							110.12 *
010552/00	SAC VAL JANITORIAL						
907 PO-170790	01/25/2017	10224837	1 01-0000-0-4300-111-0000-8200-007-000 NN P			106.72	106.72
TOTAL PAYMENT AMOUNT							106.72 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015922/00	SACRAMENTO CO SHERIFF'S DEPT.						
502 PO-170433	01/26/2017	LIVSCAN-DEC	1 01-0000-0-5800-110-0000-7200-004-000 NN P			351.00	351.00
		TOTAL PAYMENT AMOUNT		351.00 *			351.00
016043/00	SHELTONS UNLIMITED MECHANICAL						
1658 PO-171424	01/26/2017	16-18757	1 01-0000-0-6500-108-0000-3700-007-995 NN F			44,500.00	44,500.00
		TOTAL PAYMENT AMOUNT		44,500.00 *			44,500.00
014707/00	SMARTSIGN						
1637 PO-171400	01/26/2017	MSS-130997	1 01-8150-0-4300-106-0000-8110-007-000 YN F			19.93	18.97
		TOTAL PAYMENT AMOUNT		18.97 *			18.97
		TOTAL USE TAX AMOUNT		1.47			
020087/00	SOCCER PRO						
1558 PO-171344	01/24/2017	53704	1 01-0000-0-5800-472-1110-4200-014-810 NN F			1,618.06	1,618.06
1561 PO-171345	01/26/2017	53712	1 01-0000-0-5800-472-1110-4200-014-811 NN F			1,487.38	1,487.38
		TOTAL PAYMENT AMOUNT		3,105.44 *			3,105.44
020252/00	STAPLES BUSINESS ADVANTAGE						
1581 PO-171363	01/20/2017	3326567513	1 01-0000-0-4300-472-1260-1000-014-000 NN P			35.45	35.45
1581 PO-171363	01/26/2017	3325695114	1 01-0000-0-4300-472-1260-1000-014-000 NN F			422.08	403.64
		TOTAL PAYMENT AMOUNT		439.09 *			439.09
019198/00	STEELER INC						
1015 PO-170873	01/26/2017	216433	1 01-8150-0-4300-106-0000-8110-007-000 NN F			75.69	75.69
1740 PO-171485	01/26/2017	216433-TAX DIFF.	1 01-8150-0-4300-106-0000-8110-007-000 NN P			112.72	112.72
		TOTAL PAYMENT AMOUNT		188.41 *			188.41
016005/00	SWRCB FEES						
1808 PO-171529	01/25/2017	SW-0127946	1 01-8150-0-5800-106-0000-8110-007-000 NN F			1,676.00	1,676.00
		TOTAL PAYMENT AMOUNT		1,676.00 *			1,676.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019848/00	TELLES, JOHN						
1789 PO-171520	01/26/2017	REIMB-BOOKS	1 01-6300-0-4200-371-1110-1000-012-000 NN F			500.00	500.00
		TOTAL PAYMENT AMOUNT		500.00 *			500.00
021307/00	THE LAMPO GROUP INC.						
1579 PO-171361	01/26/2017	6459389	1 01-6300-0-4300-475-3200-1000-015-000 YN F			824.45	824.45
		TOTAL PAYMENT AMOUNT		824.45 *			824.45
		TOTAL USE TAX AMOUNT		63.89			
014278/00	TOUCHBOARDS						
1526 PO-171340	01/26/2017	0498051-IN	1 01-0000-0-4400-472-1500-1000-014-000 YN F			379.12	351.92
		TOTAL PAYMENT AMOUNT		351.92 *			351.92
		TOTAL USE TAX AMOUNT		27.27			
022179/00	US HEALTHWORKS						
475 PO-170418	01/26/2017	3011186-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			99.00	99.00
475 PO-170418	01/26/2017	3050902-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			64.00	64.00
		TOTAL PAYMENT AMOUNT		163.00 *			163.00
022221/00	WESTERN HEALTH ADVANTAGE						
PV-171057	01/26/2017	FEBRUARY PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				117,798.02
		TOTAL PAYMENT AMOUNT		117,798.02 *			117,798.02
017313/00	XEROX						
404 PO-170290	01/26/2017	087591306	1 01-3010-0-5600-240-1110-1000-011-000 NN P			54.34	54.34
		TOTAL PAYMENT AMOUNT		54.34 *			54.34
		TOTAL FUND PAYMENT		397,307.72 **			397,307.72
		TOTAL USE TAX AMOUNT		237.00			

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01-26-17  
FUND : 11 ADULT EDUCATION FUND

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<< 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				
020981/00	SAVE MART SUPERMARKETS						
392 PO-170351	01/26/2017	2581556					
			1 11-0030-0-4300-475-4130-1000-015-000 NN P			66.61	66.61
			TOTAL PAYMENT AMOUNT		66.61 *		66.61
			TOTAL FUND	PAYMENT	66.61 **		66.61



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
BATCH: 0039 01-26-17  
FUND : 13 CAFETERIA FUND

J136 APY500 H.02.05 01/25/17 PAGE 11  
<< 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				
020899/00	ARMSTRONG-BREWSTER, DELLA						
1768	PO-171513	01/26/2017	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F		41.75	41.75
				TOTAL PAYMENT AMOUNT		41.75 *	41.75
020098/00	BIG TRAY						
105	PO-170112	01/25/2017	793037	1 13-5310-0-4400-108-0000-3700-007-000 NN P		211.79	211.79
105	PO-170112	01/25/2017	793004	1 13-5310-0-4400-108-0000-3700-007-000 NN P		40.34	40.34
				TOTAL PAYMENT AMOUNT		252.13 *	252.13
011602/00	DANIELSEN CO., THE						
705	PO-170608	01/26/2017	122542	2 13-5310-0-4300-108-0000-3700-007-000 N P		8.00	8.00
705	PO-170608	01/26/2017	4523	2 13-5310-0-4300-108-0000-3700-007-000 N P		128.40	128.40
705	PO-170608	01/26/2017	122542	1 13-5310-0-4700-108-0000-3700-007-000 N P		2,631.29	2,631.29
				TOTAL PAYMENT AMOUNT		2,767.69 *	2,767.69
021080/00	GOLD STAR FOODS INC	942828211					
708	PO-170610	01/26/2017	1909232	1 13-5310-0-4700-108-0000-3700-007-000 NN P		6,552.78	6,552.78
				TOTAL PAYMENT AMOUNT		6,552.78 *	6,552.78
018776/00	LESLIE TORRES						
1767	PO-171512	01/26/2017	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F		150.50	150.50
				TOTAL PAYMENT AMOUNT		150.50 *	150.50
016279/00	P&R PAPER SUPPLY						
193	PO-170166	01/26/2017	30114174-00	1 13-5310-0-4300-108-0000-3700-007-000 NN P		544.08	544.08
193	PO-170166	01/24/2017	30113150-00	1 13-5310-0-4300-108-0000-3700-007-000 NN P		165.41	165.41
				TOTAL PAYMENT AMOUNT		709.49 *	709.49
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
101	PO-170111	01/26/2017	180268413	1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
101	PO-170111	01/26/2017	180267861	1 13-5310-0-5800-108-0000-3700-007-000 NN P		77.75	77.75
				TOTAL PAYMENT AMOUNT		155.50 *	155.50

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		
011422/00		SYSKO OF SAN FRANCISCO												
89 PO-170103	01/26/2017	131093693			2	13-5310-0-4300-108-0000-3700-007-000	NN P				580.58	580.58		
89 PO-170103	01/26/2017	131093693			1	13-5310-0-4700-108-0000-3700-007-000	NN P				2,475.32	2,475.32		
89 PO-170103	01/26/2017	131093694			1	13-5310-0-4700-108-0000-3700-007-000	NN P				167.03	167.03		
TOTAL PAYMENT AMOUNT												3,222.93	*	3,222.93
TOTAL FUND PAYMENT											13,852.77	**	13,852.77	
TOTAL BATCH PAYMENT											411,227.10	***	0.00	411,227.10
TOTAL USE TAX AMOUNT											237.00			
TOTAL DISTRICT PAYMENT											411,227.10	****	0.00	411,227.10
TOTAL USE TAX AMOUNT											237.00			
TOTAL FOR ALL DISTRICTS:											411,227.10	****	0.00	411,227.10
TOTAL USE TAX AMOUNT											237.00			

Number of warrants to be printed: 66, not counting voids due to stub overflows.





California School Boards Association

**TIME SENSITIVE, REQUIRES BOARD ACTION  
DEADLINE Wednesday, March 15, 2017**

January 31, 2017

**MEMORANDUM**

**To:** All Board Presidents and Superintendents  
CSBA Member Boards of Education

**From:** Susan Henry, President

**Re:** 2017 CSBA Delegate Assembly Election  
U.S. Postmark Deadline – Wednesday, March 15, 2017

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Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2017. No exceptions are allowed.**

Election results will be posted on CSBA’s web site no later than Monday, April 3. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019. The next meeting of the Delegate Assembly is on Saturday, May 20 – Sunday, May 21 at the Hyatt Regency in Sacramento.

Please do not hesitate to the Executive Office at (800) 266-3382 should you have any questions. Thank you.

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. **A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.**

**OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)**

Number of vacancies: 5 (Vote for no more than 5 candidates)

*Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019*

*\*denotes incumbent*

- John Gordon (Galt Jt. Un. ESD)\*
- Susan Heredia (Natomas USD)\*
- Lisa M. Kaplan (Natomas USD)\*
- Rebecca Sandoval (Twin Rivers USD)
- Ed Short (Folsom Cordova USD)\*

\_\_\_\_\_  
*Provision for Write-in Candidate Name*

\_\_\_\_\_  
*School District*

\_\_\_\_\_  
*Signature of Superintendent or Board Clerk*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*School District Name*

\_\_\_\_\_  
*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

## 2017 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Saturday, January 7, 2017**

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>John Gordon</u>	CSBA Region-subregion #: <u>6B</u>
District or COE Name: <u>Galt Joint Union Elementary School District</u>	Years on board: <u>8</u>
Profession: <u>CDE School Construction Field Rep</u> Contact Number: <u>209-712-3815</u>	E-mail: <u>kgordon@galt.k12.ca.us</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>6</u> years	

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

The opportunity to serve is extremely valuable to my region. Located south of Elk Grove, a greenbelt separates Galt from the rest of Sacramento County. It's important that school districts in this area (Arcohe, Galt High and Elementary School Districts) have a voice at the table. Additionally, the cross sharing that occurs at our regional meetings is extremely beneficial. While the districts range in size and complexity, many of the issues we face are similar. From bargaining negotiations to LCFF, we learn from each other and can apply some of the best practices that worked in other districts.

Serving as a field representative for the California Department of Education, I have extensive experience related to school construction. As most of the school districts have recently passed local school bonds, I can help keep my fellow delegates informed with school construction related issues.

My experience as a member of the National Association of Latino Elected/Appointed Officials (NALEO), Association for Learning Environments (AL4E) and the Coalition for Adequate School Housing (CASH) provides additional resources and perspectives.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

Within my district, I serve on the CAST (Cities and Schools Together) committee, which consists of board members and superintendents from the elementary and high school districts as well as city council members and the city manager. We meet every other month to discuss issues related to youth.

This past year, I was selected to serve on CSBA's Programmatic Content Advisory Group. This advisory group is charged with providing recommendations to Master's in Governance curriculum.

I've also been appointed to the Galt City Council's Youth Commission, which further strengthens my relationship with local government. Collaborating with a team of adult mentors, we work to develop leadership/governance skills with our high school youth.

Finally, I serve on the Lodi Health Community Advisory Board which provides input on their community needs assessment. My service on this committee ensures that our local school districts have a voice regarding the health care needs of our students.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

With the majority of school boards passing local school bonds in the past two years, school boards will be collectively racing to access Proposition 51 funds. Considering few school districts have resident experts on school construction (unlike the school budget), this could be a slippery slope to navigate as many will hire various contractors to work on various facets (i.e. state construction eligibility, architectural services, construction managers, school site environmental experts - CEQA/DTSC/Geohazards). In some cases, school board members are inadvertently caught in the crossfire (which sometimes results in lawsuits) when things like construction delivery method or contracts go sideways.

CSBA could provide more extensive training resources on bond election measures and school construction program. There are opportunities through Masters in Governance to provide a more focused course beyond what is currently included in the school finance section. Additionally, there could be webinars to inform districts on the upcoming trends (i.e. anticipated escalation costs as a result of so many districts doing projects over this upcoming summer) and best practices on maximizing these voter approved funds.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 1/2/17

## 2017 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Saturday, January 7, 2017**

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Dr. Susan Heredia</u>	CSBA Region-subregion #: <u>6-B</u>
District or COE Name: <u>Natomas Unified School District</u>	Years on board: <u>16</u>
Profession: <u>Professor</u> Contact Number: <u>915.646.1625</u>	E-mail: <u>susanheredia2@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My experience as a trustee, member of the CSBA Board of Directors (2004-2012) and a Delegate (2012-present) has allowed for a breadth of active involvement at many different levels of public school advocacy and has been grounded in my passion for our public schools. This experience coupled with my professional experience as Professor/Department Chair of Education at CSU, Sacramento has prepared me well and will continue to support me as a Delegate. I am an active listener, collaborative, committed and motivated to continue to advocate for an educational system that helps all students to achieve excellence.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I served as the CSBA Director-At-Large, Hispanic (2004-2012) and as a Delegate for the last 4 years. Email exchanges with my regional director and bi-annual regional meetings keep me informed and engaged. The regional meetings provide a venue, for example, to share local concerns and best practices and to discuss the impact of state and federal policies upon school districts. As a trustee I have served on many district committees, represented my district at the regional level and served on the following CSBA committees: NCLB Task Force; Accountability Task Force; Annual Conference Committee; Board Development Committee; Bylaws Committee; CSBA Council of Presidents (ethnic school board member associations/coalitions); Policy Platform; and Golden Bell Review Committee.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Many districts have successfully proceeded through the implementation stages of new instructional/ testing approaches and fiscal/accountability measures that have changed the manner in how we address and customize educational opportunities for our students. Unfortunately, these important changes do not address the matters of equity and adequacy of funding for our schools. Thus, CSBA needs to continue its support in helping districts to successfully implement these changes and address the matter of school funding.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: January 5, 2017

## 2017 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Saturday, January 7, 2017**

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | Fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

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Name: <u>Lisa M. Kaplan</u>	CSBA Region-subregion #: <u>6- B</u>
District or COE Name: <u>Natomas Unified School District</u>	Years on board: <u>14</u>
Profession: <u>Education Attorney</u> Contact Number: <u>916-996-1474</u>	E-mail: <u>kaplan4kids@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>9</u>	

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I began my service on Delegate Assembly in 2008 and very much wish to continue serving as a delegate to the Association. I have attended numerous CSBA sponsored conferences and trainings, as well as participated in several Masters in Governance training modules and attended the CSBA Annual conference annually for almost 14 years. I believe my experience in policy, law and school construction make me an excellent candidate for continuing my service on delegate assembly. I bring to delegate assembly my knowledge of having served as the appointed Associate Executive Officer for the State Allocation Board (Office of Public School Construction), thus, offer a unique perspective regarding school construction. Furthermore, adding to my knowledge of the policy making process, I worked in the State Capitol from 2000-2005, serving as legislative director for several Assemblymembers, supervising their legislative agenda from drafting the language to signing by the Governor. In 2016, I served a Co-Chair to State Superintendent Tom Torlakson's committee to help Prop 51 (Construction Bond) pass.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

Currently, I am a member of CSBA's legislative committee and on the 2017 nominating committee. Currently, I am a member of CSBA's legislative committee and on the 2017 nominating. Also, as an attorney and governmental affairs consultant representing school districts, local employe unions (labor law) and companies specializing in K-12 issues including but not limited to, special education, construction, bond financing, selling surplus property, as well as drafting legislation - I speak to Board members up and down the state on all of these issues and make sure that I communicate regularly with my Regional Director and CSBA on issues effecting local districts and changes we need to make. Not only do I participate twice yearly with CSBA delegate meetings, but also attend 2-3 meetings a year with our local Region 6 to discuss what is happening in our local districts that CSBA should be aware of.

Locally, I serve(d) on the facilities planning committee, the district safety committee, budget committee, nutrition committee, actively volunteered tutoring children, and organizing donations to our food and clothing locker for homeless kids & community members.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

There is not just one "big" challenge facing governing boards today, but numerous, that taken all together is a daunting task boards have ahead of them. While, funding for districts has increased over the past several years, California has still not invested in our children's education as a majority of the states in the US have. Moreover, as a result of the implementation of the LCFF, some district are receiving more money and some less, however, with the increasing STRS contribution, a lot of new money districts are receiving is already allocated out the door to cover the increase contribution towards retirement. Take into consideration the adoption of new curriculum, upgrading technology to meet the new testing standards, etc... - districts responsibilities are increasing with very little new money to implment new state requirements. Therefore, we as boards must advocate and push CSBA to be more relevant than ever in budget discussions to make sure that California is not funded per pupil in the bottom of the 50 states. CSBA can help address concerns over money / budget by being relevant and making it is an organization that is heard and our politicians listen on behalf of our kids.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 3 January 2017



# LISA M. KAPLAN, J.D.

Phone: 916/996-1474

Email: Kaplan4kids@gmail.com

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## EDUCATION ATTORNEY & GOVERNMENTAL AFFAIRS CONSULTANT

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### BIO

LISA M. KAPLAN, an Attorney, School Board member, Delegate to the California School Board Association, former appointed Assistant Executive Officer for the State Allocation Board and former Capitol staff member in the California State Legislature, brings her knowledge of the law, K-12 Education matters, school construction, school funding, government and policy to *Kaplan Law Group*, as it's Principal Attorney.

Prior to opening *Kaplan Law Group*, Lisa was appointed as the Assistant Executive Officer ("AEO") for the State Allocation Board ("SAB"), which sets the policy and approves applications for apportionment of school construction dollars for all districts in the State of California. As the AEO, Ms. Kaplan, Chaired the Implementation Committee, Audit Working Group and staffed the SAB on the subcommittee on Audits and subcommittee on Rules & Procedures. Lisa was instrumental in the passages of new audit procedures, the Shovel Ready (Priorities in Funding) policy, Sale of Surplus Property policy, the new High Performance Incentive grant regulations and the adoption of the Board's Rules and Procedures.

Preceding this, Ms. Kaplan served as legal counsel for L&B Associates, a governmental affairs and public policy consulting firm. Along with education law, Lisa also practiced business, administrative and contracts law, as well as, consulted for the LaPena Law Corporation, specializing in Native American cultural resource management and protection at the state and federal level.

In 2002, she was elected to the Natomas Unified School District as a Board Trustee. As a result of her years on the school board, she has provided leadership for strategic planning, as it pertains to both policy decisions and special projects with a solid understanding of the community, public relations and crisis management. Over the past 14 years, Lisa has served numerous committees including the facilities advisory committee, budget committee and student safety committee, as well as, taking part as a Board member on the construction of nine schools and passage of three local bonds.

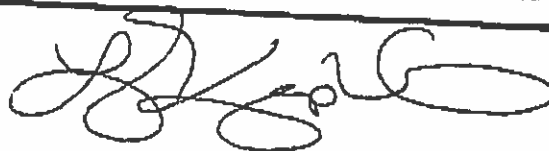
Prior to opening her own business, Lisa lobbied the California State Legislature, specializing in areas of K-12 funding, employee relations, wireless telecommunication, insurance, privacy, workers compensation, healthcare, association management, and business interests. As a general counsel and legislative advocate, Lisa represented Sprint-Nextel, Keenan & Associates, Reed Elsevier, Inc., California Court Reporters Association, California Association of State Hearing Reporters, and Hershey's Food Corporation. During her time as a legislative advocate, Lisa established a proven track record of completing difficult projects and meeting client needs on schedule in an intensive political environment where self-reliance and lateral thinking is required.

Lisa began her political and legislative career as legislative director for several California State Assemblymembers, supervising legislative staff and administrating the Assemblymember's legislative agenda. Previous to her work in the Capitol, Ms. Kaplan worked as an attorney specializing in the areas of general litigation, construction litigation, and personal injury. In her free time, Lisa enjoys spending time traveling with her husband and two girls.

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### PUBLIC SERVICE

JEWISH FEDERATION, SACRAMENTO REGION ~ 2009 - 2016 (PRESIDENT, 2012 - 2014)  
CALIFORNIA WOMEN LEAD, SACRAMENTO REGION ~ 2007 - 2014 (PRESIDENT 2008-2011)  
ROTARY CLUB MEMBER - NATOMAS, DECEMBER 2000 - 2011 (PRESIDENT, 2002-2004)  
BOARD MEMBER, AMERICAN RIVER COLLEGE FOUNDATION BOARD, JUNE 2008 - 2010  
MENTOR / TUTOR - JEFFERSON ELEMENTARY, AUGUST 2006 - SEPTEMBER 2007  
SHRINERS HOSPITAL, EXECUTIVE COMMITTEE MEMBER, CONCOURS D'ELGANCE, 2004-2005  
MAKE A WISH FOUNDATION, VOLUNTEER, 2002-2004  
BOARD MEMBER, LIONS ON SAFARI, FUNDRAISING DEPARTMENT, 2002-2003  
U.C. DAVIS MEDICAL CENTER, VOLUNTEER CHILDREN'S FLOOR, 2000-2001  
FRED HUTCHINSON CANCER RESEARCH CENTER, CHILDREN'S SCHOOL, INSTRUCTIONAL ASSISTANT, 1995-1997



## 2017 Delegate Assembly Candidate Biographical Sketch Form

***DUE: Saturday, January 7, 2017***

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

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Name: <u>Rebecca Sandoval</u>	CSBA Reg on-subregion #: <u>48 CB</u>
District or COE Name: <u>Twin Rivers Unified School District</u>	Years on board: <u>5</u>
Profession: <u>Retired Systems Analyst</u> Contact Number: <u>916 505-8947</u>	E-mail: <u>rtbecavs@comcast.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I am interested in being a delegate because I want to be an active participant in the direction of CSBA. I am skilled in analyzing legislation and have relationships with legislative staff as well as legislators. This will be an asset in advocating for issues affecting education. In my many years in state government, as a civil rights and social justice advocate I understand the importance of working with the legislator and other elected officials. I am knowledgeable about Roberts Rules of Order which is required to run effective meetings, and this is especially important with such a large body as the Delegate Assembly. I stay updated on the state of education on a state and national level.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

I have served as a board member for 5 years. I served as vice president for one year and as president for 2 consecutive years. As board president I worked in conjunction with the superintendent to revise the board agenda and restructure board meetings. Prior to that revision our board meetings were adjourning at 2 a. m. and often twice a week making it very difficult to be effective. I restructured the agenda for closed sessions which at one time included very little board input. The closed sessions are now truly the business of the board.

I am actively involved in committees which address district and board policies and am currently working on updating Board bylaws and policies affecting our LGBTQ students. I have lived in the area I represent for over 60 years and from the age of 13 have been involved in issues affecting my community working with city leaders and legislators.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

The biggest challenge facing governing boards is how to effectively implement the LCAP while considering the changing demographics of California. The 2016 CSBA conference certainly was a move in that direction. The CSBA newsletter can be used to address this as well.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Rebecca V. Sandoval

Date: 01-06-17

Rebecca Sandoval is a lifelong resident of Sacramento and was raised in the Gardenland and Northgate communities. Rebecca attended local schools and received her Associate of Arts Degree from Sacramento City College. Rebecca has broad experience in budgeting, contract management, human resources, analytical thinking, project management and information technology. Rebecca gained these skills while rising through the ranks of California State government over the course of 32 years.

Rebecca has served for four years as Trustee on the Twin Rivers Unified School District Board. She served as vice-president for one term and President for two terms. Rebecca is very connected to the community she represents on the Board and is proud of the many positive changes that have occurred in our schools. Rebecca values diversity, welcomes criticism as an opportunity to improve the educational experience of our students, and respects the input of students, parent, employees, business and community. As a parent and now a grandparent with three grandchildren attending Twin River's schools, Rebecca understands what is at stake and promotes the kind of partnerships which will continue the progress we need in our schools.

Rebecca is a five time cancer survivor and through her health challenges she has remained constant and committed to serving her community.

#### **Rebecca's work in the community**

- District representative on the Sacramento Parks and Recreation Task Force
- 25 year Committee Member of the Western Services Workers Association providing services and representation for the poor and working poor of Sacramento
- Sacramento Big Brother/Big Sister volunteer
- Served in leadership roles for over 20 years with the League of United Latin American Citizens (LULAC)
- Raised thousands of dollars in scholarship funds for local youth
- Member of Local Advocacy Network, Greater Sacramento Alliance for Arts Education, an organization dedicated in back arts to our schools
- Elected Union Delegate for SEIU 1000 and elected delegate to the Sacramento County Democratic Central Committee
- Collaborated in many efforts working for social justice



# 2017 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Ed Short</u>	CSBA Region-subregion #: <u>7 6-B</u>
District or COE Name: <u>Folsom Cordova Unified School District</u>	Years on board: <u>14</u>
Profession: <u>Engineer</u> Contact Number: <u>916 591-6850</u>	E-mail: <u>edshort08@comcast.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I believe, I can help make a difference in CSBA's policy making that will positively impact the public education system. Furthermore, the regional connection with other surrounding school board members help me to learn best or bad practices that can be shared with my district.

I feel being a delegate helps increase my effectiveness in advancing public education priorities and my community involvement by increasing my sphere of influence.

I have been a school board member for 14 years and have served as president twice for FCUSD. I have been involved in a variety of stockholder committees and have helped influence many successful education programs in my district.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Fight for educational reform and make sure our teachers have the tools they need to teach and our kids have the resources they need to learn.

Provide equal and relevant educational opportunity which will prepare all our kids for the 21 st century.

I am personally involved in local non-profit organizations that support kids in their success in education and lives.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

#1: Teacher shortage in California. I believe that the credentialing criteria can be changed to attract more professionals and other expert subject matters to teach. The decline in teachers is at a critical state and the credentialing process has become more restrictive, cost more and takes longer to obtain. CSBA can help influence a change that helps increase the teachers pool, and is more flexible. Make it more attractive for people to select teaching as a career of choice.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ed Short

Date: 12-22-16

# *Center Joint Unified School District*

<b>Dept./Site:</b> Superintendent's Office	<b>AGENDA REQUEST FOR:</b>
<b>To:</b> Board of Trustees	Action Item <u>  X  </u>
<b>Date:</b> February 15, 2017	Information Item <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent	# Attached Pages <u>          </u>
<b>Principal/Administrator Initials:</b> _____	

<b>SUBJECT: Minor Revision to BP 1312.3 Uniform Complaint Procedures</b>
<p>There is only a minor change to this policy and we are asking for only one reading.</p>
<b>RECOMMENDATION: CJUSD Board of Trustees approve the Minor Revision to BP 1312.3 Uniform Complaint Procedures.</b>

# Center USD

## Board Policy

### Uniform Complaint Procedures

BP 1312.3

#### Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, **Compensatory Education, Every Student Succeeds Act/No Child Left Behind, School Safety Plans**, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 3555 - Nutrition Program Compliance)*

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6171 - Title I Programs)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6175 - Migrant Education Program)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.1 - Work-Based Learning)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

*(cf. 6200 - Adult Education)*

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or

220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

*(cf. 5146 - Married/Pregnant/Parenting Students)*

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

*(cf. 3260 - Fees and Charges)*

*(cf. 3320 - Claims and Actions Against the District)*

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

*(cf. 0460 - Local Control and Accountability Plan)*

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

*(cf. 6173.1 - Education for Foster Youth)*

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

*(cf. 6173 - Education for Homeless Children)*

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

*(cf. 6152 - Class Assignment)*

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

*(cf. 6142.7 - Physical Education and Activity)*

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

*(cf. 3580 - District Records)*

## **Non-UCP Complaints**



The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference: (see next page)*

*Legal Reference:*

EDUCATION CODE

200-262.4 *Prohibition of discrimination*  
222 *Reasonable accommodations; lactating students*  
8200-8498 *Child care and development programs*  
8500-8538 *Adult basic education*  
18100-18203 *School libraries*  
32289 *School safety plan, uniform complaint procedures*  
35186 *Williams uniform complaint procedures*  
48853-48853.5 *Foster youth*  
48985 *Notices in language other than English*  
49010-49013 *Student fees*  
49060-49079 *Student records*  
49069.5 *Rights of parents*  
49490-49590 *Child nutrition programs*  
51210 *Courses of study grades 1-6*  
51223 *Physical education, elementary schools*  
51225.1-51225.2 *Foster youth and homeless children; course credits; graduation requirements*  
51228.1-51228.3 *Course periods without educational content*  
52060-52077 *Local control and accountability plan, especially:*  
52075 *Complaint for lack of compliance with local control and accountability plan requirements*  
52160-52178 *Bilingual education programs*  
52300-52490 *Career technical education*  
52500-52616.24 *Adult schools*  
52800-52870 *School-based program coordination*  
54400-54425 *Compensatory education programs*  
54440-54445 *Migrant education*  
54460-54529 *Compensatory education programs*  
56000-56867 *Special education programs*  
59000-59300 *Special schools and centers*  
64000-64001 *Consolidated application process*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*  
12900-12996 *Fair Employment and Housing Act*

PENAL CODE

422.55 *Hate crime; definition*  
422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

3080 *Application of section*  
4600-4687 *Uniform complaint procedures*  
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1221 *Application of laws*  
1232g *Family Educational Rights and Privacy Act*  
1681-1688 *Title IX of the Education Amendments of 1972*  
6301-6577 *Title I basic programs*  
6801-6871 *Title III language instruction for limited English proficient and immigrant students*  
7101-7184 *Safe and Drug-Free Schools and Communities Act*  
7201-7283g *Title V promoting informed parental choice and innovative programs*

*Legal Reference continued: (see next page)*

*Legal Reference: (continued)*

UNITED STATES CODE, TITLE 20 (continued)

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title LX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

*Management Resources:*

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>



**BOARD OF TRUSTEES OF THE  
CENTER UNIFIED SCHOOL DISTRICT**

**CLOSED SESSION RESOLUTION NO. 12/2016-17**

**NOTICE OF RELEASE OF ADMINISTRATOR  
(Ed. Code §§ 44951)**

WHEREAS, Education Code section 44951 provides that, unless a certificated employee holding a position requiring an administrative or supervisory credential is sent written notice by March 15 that he or she may be released from his or her position for the following school year, he or she shall be continued in the position.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board of Trustees has determined that **Doug Hughey** be released from his administrative position (1.0 FTE Principal Global Youth Charter) at the end of the 2016-17 school year; and
2. The Superintendent or his designee is hereby authorized and directed to take any further action and to prepare any notices or papers, necessary or appropriate to implement this Resolution.

PASSED AND ADOPTED by the Board of Trustees of the Center Unified School District on February 15, 2017, by the following vote:

AYES:  
NOES:  
ABSENTS:  
ABSTENTIONS:

I certify the above is a true copy of a resolution adopted by the Board of Trustees of the Center Unified School District at a meeting held on February 15, 2017.

DATED: February 15, 2017

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

BY: \_\_\_\_\_  
SCOTT LOEHR  
Superintendent