

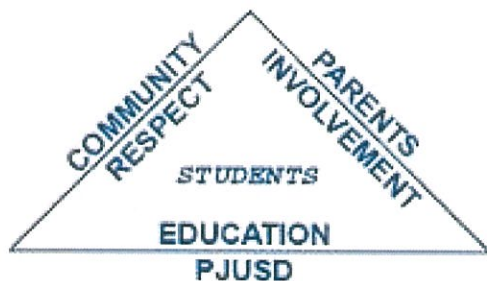
**Pierce Joint Unified School District  
Board of Trustees Regular Meeting**

**Grand Island Elementary  
551 Leven St  
Grimes CA 95950**

**Thursday**

**February 15, 2018**

**6:00 p.m.**



*"Students First"*



Pierce Joint Unified School District  
540A 6<sup>th</sup> Street  
P.O. Box 239  
Arbuckle CA 95912  
(530) 476-2892 \* (530) 476-2289 Fax

**BOARD OF TRUSTEES REGULAR MEETING**  
**PIERCE JOINT UNIFIED SCHOOL DISTRICT**  
**GRAND ISLAND ELEMENTARY**  
**551 LEVEN STREET**  
**GRIMES CA 95950**

**THURSDAY      FEBRUARY 15, 2018      6:00 p.m.**

AGENDA

**Governing Board**

John Friel, President

Nadine High, Vice President

George Green, Clerk

Amy Charter, Member

Abel Gomez, Member

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 540A 6<sup>th</sup> Street, Arbuckle CA 95912, during normal business hours.

- |   |             |
|---|-------------|
| 1. CALL TO ORDER  | INFORMATION |
| A. <i>Pledge of Allegiance</i>  |             |
| 2. APPROVAL OF AGENDA   | ACTION      |
| 3. HEARING OF THE PUBLIC  | INFORMATION |
| (Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic) |             |
| 4. PHS Student Body Representative Report   | INFORMATION |
| 5. Instructional Coaches Presentation   | INFORMATION |
| 6. PRINCIPAL'S REPORTS:   | INFORMATION |
| A. Arbuckle Elementary School/Grand Island Elementary School                                  |             |
| B. Lloyd G. Johnson Junior High School  |             |
| C. Pierce High School/Arbuckle Alternative High School  |             |
| 7. REPORTS:   |             |
| A. Transportation Report  |             |
| B. Grand Island Elementary Enrollment Report  |             |
| C. <a href="#">LCAP Update</a>  |             |
| D. <a href="#">DELAC Report</a>   |             |
| E. <a href="#">DAC Report</a>   |             |

2017/18 Board Goals:

1. Pierce Joint Unified School District students will graduate high school college and career ready.
2. Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, and physically in their schools.
3. Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.





- 2. Agreement between the Pierce Joint Unified School District and Lozano Smith Attorneys at Law for Legal Services
- 3. Agreement between the Pierce Joint Unified School District and Isom Advisors for Annual Debt Transparency Report
- 4. Proposal for State School Facility Consulting Services for the Pierce Joint Unified School District by J.M. King Consulting, Inc.

19. BOARD POLICIES:

ACTION

A. SECOND READING:

- 1. BP/AR 0420.4 – Charter School Authorization
- 2. BP 1325 – Advertising and Promotion
- 3. BP 3100 – Budget
- 4. BP/AR 3517 – Facilities Inspection
- 5. BP 4119.21/4219.21/4319.21 – Professional Standards
- 6. AR 4144/4244/4344 – Complaints
- 7. BP/AR 4200 – Classified Personnel
- 8. BP 5144 – Discipline
- 9. BP/AR 5144.1 – Suspension and Expulsion/Due Process
- 10. AR 5148.2 – Before/After School Programs
- 11. BP 6146.1 – High School Graduation Requirements
- 12. BP/AR/E 6162.52 – High School Exit Examination (Delete B:/AR/E)
- 13. BB 9150 – Student Board Members

B. FIRST READING

- 1. E 6152.1 – Math Placement Protocol
- 2. BP 3470 – Debt Issuance and Management

FIRST READING/POSSIBLE ACTION

20. Items to be agendized for the next regular meeting:

21. Superintendent’s Report

INFORMATION

22. Board President’s Report

INFORMATION

23. CLOSED SESSION:

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Coach	JV Baseball Coach – PHS	Hiring
Coach	Track Coach – PHS	Resignation
Coach	JV Baseball Coach – PHS	Resignation
Coach	Varsity Baseball Coach – PHS	Hiring
Coach	Head Track Coach – PHS	Hiring
Coach	Assistant Track Coach – PHS	Hiring
Coach	7 <sup>th</sup> Grade Basketball Coach – JJH	Hiring
Coach	JV Baseball Assistant Coach – PHS	Volunteer

Certificated	Intern Support for Music Teacher – PHS	Hiring
Certificated	Principal – JJH	Resignation
Certificated	School Nurse – District	Resignation

**B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE:**

Pursuant to Government Code sec. 54957, the Board will meet in **CLOSED SESSION** to discuss public employee discipline/dismissal/release

**C. CONFERENCE WITH LABOR NEGOTIATOR:** Pursuant to Government Code sec. 54957.6, the Board will meet in **CLOSED SESSION** to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and unrepresented groups

**D. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION:** Pursuant to Paragraph (2) or (3) of Subdivision (d) of Government Code 54956.9 – One Case

**E. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent:** Pursuant to Government Code sec. 54957, the Board will meet in **CLOSED SESSION** to conduct verbal evaluation and discuss format, goals, and priorities for the Superintendent’s evaluation

**24. OPEN SESSION – REPORT ACTION TAKEN IN CLOSED SESSION:**

**ACTION**

**A. PUBLIC EMPLOYMENT:** Pursuant to Government Code sec. 54957, the Board will meet in **CLOSED SESSION** to discuss employee matters:

<b>Certification</b>	<b>Position</b>	<b>Status</b>
Coach	JV Baseball Coach – PHS	Hiring
Coach	Track Coach – PHS	Resignation
Coach	JV Baseball Coach – PHS	Resignation
Coach	Varsity Baseball Coach – PHS	Hiring
Coach	Head Track Coach – PHS	Hiring
Coach	Assistant Track Coach – PHS	Hiring
Coach	7 <sup>th</sup> Grade Basketball Coach – JJH	Hiring
Coach	JV Baseball Assistant Coach – PHS	Volunteer
Certificated	Intern Support for Music Teacher – PHS	Hiring
Certificated	Principal – JJH	Resignation
Certificated	School Nurse – District	Resignation

**B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE:**

Pursuant to Government Code sec. 54957, the Board will meet in **CLOSED SESSION** to discuss public employee discipline/dismissal/release

- C. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and unrepresented groups
- D. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (d) of Government Code 54956.9 – One Case
- E. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to conduct verbal evaluation and discuss format, goals, and priorities for the Superintendent’s evaluation

25. ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact our office at (530) 476-2892 x13000. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)

LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 1	Maintain .5 ELD teacher at GI, additional .5 ELD teacher at AES and full time ELD teacher at JJH	ELD teachers maintained	Mantener .5 maestro de ELD en GI, maestro adicional de .5 ELD en AES y maestro de ELD de tiempo completo en JJH	Maestros de ELD contratados
Goal 1 Action 2	Maintain additional para-educator at GI	Para-educator maintained	Mantener una para-educadora adicional en GI	Para-educator es mantenida
Goal 1 Action 3	Maintain para-educator for TK classroom	Para-educator maintained	Mantener para-educadora para la clase de TK	Para-educadora es mantenida
Goal 1 Action 4	Hire additional 6th grade teacher to maintain smaller class sizes	Teacher hired	Contratar maestros para el 6º grado para mantener más pequeños los tamaños de la clase	Maestro contratado
Goal 1 Action 5	Hire 2 four hour/day para-educators for extended day kindergarten	Para-educators hired	Contratar a 2 para-educadoras 4 horas/día para el kindergarten	Para-educadoras fueron contratadas
Goal 1 Action 6	Maintain agriculture/wood fabrication program as a CTE course	Agriculture/wood fabrication program maintained as CTE course	Mantener el programa de agricultura/ fabricación de madera como un curso CTE	Clase de Agricultura/fabricación con madera continua como parte del programa de CTE
Goal 1 Action 7	Maintain computer technology technician to provide training to teachers and to maintain equipment	Computer technology technician maintained	Mantener al técnico de computadoras para proveer entrenamiento a los maestros y mantenimiento del equipo	Técnico de Computadoras es mantenido
Goal 1 Action 8	Maintain TK-12 instructional coach	Instructional coach maintained	Mantener el entrenador de instrucción TK-12	Entrenador instruccional es mantenido
Goal 1 Action 9	Maintain teacher in order to have 5 class periods of support at the high school	Teacher for 5 periods of support maintained	Mantener maestro para poder tener 5 periodos de clases de apoyo en la escuela secundaria	El apoyo es ofrecido por 5 periodos en la escuela secundaria

### LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 10	Maintain computer/technology teacher for middle school	Computer/technology teacher maintained	Mantener al maestro de informática/tecnología en la escuela JJH	Maestro de informática / tecnología mantenido
Goal 1 Action 11	Maintain college/career counseling technician to work with both high school and middle school students	College/career counseling technician maintained	Mantener al técnico consejero de colegio/carrera para trabajar con los estudiantes de las dos escuelas, JJH y PHS	Técnico consejero de Colegio/carrera es mantenido
Goal 1 Action 12	Maintain teachers for four class periods to teach Get Focused, Stay Focused middle school curriculum at 8th grade and Life Skills class at 7th grade	Four class periods of Get Focused, Stay Focused and Life Skills has been maintained	Mantener a los maestros durante cuatro períodos de clase para enseñar el plan de estudios de Get Focused, Stay Focused para la escuela media en 8 ° grado y la clase Life Skills para 7 ° grado	Se han mantenido cuatro períodos de clases de Get Focused, Stay Focused y Life Skills
Goal 1 Action 13	Maintain TK-3 Class Size Reduction (CSR) & additional 5th grade teacher for smaller class sizes	Class Size Reduction maintained at TK-3 & additional 5th grade teacher for smaller class sizes	Mantener las clases de TK-3 de Tamaño Reducido (CSR) y un maestro adicional en el 5° grado para que las clases sean más pequeñas	Reducción del tamaño de la clase mantenida en TK-3 y maestro adicional de 5° grado para clases más pequeñas
Goal 1 Action 14	Maintain teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff	Teacher salary and health benefit increase from 14/15 maintained	Mantener el salario de los maestros y aumentar los beneficios de salud en 14/15 para retener al personal	El aumento del salario y los beneficios de salud de los maestros en 14/15 han sido mantenidos



LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 15	Balance class sizes throughout the day at middle school by having one full-time PE teacher there all day versus having two half-time people there at the same time. This change requires hiring a campus supervisor for locker room supervision for PE class(es) at high school.	PE teacher full-day at middle school. Campus supervisor hired for one period of PE at the high school.	Balance del tamaño de las clases durante todo el día en la escuela JJH teniendo un maestro de PE a tiempo completo en lugar de tener a dos personas de media jornada allí al mismo tiempo. Este cambio requiere contratar a un supervisor del campus para el vestuario de la clase de PE en la escuela secundaria .	Un maestro de PE a tiempo completo para la escuela JJH . Un supervisor de campus fue contratado por un periodo para la escuela PHS
Goal 1 Action 16	Continue administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and English Learner engagement strategies	Principals do weekly instructional messages to staff. Formative Assessment has been a focus this year. Instructional coaches provide staff development to each site at least once a month. English Learner staff development is presented one time per month at the elementary school.	Continuar con entrenamiento para administrativos & personal y aprender en estrategias de instrucción eficaces para la calidad de instrucción de primera en la clase y estrategias de concentración de los aprendices de inglés	Los directores hacen mensajes de instrucción semanales al personal. La evaluación formativa ha sido un enfoque este año. Los entrenadores de instrucción proporcionan desarrollo de personal a cada sitio al menos una vez al mes. El desarrollo del personal de Aprendices de Inglés se presenta una vez al mes en la escuela primaria.
Goal 1 Action 17	Maintain three additional staff development days added to certificated calendar	Staff development days have been maintained	Mantener tres días de desarrollo de personal adicional agregados al calendario de certificado	Los días de Desarrollo del personal se han mantenido

## LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 18	Continue to use Edivate as an online resource tool for staff development and instructional feedback	Edivate is not being utilized much. Teachers and principals are finding the platform cumbersome.	Continuar con Edivate como una herramienta de recurso en línea para el desarrollo del personal y la reacción a la instrucción.	Edivate no está siendo utilizada mucho. Los maestros y directores han encontrado la plataforma incómoda.
Goal 1 Action 19	Continue Professional Learning Communities during Wednesday staff development time by grade level and department with an emphasis on instructional planning and delivery of the state academic content standards, formative assessment, and data analysis. Provide time for vertical articulation between schools by content area. e.g. 7-12 math, ELA, science, social science, computers	Wednesday early release time for students allows for schools to work in their Professional Learning Communities and focus on content standards and planning.	Continuar Comunidades de Aprendizaje Profesional durante el tiempo de desarrollo de personal de los miércoles por nivel de grado y departamento con énfasis en planificación educacional y entrega de los estándares de contenido académico del estado, la evaluación formativa y análisis de datos. Proporcionar tiempo para la articulación vertical entre escuelas por área de contenido. por ejemplo, 7-12 matemáticas, ELA, Ciencias, ciencias sociales, computadoras	Los miércoles los estudiantes son despedidos más temprano y permite a las escuelas trabajar en sus Comunidades de Aprendizaje Profesional y centrarse en los estándares de contenido y planificación.

LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 20	Provide training and coaching on state academic content standards in the following areas: NGSS, ELD/ELA, math, history/social science, CTE, Health Education, PE, visual and performing arts. Continue to train teachers on the digital library and utilization of the Interim Assessment Blocks (IAB). Continue technology integration training including the use of technology in regards to formative assessment. Pay for training of beginning teachers to clear their credentials through the Tri-County Induction Program	Self-contained classroom teachers have been focusing on ELA/ELD and math standards. Content specific teachers are focused on their area in terms of standards. Each school site has had training on the IABs. Training in formative assessment has been delivered at all sites. The district pays for beginning teacher induction.	Proporcionar formación y entrenamiento en estándares de contenido académico del estado en las siguientes áreas: NGSS, ELD/ELA, matemáticas, Historia/Ciencias Sociales, CTE, Educación para la Salud, PE, Artes Visuales. Seguir entrenando a los maestros sobre la biblioteca digital y la utilización de los bloques de evaluación provisional (IAB). Continuar el entrenamiento de integración de tecnología incluyendo el uso de la tecnología en lo que respecta a la evaluación formativa. Pagar por el entrenamiento para los maestros principiantes para aclarar sus credenciales a través del programa de inducción del Tri-	Maestros en clases contenidas se han estado enfocando en los estándares ELA/ELD y matemáticas. Contenidos docentes específicos se centran en su área en términos de estándares. Cada escuela ha tenido formación en las IABs. Entrenamiento en la evaluación formativa ha sido entregada en todas las escuelas. El distrito paga por la inducción de las maestras principiantes.
Goal 1 Action 21	Continue to hire regular day teachers to provide tutoring and instruction after school	Teachers are providing after school tutoring and intervention	Seguir contratando a maestros regulares para proporcionar instrucción y tutoría después de clases	Los maestros están proporcionando tutorías y la intervención
Goal 1 Action 22	Provide summer school instruction four hours/day for 15 days for grades K-12	This will happen beginning in June	Proveer la instrucción de clases de verano 4horas/día por 15 días para los grados k-12	Esto pasará empezando junio

## LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 23	Provide opportunity for high school students to attend Sacramento State Summer Academies, paying for registration and transportation. Provide career/college exploration field trip opportunities for middle school students offered through nearby colleges	This will happen beginning in June	Proveer oportunidad para que estudiantes asistan a Academias del Verano en la Universidad de Sacramento, pago de inscripción y el transporte. Proporcionar oportunidades de viajes de exploración carrera/universidad para los estudiantes de la secundaria ofrecidos a través de colegios cercanos	Esto pasará empezando junio
Goal 1 Action 24	Continue transportation for late bus route to Dunnigan, College City and Grimes to allow students to extend school day as needed. Continue transportation for Grand Island After School Program.	Transportation for late routes continues to Dunnigan, College City and Grimes. After School Program transportation at Grand Island continues to be provided.	Continuar el transporte de autobús tarde a Dunnigan, College City y Grimes para permitir a los estudiantes a extender la jornada escolar cuando sea necesario. Continuar con el transporte para el Programa After School de Grand Island.	Transporte para las rutas tarde continúan a Dunnigan, College City y Grimes. Transporte para el Programa de después de escuela en Grand Island sigue.
Goal 1 Action 25	Continue partnership with Woodland community college for dual enrollment courses for students at high school and purchase necessary curriculum	Dual enrollment continues at the high school. Curriculum is purchased as needed.	Continuar la alianza con el Colegio Comunitario de Woodland para cursos de doble inscripción para los estudiantes de secundaria y compra del currículo necesario.	Doble curriculum continúa en la escuela secundaria. Plan de estudios se adquiere cuando es necesario

## LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 26	Maintain and remain current with 1:1 technology devices for student access to technology while following a 20- 25% replacement rotation each year with Chromebooks. Purchase Chromebooks for 2 additional Kindergarten classrooms. Maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs	Replaced 20-25% of the Chromebooks. Technology devices are maintained at 1:1. Chromebooks have been purchased for two additional kindergarten classrooms. Teacher devices in the classroom have been maintained.	Continuar y mantener al día con los dispositivos de tecnología 1:1 para que los estudiantes tengan acceso a la tecnología siguiendo una rotación de recambio de Chromebooks del 20-25% cada año. Comprar Chromebooks para 2 clases de adicionales de kindergarten. Mantener las herramientas de tecnología de los maestros en la clase tales como iPads, cámaras de documentos, Apple TV .	Reemplazados 20-25% de los Chromebooks. Dispositivos de tecnología se mantienen en el 1:1. Chromebooks han sido adquiridos por dos clases adicionales de kindergarten. Dispositivos de la clase para los maestros han sido mantenidos.
Goal 1 Action 27	Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5	Illuminate is utilized for report cards at elementary schools. Teachers have been trained on using Illuminate for formative assessment at all sites.	Continuar utilizando Illuminate como sistema de información de la evaluación de datos del estudiante, información de sistema de calificación y reporte de calificaciones para los grados TK-5	Illuminate es utilizado para los reportes de calificaciones en las escuelas primarias. Los maestros han sido entrenados en el uso de Illuminate para la evaluación formativa en todas las escuelas.
Goal 1 Action 28	Continue licensing of Northwest Evaluation Association (NWEA) and Measures of Academic Progress (MAP) for assessment data usage	Licensing has continued for NWEA and MAP for assessment data	Continuar la licencia de la Asociación de Evaluación Noroeste (NWEA) y las Medidas del Progreso Académico (MAP) para la evaluación del uso de datos	La licencia a continuado para NWEA y MAP para la evaluación de datos

LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 29	Pay Advanced Placement (AP) exam fees for students taking AP classes	Fees will be paid this spring when testing approaches	Pagar los gastos del examen de Colocación Avanzada (AP) de los estudiantes que toman clases de AP	Los honorarios serán pagados esta primavera cuando se acerque a las fechas del examen
Goal 1 Action 30	Purchase curriculum materials for two brand-new classrooms for extended day Kindergarten. Purchase curriculum for brand-new sixth grade classroom. Purchase sixth grade math curriculum aligned to K-5 program. Continue to purchase computer class curriculum at middle school Purchase Get Focused, Stay Focused and Life Skills Curriculum for middle school	Curriculum purchased for the new Kindergarten classrooms as well as for the additional sixth grade classroom. Math curriculum purchased for sixth grade that aligns with the K-5 program.	Compra de materiales de plan de estudios para dos clases nuevas de kindergarten para tener día ampliado. Compra del Plan de estudios para una clase nueva de sexto grado. Compra del plan de estudios de sexto grado de matemáticas alineado al programa k-5. Continuar comprando el plan de estudios de clase de computadora en la escuela JJH. Compra del Plan de estudio de Concéntrate, Permanece Concentrado y Habilidades para la Vida para la escuela JJH	Plan de estudios comprado para las clases nuevas de kindergarten así como para la la clase de grado adicional. El plan de estudios de matemáticas se compró para el sexto grado que se alinea con el programa k-5.
Goal 1 Action 31	Continue software subscriptions and licensing for ST Math, Compass Learning, iXL math, Edmentum for intervention and credit recovery where applicable	Software subscriptions have been purchased.	Seguir suscripciones de software y licencias para ST Math Compass Learning, iXL math, Edmentum para la intervención y la recuperación de créditos cuando es aplicable	Las suscripciones de software han sido compradas.

## LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 1 Action 32	Continue license for curriculum for special education students	Software curriculum license subscription for Special Education students continues	Continuar la licencia para el plan de estudios para estudiantes de educación especial	La suscripción de licencia del plan de estudios de software para estudiantes de Educación Especiales continua
Goal 1 Action 33	Continue to increase site library collections and replace obsolete or damaged materials as needed.	Sites are purchasing library books with their site dollars	Continuar aumentando las colecciones de las biblioteca y sustituir materiales obsoletos o dañados cuando es necesario.	Las escuelas compran libros para la biblioteca con sus dólares de la escuela
Goal 1 Action 34	Provide breakfast in the classroom for all Transitional Kindergarten and Kindergarten students. Provide free meals to students qualifying for reduced priced meals.	Breakfast in the classroom for TK and Kindergarten is in place	Proveer el desayuno en la clase para todos los estudiantes de Kindergarten de Transición y Kindergarten. Proporcionar comidas gratis a los estudiantes que califiquen para comidas a precio reducido.	El desayuno en la clase para TK y Kindergarten está siendo servido
Goal 2 Action 1	Maintain prevention/intervention counselor. Hire an additional prevention/intervention counselor focusing on attendance, alternatives to suspensions and freshmen with failing grades	Prevention/Intervention counselor has been maintained. Hired an additional prevention/intervention counselor focusing on attendance, alternatives to suspensions and freshmen with failing grades	Mantener al consejero de prevención/intervención. Contratar a un consejero de prevención/intervención adicional que se concentre en la asistencia, alternativas a suspensiones y trabaja con estudiantes de 9º grado con problemas en sus grados	El consejero de prevención/Intervención ha sido mantenido. Contratado a un consejero de prevención/intervención adicional que se concentra en asistencia, alternativas a suspensiones y trabaja con estudiantes de 9º grado con problemas en sus grados
Goal 2 Action 2	Maintain campus supervisor position for students waiting for late bus route	Campus supervisor position maintained	Mantener el puesto de supervisor del campus para los estudiantes que esperan una ruta de autobús tardía	Posición de supervisor de campus mantenida

## LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 2 Action 3	Maintain full-time elementary vice-principal for student support	Full-time elementary principal maintained	Mantener el vice-director en la escuela primaria de tiempo completo para apoyo a los estudiantes	Director en la escuela primaria de tiempo completo mantenido
Goal 2 Action 4	Maintain ROP/CTE teachers	ROP/CTE teachers maintained	Mantener a los maestros de ROP/CTE	Los maestros de ROP/CTE son mantenidos
Goal 2 Action 5	Maintain one full-time Physical Education Teacher to ensure PE minutes	Full-time PE teacher maintained	Mantener un maestro de educación física a tiempo completo para garantizar minutos de educación física	Maestro de educación física a tiempo completo mantenido
Goal 2 Action 6	Maintain part-time nurse and part-time health aide	Part-time nurse and part-time health aide maintained	Mantener a una enfermera y una ayudante de salud por media jornada	La enfermera y la ayudante de la salud a media jornada son mantenidas
Goal 2 Action 7	Maintain music position at PHS	PHS music position maintained	Mantener la posición de música en PHS	La posición de música en PHS es mantenida
Goal 2 Action 8	Maintain facility services at school sites which include an additional 1.5 hours to overall classified custodial staff time in the 15/16 school year	Additional 1.5 hours of custodial time maintained	Mantener servicios de limpieza en las escuelas que incluyen 1.5 horas de tiempo adicional para el personal clasificado de custodias en el año escolar 15/16	1.5 horas de tiempo adicional para custodias es mantenido
Goal 2 Action 9	Maintain extra-curricular funding and funding for school clubs and activities for academic enrichment	Extra-curricular funding and club funding for academic enrichment maintained	Mantener fondos extracurriculares y fondos para clubes escolares y actividades para el enriquecimiento académico	Financiación extraescolar y financiación de club para enriquecimiento académico mantenido
Goal 2 Action 10	Continue to purchase musical instruments for new music classes	Instruments are purchased when needed	Continuar comprando instrumentos musicales para las clases nuevas de música	Los instrumentos son comprado cuando se necesitan



## LCAP Update - February 2018

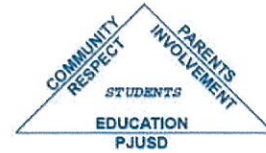
Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 2 Action 11	Maintain video camera systems on buses and at school sites. Purchase new cameras as needed	Cameras purchased as needed	Mantener el sistema de cámara de vídeo en autobuses y en las escuelas. Comprar cámaras nuevas cuando se necesitan	Comprar cámaras nuevas cuando se necesiten
Goal 3 Action 1	Continue Edu-link contract to allow phone and email messaging to families. Continue with Mobile App for communication	Edu-link maintained as well as Mobile App	Seguir con el contrato de Edu-link para permitir el teléfono y la mensajería de correo electrónico a familias. Seguir con el App móvil para la comunicación	Mantener a Edu-link y al App móvil
Goal 3 Action 2	Meet with parents of 8th graders to work on student's high school plan	This will happen in the month of June when middle schoolers transitioning to high school get their schedules. Schedule changes can still be made at that time.	Reunirse con los padres de 8º grado para trabajar en el plan del estudiante en la escuela secundaria	Este pasará en el mes de junio cuando los estudiantes de JJH transicionan para la escuela secundaria y le dan su lista de clases. Los cambios de lista todavía pueden ser hechos entonces.
Goal 3 Action 3	School sites will seek parent input through surveys including the Healthy Kids Survey	Survey administered in November	Las escuelas buscarán la opinión de los padres para revisiones incluso la Revisión de Niños Sanos	Encuesta administrada en noviembre

## LCAP Update - February 2018

Goal/Action	Actions & Services	2017/18 Status	Acciones & Servicios - Español	Estado 2017/18 - Español
Goal 3 Action 4	Continue to provide parents with information on how to access the parent portal to monitor their child's grades and attendance	Students and Parents have access to the Aeries App now for their devices. Parents of middle and high school students are given information on how to access this information at the beginning of the school year at Back-to-School Nights.	Continuar brindando a los padres información sobre cómo acceder al portal para padres para monitorear las calificaciones y la asistencia de sus hijos	Los estudiantes y los Padres tienen el acceso a Aeries App ahora para sus dispositivos. Dan a los padres y estudiantes de las escuelas JJH y PHS la información en como tener acceso a esta información a principios del año escolar en Noches de Regreso a Escuela.
Goal 3 Action 5	Provide high school parents with updated timelines each year of important dates and deadlines in relation to college and career entry	Parents are given the timeline each year that matches their child's grade level.	Proporcione a los padres de la escuela secundaria con líneas de tiempo actualizados cada año con fechas importantes en relación con la entrada a la universidad y carrera profesional.	Los padres reciben la línea de tiempo cada año que coincide con el nivel de grado de su hijo.
Goal 3 Action 6	Continue holding at least two District English Learner Advisory Committee (DELAC) meetings and two District Advisory Committee (DAC) meetings per year	DELAC meeting 2/5/18 DAC meeting 2/5/18	Continuar realizando al menos dos reuniones del Comité Asesor de Estudiantes de Inglés del Distrito (DELAC) y dos reuniones del Comité Asesor del Distrito (DAC) por año Reunión del DELAC 2/5/18 Reunión del DAC 2/5/18	Reunión del DELAC 2/5/18 Reunión del DAC 2/5/18
Goal 3 Action 7	Continue to offer Parent Institute for Quality Education (PIQE) workshops and/or other parent workshops	PIQE offered at the middle school from September to November 2017	Continuar ofreciendo talleres para el Instituto de Padres para una Educación de Calidad (PIQE) u otros talleres para padres	PIQE se ofrece en la escuela secundaria de septiembre a noviembre de 2017

# Pierce Joint Unified School District

P.O. Box 239 • Arbuckle CA 95912 • (530) 476-2892 • Fax (530) 476-2289



Carol Geyer, Superintendent

## District English Learner Advisory Committee (DELAC) Meeting Minutes February 5, 2018

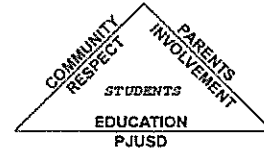
1. Meeting was called to order at 6:36 p.m. by Mrs. Geyer
2. Minutes of May 4, 2017 meeting – Margarita Huerta moved to approve the minutes, it was seconded by Andrea Navarro. Motioned passed unanimously.
3. New Business
  - a. Purpose of DELAC – Melissa Cano, the ELD coordinator for the district, went over the purpose of DELAC with the group. Each member had the printed information as well.
  - b. Provide Training on roles and responsibilities – Mrs. Cano explained this to the group again using handouts.
  - c. Nominate and elect DELAC officers – Juan Manuel Garcia was nominated for Chairperson, Andrea Navarro for vice-chairperson and Carol Geyer for secretary. Margarita Huerta moved to approve the nominated officers and Andrea Navarro seconded the motion. The motion passed unanimously.
  - d. Advise on teacher and aide requirement – Melissa Cano explained this to the group. No advice was given in this area.
  - e. Advise on parent notification – Parents feel written communication that is sent home is in an understandable format. One parent commented that she had recently received a letter regarding her child being retained. She mentioned that getting that particular letter was scary. She discussed the letter with the classroom teacher. Mrs. Geyer explained that policy requires the district to notify parents when their child is ‘at-risk’ of retention. By putting parents on notice, they can work with the school to support their child. A parent in the group mentioned that she would like to receive paper calendars from the district regarding events. There were no further recommendations.
  - f. Advise on Reclassification process – Mrs. Cano went through the Reclassification criteria. The district was specifically seeking input on changing the criteria in the ‘teacher evaluation’ category for grades 1-5. The group agreed to change that portion to read ‘rubric score of 2 or higher on 75% of all language arts areas of the latest report card’.
  - g. ELPAC video – the group watched a video in Spanish that explained the new ELPAC test
  - h. Local Control and Accountability Plan (LCAP) – Each member received a copy of the LCAP actions/services and narrative status of each in both English and Spanish. The group read through the items on their own and asked questions as they arose. One parent commented about the Virtual Reality goggles at the high school. Her senior son came home and shared the experience with her. He was extremely excited about it. There was no further advice given.
4. Public Comment – During the meeting parents talked about the district possibly providing training in the areas of content expectations at each grade level and explained the reclassification criteria to parents so they understand what is needed to reclassify their child as English Proficient.
5. Evaluation of Meeting – Parents stated that it was a good meeting. They appreciated the video. It was well done.
6. Adjournment – Meeting was adjourned at 8:03 p.m.

Board of Trustees: John Friel • Nadine High • George Green • Amy Charter • Abel Gomez  
*President Vice-President Clerk Member Member*

# Pierce Joint Unified School District

P.O. Box 239 • Arbutle CA 95912 • (530) 476-2892 • Fax (530) 476-2289

Carol Geyer, Superintendent



## District Advisory Committee Meeting Minutes February 5, 2018

1. LCAP Update and Input – Members received a copy of the LCAP goals and actions with the status narrative for each action/service. Members read through the update and asked questions. One parent inquired further into the PIQE program. She had not heard about it previously. At this time members had no further input. Mrs. Geyer encouraged the group to contact her at any time if they thought of something.
2. Budget Update – Daena Meras, the Chief Business Official for the district, highlighted a few of the proposals from the Governor’s January Budget release. She explained how districts are expecting to be fully funded under the LCFF beginning in the 18/19 fiscal year. This is two years ahead of schedule. Getting to this level of funding will equal the funding in the 2007/08 school year prior to the recession. Daena explained that increases to the retirement system has been a strain on districts including Pierce.
3. Consolidated Application – Daena distributed the Consolidated Application to the committee. She reviewed the document page by page with the group. Members asked questions as they arose.
4. Evaluation of Parent Involvement Policy – Carol Geyer distributed the district’s Parent Involvement Policy and Administrative Regulations. She explained that annually the district is to evaluate their policy to determine if it is working. As a group, Mrs. Geyer facilitated discussion on each of the mandatory areas required in regards to parent involvement.

Board of Trustees: John Friel • Nadine High • George Green • Amy Charter • Abel Gomez  
*President Vice-President Clerk Member Member*

## 2017/18 Homeless Report

School	Grade	Absences	Unexcused Absences	Math Test Result	ELA Test Result	Discipline
601	-1	13	4			
601	0	6	2			
601	0	5	0			
601	0	3	0			
601	0	4	1			
601	0	0	0			
601	0	14	1			
601	0	18	0			
601	1	1	0	Enter Date: 1/17/2018		
601	1	12	12			
601	1	3	1			1 Suspension
601	2	3	0			
601	2	2	0			
601	2	3	0			
601	2	6	4			
601	2	1	0			
601	2	2	0			
601	3	8	2			
601	3	3	2			
601	3	3	0			
601	3	8	1			
601	4	4	1	Nearly Met	Not Met	
601	4	0	0	Enter Date: 1/17/2018		
601	4	0	0	Enter Date: 11/30/2017		
601	4	1	1	Nearly Met	Nearly Met	
601	4	1	0	Nearly Met	Nearly Met	
601	5	5	1	Nearly Met	Nearly Met	

## 2017/18 Homeless Report

School	Grade	Absences	Unexcused Absences	Math Test Result	ELA Test Result	Discipline
601	5	0	0	Nearly Met	Met	
601	5	1	0	Nearly Met	Nearly Met	
601	5	0	0	Enter Date: 11/30/2017		
601	5	7	4	Not Met	Not Met	
601	5	6	3	Not Met	Not Met	
602	6	2	0	Met	Test Not Taken	
602	6	0	0	Met	Exceeded	
602	6	6	2	Not Met	Not Met	1 Detention 1 Suspension
602	6	18	0	Nearly Met	Not Met	1 Suspension
602	7	4	0	Not Met	Not Met	
602	7	0	0	Enter Date: 1/23/2018		
602	7	2	0	Nearly Met	Nearly Met	
602	7	16	3	Not Met	Nearly Met	
602	8	4	0	Not Met	Nearly Met	
602	8	0	0	Enter Date: 1/31/2018		
602	8	1	0	Not Met	Not Met	
602	8	23	4	Not Met	Nearly Met	
603	9	2	0	Nearly Met	Nearly Met	
603	9	2	0	Nearly Met	Nearly Met	
603	9	19	0	Not Met	Nearly Met	
603	9	6	0	Enter Date: 8/10/2017		
603	9	1	0	Met	Nearly Met	
603	10	4	2	Not Met	Not Met	
603	10	1	0	Not Met	Nearly Met	
603	10	5	0	Met	Met	
603	10	9	3	Nearly Met	Not Met	
603	10	21	15	No Test Scores	No Test Scores	

## 2017/18 Homeless Report

School	Grade	Absences	Unexcused Absences	Math Test Result	ELA Test Result	Discipline
603	11	3	0	Enter Date: 8/10/2017		
603	11	4	0	No Test Scores	No Test Scores	
603	11	2	0	Not Met	Not Met	
603	11	0	0	Not Met	Not Met	
603	12	0	0	Not Met	Nearly Met	
604	11	4	4	Not Met	Not Met	3 Suspensions 1 In School
604	12	22	7	Nearly Met	Exceeded	
605	2	1	0			
605	4	7	0	Nearly Met	Met	
3 Homeless Students Graduated from Pierce High School 2016/17						
0 Homeless Students were retained from 2016/17 School Year - 2017/18 School Year						

Pierce Joint Unified  
School District  
Vision/Mission/Motto

Every student achieving their highest educational goals

Or

Every student will achieve their highest educational goals  
(his or her)

We are committed to provide a positive student-centered environment with a highly qualified staff in a safe and healthy learning environment. Parents and community members are partners in our educational community.

Students First

Previous:

The Pierce Joint Unified School District is committed to a positive student-centered environment where every student will achieve their highest educational goals by providing a highly qualified staff in a safe and healthy learning environment. Parents and community members are encouraged to be part of our educational community.



**2017-18 Title I, Part A LEA Allocation**

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

**CDE Program Contact:**

Sylvia Hanna, Title I Policy and Program Guidance Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948

**Nonprofit Private School Equitable Services Percentage Calculation**

Total participating nonprofit private school low income students	
Total participating attendance area low income students	0
Percent of nonprofit private school low income students for equitable service calculations	0.00%

**Title I, Part A LEA Allocations**

2017-18 Title I, Part A entitlement	\$281,151
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$281,151
<b>Note:</b> In order for the 2016-17 allowable carryover amount to be pre-populated, the 2016-17 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.	
2016-17 Allowable Carryover (Allowable values are the 12 month 2016-17 carryover amount or, whichever is less either the 15 month 2016-17 carryover amount or 15% of the 2016-17 entitlement plus transferred-in amount)	\$0
Repayment of funds	\$0
2017-18 Total allocation	\$281,151
Nonprofit private school equitable services proportional share amount	\$0
Total allocation after nonprofit private school equitable services proportional share amount	\$281,151
Indirect cost reservation	\$15,814
Administrative reservation	\$0
2017-18 Title I, Part A adjusted allocation	\$265,337
<b>Indirect Cost and Administration Calculation Tool</b> To help determine allowable indirect cost and administrative reservations, based on the LEA's approved indirect cost rate, as defined on the Indirect Cost Rates Web page at <a href="http://www.cde.ca.gov/fg/ac/ic/">http://www.cde.ca.gov/fg/ac/ic/</a> , below are recommended values.	
2017-18 Approved indirect cost rate	5.96%
Maximum allowable indirect cost reservation	\$15,814
Recommended administration reservation	\$26,359

**\*\*\*Warning\*\*\***

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

**2017-18 Title I, Part A Reservations**

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

**CDE Program Contact:**

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Title I Policy and Program Guidance Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**Required Reservations**

Parent and Family Engagement (1% of the entitlement if greater than \$500,000.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$50
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Public school Choice transportation (Only applies to students previously transferred under NCLB.)	\$0

**Authorized Reservations**

Other authorized activities	
-----------------------------	--

**Reservation Summary**

Title I, Part A adjusted allocation	\$265,337
Total required reservations	\$50
Total authorized reservations	\$0
Allocation after reservations	\$265,287
School parent and family engagement set-aside	\$0
Amount available for Title I, Part A school allocations	\$265,287

**\*\*\*Warning\*\*\***

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

**2017-18 Title II, Part A LEA Allocations**

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

**CDE Program Contact:**

Melissa Flatt, Educator Excellence Office, [mflatt@cde.ca.gov](mailto:mflatt@cde.ca.gov), 916-324-5689

Juan J. Sanchez, Educator Excellence Office (Title II), [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-319-0452

2017-18 Title II, Part A entitlement	\$41,966
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$41,966
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2017-18 Allocation	\$41,966
Administrative and indirect costs	\$2,360
2017-18 Title II, Part A adjusted allocation	\$39,606

**\*\*\*Warning\*\*\***

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

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

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

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2017-18 Title III, Part A English Learner entitlement	\$47,260
Transferred-in amount	\$0
Repayment of funds	
2017-18 Allocation	\$47,260

**Allocation Reservations**

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$46,333
Parent, family, and community engagement	\$0
Direct administration costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$927
Total allocation reservations	\$47,260

**\*\*\*Warning\*\*\***

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

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

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

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Required and Authorized English Learners Sub-grantee Activities****Required**

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

**Authorized**

(1) Upgrading program objectives and effective instruction strategies.

(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.

(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.

(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving the English language proficiency and academic achievement of English learners.

(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

**(6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families.**

(7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III, Part A English learner entitlement	\$47,260
Transferred-in amount	\$0
2017-18 Total allocation	\$47,260
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$39,302
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$7,031
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Direct administration costs	\$0
(Amount cannot exceed 2% of the entitlement)	
Indirect costs	\$927

**\*\*\*Warning\*\*\***

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

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

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

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

Total year-to-date expenditures	\$47,260
2017-18 Unspent funds	\$0
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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

**2017-18 Consolidation of Administrative Funds**

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

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Supporting Effective Instruction) SACS Code 4035	No
Title III, Part A (Immigrant Students) SACS Code 4201	No
Title III, Part A (English Learner Students) - 2% maximum SACS Code 4203	No
Title IV, Part A (Student Support) SACS Code 4127	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

**\*\*\*Warning\*\*\***

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

2017-18 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

IDE Program Contact:

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

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

- a - Meets 35% Low Income Requirement
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opted In
- i - Funded with EIA/SCE

Low income measure FRPM  
 Group Schools by Grade Span Yes  
 District-wide low income % 68.70%  
 Available Title I, Part A school allocation \$265,287  
 Available parent and family engagement reservation \$0  
 Total participating nonprofit private school low income students

School Name	School Code	Grade Span Group	Student Enrollment	Low Income Students	Low Income Student %	Eligible for Funding	Funding Required	Public School	Ranking	Planned for Funding	\$ Per Low Income Student (0.00)	Carryover	TIA School Allocation	Parent and Family Engagement Amount	Total School Allocation	Exception Reason
Grand Island Elementary	6003537	1	55	49	89.09	Y	Y	Y	1	Y	262.16		12845.84		12845.84	
Arbuckle Elementary	6003511	1	611	447	73.16	Y	N	Y	2	Y	262.14		117176.58		117176.58	
Lloyd G. Johnson Junior High	6103576	2	361	240	66.48	N	N	Y	1	Y	262.14		62913.60		62913.60	a

\*\*\*Warning\*\*\*

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



**2017-18 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Low Income Students	Low Income Student %	Eligible for Funding	Funding Required	Public School	Ranking	Planned for Funding	\$ Per Low Income Student (0.00)	Carryover	TIA School Allocation	Parent and Family Engagement Amount	Total School Allocation	Exception Reason
Wabuckle Alternative High (Continuation)	0630087	3	10	9	90.00	Y	Y	Y	1	Y	262.14		2359.26		2359.26	
Pierce High	0635250	3	436	267	61.24	N	N	Y	2	Y	262.14		69991.38		69991.38	

**\*\*\*Warning\*\*\***

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

2017-18 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269  
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 07/30/2017)	Low Income %	SIG Approval Date (ex. 07/30/2017)	SWP Waiver Approval Date (ex. 07/30/2017)
Arbuckle Alternative High (Continuation)	0630087	Y	10/15/2009	86.00%		
Arbuckle Elementary	6003511	Y	07/28/1998	73.00%		
Grand Island Elementary	6003537	Y	10/15/2009	93.00%		
Lloyd G. Johnson Junior High	6103576	Y	01/15/2009	68.00%		
Pierce High	0635250	Y	10/15/2009	62.00%		

\*\*\*Warning\*\*\*

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

**2016-17 Title I, Part A Carryover**

Report only expenditures for fiscal year 2016-17 allocation to determine funds to be carried over to fiscal year 2017-18.

**CDE Program Contact:**

Kevin Donnelly, Title I Policy and Program Guidance Office, [kdonnelly@cde.ca.gov](mailto:kdonnelly@cde.ca.gov), 916-319-0942  
 Rina DeRose, Title I Policy and Program Guidance Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**2016-17 Carryover Calculation**

2016-17 Title I Part A Entitlement	\$269,715
Transferred in	\$0
Title I Part A available allocation	\$269,715
Expenditures and obligations from July 1, 2016 through June 30, 2017 (12 Months)	\$262,265
Carryover as of June 30, 2017	\$7,450
Carryover percent as of June 30, 2017	2.76%
Expenditures and obligations from July 1, 2016 through September 30, 2017 (15 Months)	\$269,715
Carryover as of September 30, 2017	\$0
Carryover percent as of September 30, 2017	0.00%

**\*\*\*Warning\*\*\***

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

**2016-17 Title III, Part A Immigrant YTD Expenditure Report, 18 Months**

A report of year-to-date expenditures by activity: Activity period covered is July 1, 2016 through December 31, 2017.

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Approved Immigrant Sub-grantee Activities**

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
  - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
  - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
  - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III, Part A Immigrant entitlement	\$5,101
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$4,738
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$363
Total year-to-date expenditures	\$5,101
2016-17 Unspent funds	\$0
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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

## 2016-17 Title III, Part A English Learner YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through December 30, 2017.

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Required and Authorized English Learners Sub-grantee Activities

**Required**

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

**Authorized**

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III, Part A English learner entitlement	\$49,696
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$42,306
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$6,786
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$604
Total year-to-date expenditures	\$49,696
2016-17 Unspent funds	\$0
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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

**2015-16 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through September 30, 2017.

**CDE Program Contact:**

Melissa Flatt, Educator Excellence Office, [mflatt@cde.ca.gov](mailto:mflatt@cde.ca.gov), 916-324-5689

2015-16 Title II, Part A entitlement	\$41,496
2015-16 Title II, Part A total apportionment issued	\$41,496

**Professional Development Expenditures**

Professional development for teachers	\$41,496
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement	
Test preparation training and/or materials	
Other exam and test preparation expenditures	

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities	
Hiring incentive and/or relocation allotment	
National Board Certification and/or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$41,496
2015-16 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2015-16 unspent apportionment amount.	
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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

## 2015-16 Title III, Part A Immigrant YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through September 30, 2017.

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
  - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
  - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
  - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2015-16 Title III, Part A Immigrant entitlement	\$4,453
2015-16 Title III, Part A Immigrant total apportionment issued	\$4,453
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$2,858
3000-3999 Employee benefits	\$1,508
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$87
Total year-to-date expenditures	\$4,453
2015-16 Unspent funds	\$0
Note: CDE will invoice the LEA for the 2015-16 unspent apportionment amount.	

**\*\*\*Warning\*\*\***

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

**2015-16 Title III, Part A LEP YTD Expenditure Report, Closeout 27 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through September 30, 2017.

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Required and Authorized LEP Sub-grantee Activities**

**Required**

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

**Authorized**

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2015-16 Title III, Part A LEP entitlement	\$46,358
2015-16 Title III, Part A LEP total apportionment issued	\$46,358
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$24,770
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$4,169
4000-4999 Books and supplies	\$12,740
5000-5999 Services and other operating expenditures	\$3,773
Administrative and indirect costs	\$906
Total year-to-date expenditures	\$46,358
2015-16 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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



## 2014-15 Title III, Part A Immigrant YTD Expenditure Report, Supplemental Closeout 39 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through September 30, 2017.

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Approved Immigrant Sub-grantee Activities**

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2014-15 Title III, Part A Immigrant supplemental entitlement	\$1,359
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$1,359
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$1,359
2014-15 Unspent funds	\$0
Note: CDE will invoice the LEA for the amount of 2014-15 unspent supplemental entitlement funds.	
General comment	

**\*\*\*Warning\*\*\***

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

# **Pierce Joint Unified School District Library Plan**

## **Committee Members**

**Summer Shadley, Principal  
Ron Fisher, Principal  
Nicole Newman, Principal  
Blake Kitchen, Vice-Principal  
Mary Grimmer, Librarian  
Jane Hardy, Librarian  
Amy Kuykendall, ELA Coach  
Carol Geyer, Superintendent**

**2017/2018  
School Year**

## **Mission and Goals of the School Library Media Program**

**The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by:**

1. Providing intellectual and physical access to materials in all formats.
2. Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
3. Working with other educators to design learning strategies to meet the needs of individual students.

**Goal 1: To provide the staffing necessary to implement an effective, district wide library media program.**

1. Staffing to support enrollment (ADA) for each site.  
**Responsible:** Administration/Board  
**Timeline:** 2017/2018  
**Evaluation:** For the 2017/2018 school year, the district has two librarians. One librarian works 20.5 hours at Arbuckle Elementary and 7.0 hours at Johnson Jr. High weekly. Our other librarian works 1 hour a week at Grand Island Elementary.
2. A district wide library committee with representation from all sites will meet annually.  
**Responsible:** Superintendent Designee  
**Timeline:** 2017/2018  
**Evaluation:** Recorded dates of meetings

**Goal 2: To ensure that all students in the district have access to equally effective library media programs.**

1. All K-5 elementary students will have weekly classroom visits to library and material check out available by staff. The AES is also open for students before school and three times a week at lunch.  
**Responsible:** Site Administrator  
**Timeline:** 2017/2018  
**Evaluation:** Circulation Statistics
2. Johnson Junior High library is open for classroom visitation and access during school time.  
**Responsible:** Site Administrator  
**Timeline:** 2017/2018  
**Evaluation:** Circulation Statistics
3. All 9-12 students will have open access to the library collections all day and after school until 3:30 PM daily  
**Responsible:** Site Administrator  
**Timeline:** 2017/2018  
**Evaluation:** Circulation Statistics

4. The school district governing board will regularly review policies for library and instructional materials.  
**Responsible:** Superintendent/Board  
**Timeline:** 2017/2018  
**Evaluation:** Policies  
**At District Meeting:**
  1. Challenge of book
  2. Board policies concerning library
  
5. Sites will continue to use Follett Library Software, Destiny Library Manager and Google Docs at PHS. Follett will manage software upgrades. All new materials will be categorized.  
**Responsible:** District Technology Director and Librarians  
**Timeline:** 2017/2018  
**Evaluation:** Implementation
  
6. Library funding can come out of site allocations. District will consider including library funding in 2017/2018 LCAP.  
**Responsible:** Teachers  
**Timeline:** 2017/2018  
**Evaluation:** LCAP Action

**Goal 3: To provide up-to-date relevant resources in a variety of formats and technologies to meet the diverse needs of all learners.**

1. The internet will be available for all students for computer research.  
**Responsible:** District/County Librarians  
**Timeline:** 2017/2018  
**Evidence:** Research Projects done by students
  
2. Spanish library selections will be available in site library collections and K-8 classroom library selections. JJH will continue to build selection for Newcomers  
**Responsible:** Librarian/Classroom Teachers  
**Timeline:** 2017/2018  
**Evaluation:** Number of Spanish books available in each library
  
3. Trade books, representing grade level appropriate, narrative and expository text, and classroom sets will be purchased to enhance K-8 classroom library collections and site libraries when funding allows.  
**Responsible:** Grade Level Teams/Classroom Teacher  
**Timeline:** 2017/2018  
**Evaluation:** Books
  
4. Motivational high interest books will be purchased for site libraries and classroom collections when funding allows.  
**Responsible:** Grade Level Teams/Classroom Teacher  
**Timeline:** 2017/2018  
**Evaluation:** Books purchased on a yearly basis

5. Libraries K-5, includes an area in which books are shelved by Lexile number. In grades 6-8, books are in alpha order with the Lexile on the spine. Books are set up by genres at PHS.

**Responsible:** Librarians

**Timeline:** 2017/2018

**Evaluation:** Books

6. Using district funding, quizzes for Reading Counts will be selected to coincide with themes for different reading levels.

**Responsible:** District technology director and principals

**Timeline:** 2017/2018

**Evaluation:** Budget records

7. All materials purchased will be stamped as district property when received.

**Responsible:** Librarians/Site Staff

**Timeline:** 2017/2018

**Evaluation:** Books

8. The district library committee has set the following system to pull well-worn non-appealing materials; all books are examined for condition, copyright date, and circulation. Worn books will be replaced and obsolete books will be discarded when appropriate.

**Responsible:** Librarians

**Timeline:** 2017/2018

**Evaluation:** Books

9. The collection of Lexile level books over 1000 with appropriate content will be continually enhanced at the K-8 site library.

**Responsible:** Librarians

**Timeline:** 2017/2018

**Evaluation:** Books purchased for each library

**Goal 4: To ensure ongoing administrative commitment for effective library media programs.**

1. The district will consider the district's library media program needs during the Local Control and Accountability Plan (LCAP) process and allocate necessary funds from the Local Control Funding Formula (LCFF).

**Responsible:** Superintendent/Board

**Timeline:** 2017/2018

**Evaluation:** Budget

2. The district will encourage schools to use available funds to continually upgrade library media resources.

**Responsible:** Superintendent-Principals

**Timeline:** 2017/2018

**Evaluation:** Budget

3. Students will receive training in handling of books; responsibility of the checking in and out of books; and the expected behavior conducive to a library environment.

**Responsible:** Librarians/Teachers

**Timeline:** 2017/2018

**Evaluation:** Number of lost books at the end of school year

4. Lost/Damaged books will be replaced by fines and district funds.

**Responsible:** Librarians, Principals

**Timeline:** 2017/2018

**Evaluation:** Budget

**Goal 5: To involve parents and community members in the development and support of library media programs for improved student learning.**

1. The district will encourage the continued use of public libraries by students and teachers.

**Responsible:** Librarians/Teachers

**Timeline:** 2017/2018

**Evaluation:** Meeting dates

2. An informal assessment survey of teachers, students and parents will be administered annually, i.e., teachers' meetings, School Site Council. Students will be involved in selection of books to support school site programs.

**Responsible:** Librarians and Principals

**Timeline:** Annually

**Evaluation:** Needs assessment

**Goal 6: To provide appropriate facilities to meet the learning and teaching needs of an effective library media program.**

1. All District school sites include library facilities.

**Responsible:** Superintendent/Board Administration

**Timeline:** Ongoing

**Evaluation:** Building blue prints

2. The district facilities and maintenance plans will include the upgrading and renovation of school libraries.

**Responsible:** Superintendent and Maintenance Director

**Timeline:** Ongoing

**Evaluation:** Facilities Report

**Goal 7: To ensure that the library media program serves as an essential catalyst for learning and teaching through comprehensive plans, policies, and ongoing program assessment.**

1. The district library committee will review and update district library plan annually.

**Responsible:** Committees

**Timeline:** Yearly

**Evaluation:** Updated documents

**Goal 8: To ensure that the K-8 classroom libraries serve as a catalyst for student reading, the following genre of literature and periodicals will be purchased:**

- Trade books, classroom sets, informational text, paperback or hardbound, representing grade-level-appropriate narrative and expository text, e.g., classic and contemporary literature
  - Stand-alone literature titles not dependent upon instruction
  - Literature aligned to student reading levels
  - Literature sets for small groups, e.g., 5-8 copies
  - Literature suggested as recreational or related to the reading program
  - Literature in languages other than English
  - Books to support a reading motivational program
1. Grade level teams will collaboratively select classroom materials that best suits the needs of the collective grade level.  
**Responsible:** Grade Level Teams, Principal  
**Timeline:** Yearly  
**Funded:** Site funds  
**Evaluation:** Books

2. The literature selected by grade level teams will be rotated between classes.

**Responsible:** Grade Level Teams, Principals

**Timeline:** Yearly

**Funded:** Site Funds

**Evaluation:** Books



# Arbuckle Elementary School

---

## Disaster and Emergency Plan

**ARBUCKLE ELEMENTARY SCHOOL**  
**PLAN FOR DISASTER AND EMERGENCY SITUATIONS**

STUDENT CARE: TEACHER RESPONSIBILITIES ..... 1

INCIDENT COMMAND SYSTEM FUNCTIONS ..... 2-3

POSSIBLE INTRUDER AND/OR ABDUCTION ..... 4

INTRUDER AND/OR HOSTAGE SITUATION ..... 5

LOCK DOWN DRILL CALL LIST ..... 6

FIRE ..... 7

BOMB THREAT ..... 8

BOMB THREAT INFORMATION SHEET ..... 9

EARTHQUAKE .....10-11

CAMPUS DISTURBANCES ..... 12

GENERAL INSTRUCTIONS ..... 13

CHEMICAL ACCIDENT ..... 14

STORMS, FLOOD AND WINDS ..... 15

HURRICANE OR TORNADO WINDS ..... 15

STUDENT RELEASE FORM ..... 16

EMERGENCY PHONE NUMBERS ..... 17

KITCHEN EMERGENCY PLAN ..... 18

BUDDY LIST ..... 19

SCHOOL MAP /ZONE MAP ..... 20-21

EMERGENCY PLAN- STAGING AREAS ..... 22

EMERGENCY PHONE SCRIPT ..... 23

PROCEDURE – DISMISSING STUDENTS IN EVENT OF EMERGENCY ..... 24

SECTION: OPERATIONS ..... 25-26

RECESS/ LUNCH SCHEDULES .....

EXTENSION LIST .....

PHONE TREE .....

# ARBUCKLE ELEMENTARY SCHOOL

## Student Care: Teacher Responsibilities

Personnel: All teachers and substitute teachers

### Responsibilities:

- Assess situation and remain calm.
- If ground is shaking, lead Duck, Cover, and Hold.
- Calm, direct, and give aid to students. Assist seriously injured students if possible.

### Lockdown:

- If gunfire or explosions are heard, get everyone to lie flat on the floor away from windows, doors locked, lights off and blinds pulled. Put green card in the window if everyone is ok. Put red card if there is a problem.
- Lockdown- message given by phone or messenger, get everyone to lie flat on the floor away from windows, door locked, lights off, blinds pulled. Take attendance on Google docs immediately. Put an X if student is NOT present. If you have a student from another teacher put your name next to the students' name.

### Evacuation:

- Check with buddy teacher and assist as necessary. List is on page 19.
- Take classroom emergency bag, emergency cards and red emergency binder.
- Evacuate to emergency assembly area on football field unless told to assemble elsewhere:
  - Check with buddy teacher and assist as necessary or evacuate both classes together.
  - Use safest route, alert for hazards; quickly and quietly.
  - Door closed but locked.

### Assembly Area:

- Instruct students to sit on grass or blacktop.
- Take attendance if all accounted for hold up GREEN card. If student is missing hold up the RED card. Take attendance for aides and volunteers.
- Search and Rescue will check for attendance and record names of those unaccounted for.
- Supervise and reassure students.
- Administer first aid as necessary.
- Be alert for latent signs of injury/shock in *all* students.

### Student Release:

- If parent demands child, breaking release procedure, make appropriate notation, describing incident, on emergency card/roll. Avoid confrontations.
- Be sure to check for the responsible persons given permission to pick up students on the emergency lists. Get driver's license number, etc

## INCIDENT COMMAND SYSTEM FUNCTIONS

### *MANAGEMENT (overall policy direction)*

- School Principal/Administrator (Mrs. Shadley or Mr. Kitchen): The critical incident and/or disaster determine who will be in Incident Command Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the principal unless circumstances dictate differently.
- Public Information Officer (Mrs. Geyer): **NO ONE ELSE TALKS TO THE MEDIA** The administrator may authorize and designate a trusted well-trained individual to coordinate information being released to the press and make public announcements.
- Safety Officer (Mrs. Shadley or Mr. Kitchen): This person serves as a liaison officer. He/she is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

### *PLANNING/INTELLIGENCE (gather and assess information)*

- Instructional Staff: Teachers, librarians, computer center managers and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weigh it for significance.

### *OPERATIONS (implement priorities established by the Incident Command Officer)*

- First Aid Coordinator (School nurse or Cundi Fernandez):  
Knows where all supplies are located, oversees first aid prior to paramedics arrival, coordinates with paramedic. This person is usually the head school nurse.
- Search and Accountability Coordinator (Anne Felix and Melissa Cano):  
Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter and Release Coordinator.
- Student Assembly, Shelter and Release Coordinator (Mrs. Shadley or Mr. Kitchen):  
Oversees location where students assemble, attends to their needs when providing shelter, and oversees how parents receive students and the process for releasing students. This person works closely with the Search and Release Coordinator.
- Grounds and Maintenance Coordinator (Custodial Staff):  
Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with blueprints. Once job is completed go to Incident Command Center (Mrs. Shadley).
- Incident Log Scribe (Secretary Veronica Dorantes)  
Write down all information, records times, directives, and summaries of incoming and outgoing communications. Stays with the Incident Command Officer (Mrs. Shadley).

## LOGISTICS

Logistics is responsible for “getting” or obtaining anything that the Incident Management Team needs.

- **Food, Water and Supplies Coordinator:**  
Oversee distribution of food, water and essential supplies throughout critical incident.
- **Bi-lingual Translator:**  
Assists in communication in schools which have a significant number of students and parents who speak English as a second language.
- **Traffic Safety Coordinator:**  
Oversee transportation system.

## AFTERMATH

- Return to “normal”
- It is okay to talk about it. Remember what is developmentally appropriate
- Parent/community meetings. Parallel law enforcement, administration, parent, etc.
- Don’t forget staff
- Anniversaries
- Anticipate future problems

## Procedures of Possible Intruder/Abduction

- Lock-down if necessary (Follow steps on page 6)
- Call Sheriff's Department
- Use lock-down drill call list to notify appropriate parties
- Explain situation to staff & students
- Send note to parents via students
- Do auto dialer message to homes

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### INTRUDER AND/OR HOSTAGE SITUATION:

Overview: This may be the most difficult emergency anyone ever faces. Because it may take many different forms, providing specific directions or guidelines is extremely difficult.

Intruder: This will be our code term for alerting staff that there is or may be one or more armed and dangerous individuals on campus.

Reporting a Situation to the Office: Should a staff member need to report an occurrence, let the main office know in any way possible (e.g. a written note, verbally through a student, etc.) that Intruder is present. How you phrase the statement can provide valuable information to us. "Intruder is in my class with two friends," would be a way of telling the office that the intruder has two individuals with her. "I think intruder is in a white pickup out by the kindergarten room," would alert us that you have observed someone in a pickup by the Kindergarten room.

Alerting Staff to a Dangerous Situation: The main office will use the phrase, "Just wanted to let you know that intruder is on campus," and you are to be in lockdown or words to that effect to notify staff of a dangerous situation.

Procedures to Follow: When you receive such a message, all staff is to lock their doors, close their blinds. Take attendance using Google doc. Put an X if the student is not present in your room. If student is absent put ab., if you have a student from another teacher put your name next to the students name.

Students are to remain in the class even if the bells ring. This may require you to sit tight for several hours or more. Working with the students to communicate why they must remain without causing panic will require extreme skill. Protect your students as your situation allows. In the multi-room, this could mean taking the class into the stage rooms. In regular classrooms, this would mean absolutely not allowing students near the door or windows.

Being Held Hostage: Try to remain calm and deal with the individual(s) in as normal a manner as possible. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your students will key in on your demeanor and behavior. How you react will in part determine how they react.

Drills: Intruder drills will be held at least 2 times per year. Teachers will be given an intercom message to go into lockdown. A follow-up call to each classroom to ensure they are in lockdown will be made as indicated by the Lock Down Drill Call List. Teacher take attendance in Google Doc.

## Lock Down Drill Call List

### Summer Shadley

Rosa Prado	908-3104	Fabiola Ayala	713-7652
District Office	476-3643		
Sheriff's Depart.	458-0200		
Susie Stassi	ext. 13327	Rm. K	
Mallory Lomeli	ext. 13329	Rm. 21	
Tish Nerli	ext. 13330	Rm. 22	
Kelli Garcia	ext. 13319	Rm. 12	
Shelly Langlois	ext. 13321	Rm. 14	
Regan Talerico	ext. 13343	Rm. 30	
PIP	ext. 13344	Rm. 30	

### Blake Kitchen

Notify staff in multi-room		
Kitchen staff	ext. 13306	
Melissa Cano	ext. 13305	Rm. ELD
Lupe Corona	ext. 13308	Rm. 1
Jodi Arens	ext. 13309	Rm. 2
Jill Pedrozo	ext. 13310	Rm. 3
Allison Jansen	ext. 13311	Rm. 4
Michelle Cherry	ext. 13313	Rm. 6
Melissa Mingarelli	ext. 13312	Rm. 5
Danielle Alvernaz	ext. 13314	Rm. 7
Jennifer Wright	ext. 13315	Rm. 8
ASES	ext. 13347	

### Cundi Fernandez

Noah Gomez	(209) 631-6077	ext. 13348	Rm. 18
Lori Foster	ext. 13331		Rm. 23
Steve Saunders	ext. 13332		Rm. 24
Jennifer Barham	ext. 13334		Rm. 25
Alena Anberg	ext. 13346		Rm. 27
Haley Leue	ext. 13345		Rm. 28
Jill Whitehair	ext. 13336		Rm. 26
LuAnne Lambertson	ext. 13328		Rm. 20
George Griffin	ext. 13325		
Library	ext. 13339		
Staff Room	ext. 13338		

### Veronica Dorantes

Kay Peck- Yard duty	844-2595	ext. 13351 or 13352
Beatriz Tapia	650-9756	ext. 13353 or 13354
Anne Felix	ext. 13304	Reading Rm.
Martha Martinez	ext. 13316	Rm. 9
Molly Conrado	ext. 13317	Rm. 10
Jody Ehrke	ext. 13318	Rm. 11
Laura Hansen	ext. 13322	Rm. 15
Samantha Vann	ext. 13320	Rm. 13
Debbie Scott	ext. 13323	Rm. 16
Mark Kitchen	ext. 13335	Rm. 17
Ron Rector	ext. 13326	Rm. 19
Family Action Ctr.	476-0822	

Script: Are you on lockdown?

Page 13 wait- long pause dial tone, press 1

---



---



---



---



## ARBUCKLE ELEMENTARY SCHOOL

### PLAN FOR DISASTER AND EMERGENCY SITUATIONS

#### FIRE:

Each teacher must post and read the fire drill instructions to each of his/her classes and make certain that every class understands where it is to go when the fire alarm sounds. You will be given copies of the rules and directions for posting:

The following items are mandatory procedures for fire drills:

1. All schools personnel and visitors must leave the building regardless of their activities.
2. There shall be no talking during the drill.
3. There shall be no running or pushing during the drill.
4. All students shall stop working immediately and prepare to leave the room at the order of the teacher, leaving behind their personal possessions.
5. The teachers should supervise the exit of the group, making certain that it is done in an orderly manner and in line.
6. The teacher is required to pick up their class lists, then proceed with the group to the designated area.
7. The teacher should be sure that all students present that day have left the building and has locked the door.
8. Students shall remain silent and in line at their area until all-clear bell rings.
9. If the students are in another class, they shall follow the procedures for that class. **Students in Intervention or Library will be taken to their classroom teacher once outside the building.**
10. If the class is outside, they shall proceed to the area in which they normally line up and stay there until the teacher arrives.
11. Designated staff will make sure by way of a check-off sheet that all rooms have evacuated.

#### Assignment

- Summer runs drill from inside
- Veronica check doors/teachers exiting
- Cundi runs times check doors teachers exiting. Call Summer when clear.
- Anne/Melissa check green/red cards.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### **BOMB THREAT**

Fire drill alarm will be sounded. Students will evacuate and procedures for fire drill will be followed

The person who receives the phone call should try to obtain the following information:

1. Exact location of the bomb.
2. Time set for denotation.
3. Description of the explosive or container.
4. Reason for the call, i.e. bomb threat.

The person who receives the phone call should make note of the following details:

1. Date and time of the call.
2. Exact language used.
3. Gender of the caller
4. Estimated age of the caller.
5. Any identifiable background noise, such as music, trucks, cars, etc.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

**BOMB THREAT INFORMATION SHEET**

This form is to be completed by the person receiving the bomb threat.

DATE OF CALL: \_\_\_\_\_ TIME OF CALL: \_\_\_\_\_ A.M. OR P.M.

EXACT LOCATION OF BOMB: \_\_\_\_\_

TIME SET FOR DENOTATION: \_\_\_\_\_

DESCRIPTION OF EXPLOSIVE OR CONTAINER: \_\_\_\_\_

REASON FOR THE BOMB: \_\_\_\_\_

EXACT LANGUAGE USED: \_\_\_\_\_

THE INFORMATION WAS GIVEN FREELY BY THE CALLER: \_\_\_\_\_

THE INFORMATION WAS COAXED FROM THE CALLER: \_\_\_\_\_

SEX OF CALLER: \_\_\_\_\_ ESTIMATED AGE: \_\_\_\_\_

IDENTIFIABLE ACCENT: \_\_\_\_\_

IDENTIFIABLE BACKGROUND NOISES: \_\_\_\_\_

NAME OF PERSON RECEIVING THE CALL:

NAME	ADDRESS	PHONE NUMBER
------	---------	--------------

UPON RECEIPT OF BOMB THREAT, DIAL THE FOLLOWING NUMBER IMMEDIATELY AND REPORT THE CALL:

**EMERGENCY 911**

COLUSA COUNTY SHERIFF'S OFFICE 458-0200  
CONTACT ADMINISTRATOR IN CHARGE  
CONTACT DISTRICT OFFICE 476-2892

**DO NOT DISCUSS THIS CALL WITH ANYONE!**

## EARTHQUAKE:

Civil defense skills will be held at least twice a year. Each teacher will review the procedures below with their students during the first week of school and at the beginning of each attendance quarter. Teachers will be required to turn in certificates indicating that they have practiced the drill.

1. **DON'T PANIC.** The motion is frightening, but unless it shakes something down on top of you, it is harmless. Keep calm and ride it out.
2. If an earthquake catches you indoors, stay indoors. **Duck, Cover, and Hold!** Take cover under a desk, table, bench, or in doorways, halls, and against inside walls. Stay away from glass (i.e. window, mirrors, etc.).
3. Don't use candles, matches, or other open flames either during or after the tremor. Douse all fires.
4. Render first aid if necessary.
5. Take roll.
6. If the earthquake catches you outside, move away from buildings and utility wires. The safest place to be is in the open. Once in the open remain there until the shaking stops. **DO NOT RUN AROUND.**
7. Don't run through or near buildings. The greatest danger from falling debris is just outside doorways and close to the outer walls.
8. Request assistance as needed, through the Principal or the County Sheriff's Department.
9. The Principal will determine the advisability of closing the school. She/he will try to procure the advice of competent authority, District Office, and/or Colusa county Officials, about the safety of the building.
10. Instruct children concerning safety precautions during an earthquake in the event an adult is not present:
  - A. The safest place to be is in the open; stay there.
  - B. Move away from buildings, trees and exposed wires. **DON'T RUN!**
  - C. After the earthquake, if you are on your way to school, continue to school.
  - D. After the earthquake, if you are on your way home, continue to home.

## EARTHQUAKE PROCEDURES CHECK LIST

### ***WHAT***

When an earthquake occurs, persons in authority instruct students to duck, cover and hold.

Once buildings are evacuated, guards are posted a safe distance from the buildings to prevent re-entry.

After evacuating from the school building, roll is taken.

Assistance is requested as needed through the Custodians, Principal's office.

Check building and grounds for water, gas leaks, and downed wires.

### ***WHO***

Teachers and/or paraprofessionals.

Custodians, Principal, Secretary.

Teachers and/or Paraprofessionals.

Teachers, Paraprofessionals.

Custodians.

Utility companies are notified by the Principal or Secretary of any or suspected break in lines that may present by additional hazard.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### CAMPUS DISTURBANCES:

#### 1. **Disturbing the Peace:**

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal 415)

#### 2. **Disruption of School Operations:**

Students shall be subject to disciplinary action for any exercise of free expression that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

A. Organize or participate in unauthorized assemblies on school premises.

B. Participate in sit-ins or stand-ins, which deny students or employees normal access to school premises.

#### 3. **Refusal to Disperse:**

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severely guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

#### 4. **Boycotts:**

Students participating in any protest that involves non-attendance at school or at a school activity where attendance is required shall be identified as truant.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### GENERAL INSTRUCTIONS:

1. The Principal or designee shall determine when and if the emergency plan should be initiated.
2. A signal to alert all staff is the same as described in previous sections.
3. The following agencies shall be alerted:
  - A. Superintendent's Office (Governing Board members will be notified by the Superintendent's Office).
  - B. Sheriff's Department.
  - C. Neighboring schools (if appropriate).
  - D. Fire Department.
4. Only the Principal or designee shall communicate with law enforcement, news media, or the District Office.
5. All teachers shall lock their classroom doors, pull drapes or close blinds, and keep students inside the rooms until further instructions are given.
6. All buildings should be secured.
7. All restrooms and refuse containers should be locked.
8. Definite emergency procedures for all personnel shall be established.
9. All parents should be encouraged, with the utmost caution, from contacting and/or coming to the school during an emergency situation.

It is important that emotions be controlled as much as possible in dealing with emergency situations.

The primary objective is to offer the optimum protection to students and staff. Apprehension and arrests of individuals, when necessary, must be done at the proper time and with tact and dispatch.

## PLAN AND DISASTER AND EMERGENCY SITUATIONS

### **CHEMICAL ACCIDENT:**

Warning of a chemical accident is usually received from the Fire Department or Sheriff's Office, or from Emergency Services officials when such an accident occurs near a school and may be a threat to the safety of the school.

Chemical accidents, which might necessitate evacuation, will most likely involve the release of toxic fumes or the threat of an explosion from a tank truck or rail car accident occurring in the vicinity of a school.

### **PROCEDURES:**

1. Determine the action to implement.

### **ACTION: LEAVE BUILDING**

This directive means to effect the orderly movement of students and staff inside the school building to an outside area of safety and will be implemented when anything occurs which might make the school uninhabitable.

2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate the buildings, and if necessary, the area.

### **ACTION: DIRECTED TRANSPORTATION**

This directive means loading students and staff onto school buses, private cars, and other means of transportation and taking them from an area of danger to an area of safety. This action should be taken under the direction of competent civil defense authorities. Instructions from authorities, directing such evacuation, could come to the school via any means of communication.

4. Move crosswind never up or downwind to avoid fumes.
5. With the school staff, maintain control of the students at a safe distance.
6. Render first aid as necessary.
7. Teachers will take roll. If any students are missing, report this information to the principal and responding emergency officials immediately.
8. Notify the District Office and maintain communication coordination.
9. The Principal or designee will direct other action as required.
10. Follow the directions of the on-scene commander.
11. Students and staff should not return to the school until Emergency Services officials declare the area safe.



## **STORMS, FLOODS AND WINDS:**

When a major storm threatens, the radio, television, smart phones or the internet should be turned on to hear weather reports and forecasts, as well as other information and advice that may be broadcast by the local government.

## **HURRICANE OR TORNADO WINDS:**

In the event of a storm generating hurricane-force or tornado-force winds, the following procedures should be observed:

**SIGNAL:** The signal for imminent danger due shall be the **sounding of repeated whistle when outside**, verbal or written announcement.

The internal signal for classroom notification when inside will be by intercom or individual classroom calls.

### **On Campus Procedures:**

- All students should be in the buildings.
- Duck, cover and hold under desks, tables or anything sturdy with backs toward windows.
- Radios, computers and/or smart phones should be tuned for updated information and advice.
- Students shall be directed to stay away from doors and windows.

### **Off Campus Procedures:**

- If in open country, students and staff should drive away at right angles from a tornado's path, if known at the time.
- If unknown or insufficient time is available, cover should be taken and people should lie flat in the nearest depression, such as a ditch, culvert, excavation, or ravine away from power lines and trees.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS  
ARBUCKLE ELEMENTARY SCHOOL  
STUDENT RELEASE FORM

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

I, \_\_\_\_\_, HAVE RECEIVED  
PERMISSION FROM \_\_\_\_\_ TO PICK UP THEIR  
CHILDREN THUS RELEASING THEM FROM THE LEGAL CUSTODY OF PIERCE JOINT  
UNIFIED SCHOOL DISTRICT.

STUDENTS PICKED UP: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
INDIVIDUAL'S SIGNATURE DATE

\*\*\*\*\*

INDIVIDUAL'S NAME (PRINT): \_\_\_\_\_

DRIVER'S LICENSE NUMBER (OR OTHER PICTURE ID): \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

HOME PHONE #: \_\_\_\_\_ WORK PHONE #: \_\_\_\_\_

CELL PHONE#: \_\_\_\_\_

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### ARBUCKLE ELEMENTARY SCHOOL EMERGENCY PHONE NUMBERS

Arbuckle Public Utility District (Water):	476-2054
Arbuckle Fire Department (Non-Emergency Calls):	476-2231
(Emergency Calls):	476-2424
Colusa County Sheriff Department:	458-0200
Enloe Hospital: W. Fifth Ave. and Esplanade, Chico	891-7300
Fremont Hospital: 970 Plumas, Yuba City	671-2220
Rideout Hospital: 726 4 <sup>th</sup> Street, Marysville	749-4300
Woodland Memorial Hospital: 1325 Cottonwood Street, Woodland	662-3961
Pierce Joint Unified School District	476-2892 ext. 13000
Grand Island Elementary School:	437-2416 ext. 13400
Lloyd Johnson Jr. High School:	476-3261 ext. 13200
Pacific Gas and Electric Company:	1-800-743-5000
Paramedics:	911
Pierce High School:	476-2277 ext. 13100
Sacramento Poison Center:	734-3692 1-800-222-1222

Please have the following information ready when you call:

- ♦ What was taken (have container available if possible) and how much
- ♦ The age, weight, sex of victim
- ♦ Your name, phone number, relationship to victim
- ♦ The County you are calling from

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### KITCHEN EMERGENCY PLAN:

In case of any natural disaster please activate the following emergency kitchen shut down routine:

1. Remain calm.
2. Disengage all ovens and burners.
3. Unplug all electrical appliances
4. Make a quick assessment of condition of kitchen.
5. Follow the fire drill escape route.\*
6. Take a quick head count to assure everyone is out.
7. Report condition of kitchen to custodial or office personnel.
8. Follow any further instructions given by Principal or staff.

**\*This is important to assure staff is all present.**

## Buddy List 2017-2018

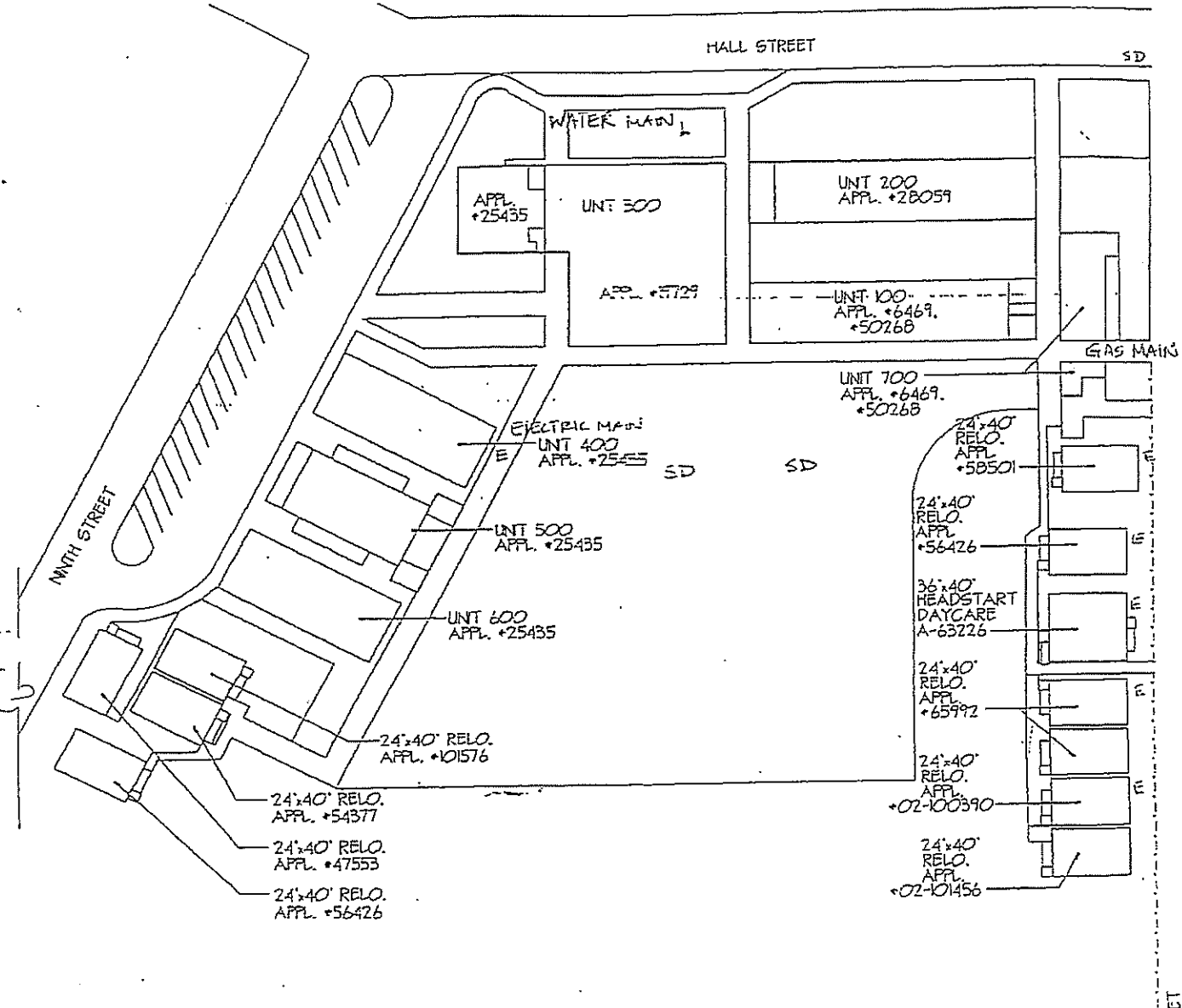
Anne Felix-Melissa Cano	Reading/ELD	Stage West
Susie Stassi- LuAnne Lambertson	K/TK	Room K & 20
Mallory Lomeli – Patricia Nerli	K	Room 21 & 22
Lupe Corona-Jodi Arens	1 & 2	Room 1 & 2
Jill Pedrozo – Allison Jansen	K & 1	Room 3 & 4
Melissa Mingarelli – Michelle Cherry	1 & 2	Room 5 & 6
Danielle Alvernaz-Jennifer Wright	1 & 2	Room 7 & 8
Martha Martinez- Kelli Garcia	4	Room 9 & 12
Molly Conrado – Jody Ehrke	4	Room 10 & 11
Samantha Vann- Debbie Scott	5	Room 13 & 16
Shelly Langlois- Laura Hansen	5	Room 14 & 15
Mark Kitchen- Regan Talerico	Spec. Ed & Speech	Room 17 & 30
Ron Rector- George Griffin	Music/ Computer Lab	Room 18 & 19
Lori Foster -Steve Saunders	3	Room 23 & 24
Jennifer Barham- Jill Whitehair	3 & Spec. Ed	Room 25 & 26
Alena Anberg – Haley Leue- Library	3 & Library	Room 27, 28 & 29
Kitchen		Multi-room

ARBUCKLE ELEMENTARY SCHOOL  
 COLUSA COUNTY OFFICE OF EDUCATION  
 COLUSA, COLUSA COUNTY, CALIFORNIA

DIAGRAM OF  
 BUILDING AREA

- EXISTING (1-A)
- BASIC PLANS (2-A)
- FINAL PLANS (3-)

- MODERNIZATION / RECONSTRUCTION
- NEW CONSTRUCTION
- RELOCATABLE BUILDING



SITE PLAN NORTH  
 SCALE: 1"=80'

LEGEND  
 EXISTING BUILDING

24'x40' RELO. UNAPPROVED

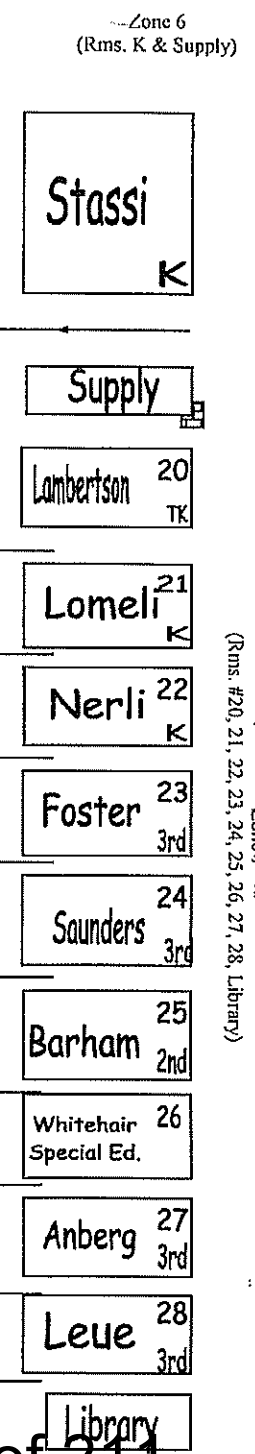
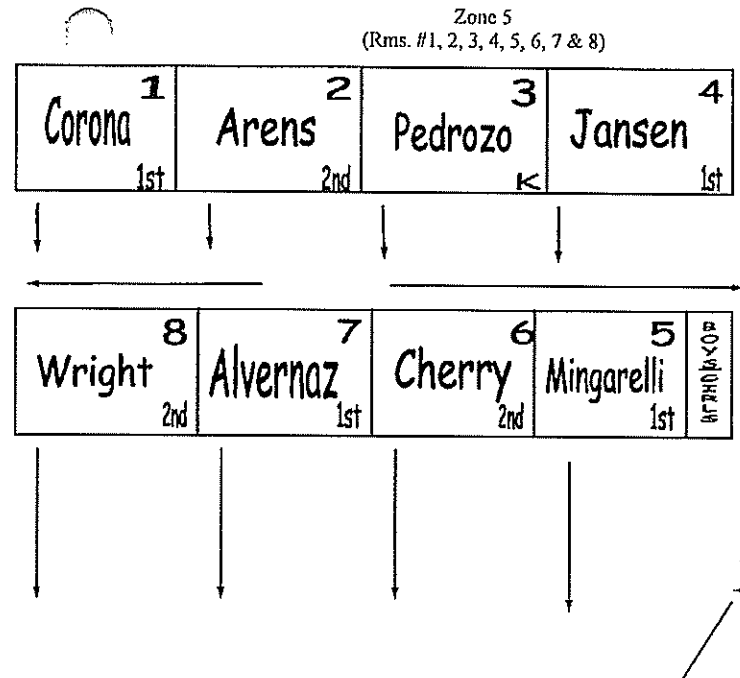
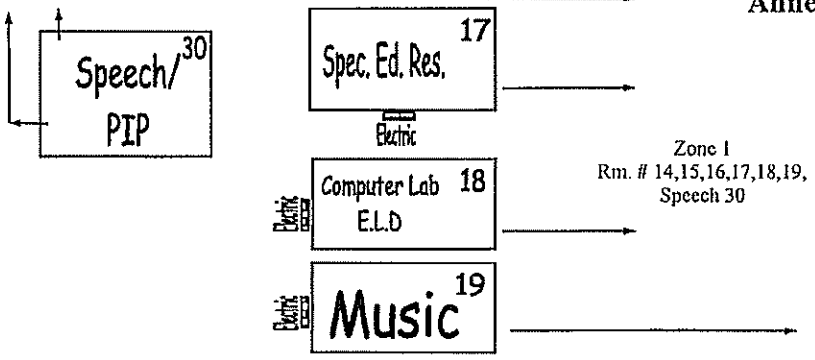
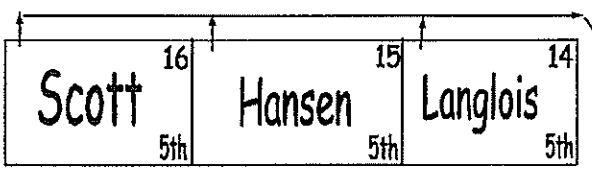
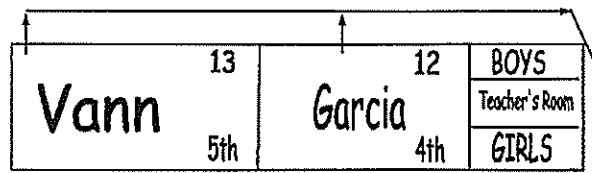
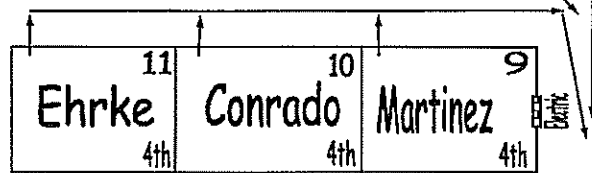
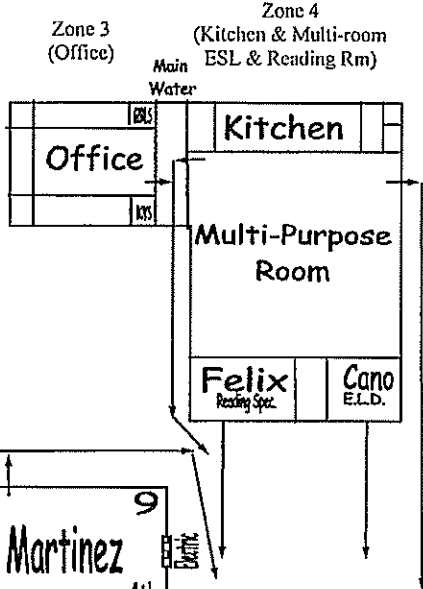
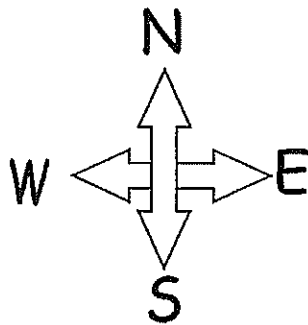
p9900p9938/99383a\_2.dwg/Justin T. Gadd 1

REVISED BY: T.S. DATE REVISED: 1/10/99

THOMSON & HENDRICKS, ARCHITECTS & PLANNERS, INC.

ABOVE IS MEASURED IN ACCORDANCE WITH  
 LAWS AND REGULATIONS GOVERNING THE  
 STATE SCHOOL BUILDING LEASE-PURCHASE  
 PROGRAM.

DATE: 1/10/99 SHEET 1 OF 10  
 ARCHITECT:



**In the event of the phone system being down**

- Summer/Blake takes note to kitchen and Rm. 1→2→3→4  
8→7→6→5→K
- Veronica takes note to Rms. 14→15→16→30  
17→18→19
- Cundi takes note to Anne & to Rm. 9  $\begin{matrix} \swarrow 10 \\ \searrow 12 \end{matrix}$  11→13
- Anne takes note to Melissa C 20→21→22→23→24→25→26  
→27→28→Library

Zone 7 ... (Rms. #20, 21, 22, 23, 24, 25, 26, 27, 28, Library)

Pierce Joint Unified School District  
Emergency Plan- Staging Areas

Arbuckle Elementary:

Parent Staging Area- Arbuckle Elementary Library  
Secondary Parent Staging Area- Pierce High School South Gymnasium  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

Grand Island Elementary:

Parent Staging Area- Grimes County Library  
Secondary Parent Staging Area- Grimes Scout Cabin  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- Grimes Fire House/Scout Cabin  
(In case of flooding, students will be taken on bus to either Colusa Fairgrounds or to Arbuckle.)

Johnson Junior High:

Parent Staging Area  
Secondary Parent Staging Area- Alternative High School Office  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

Pierce High School:

Parent Staging Area  
Secondary Parent Staging Area- Alternative High School Office  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office



## EMERGENCY PHONE SCRIPT

This is \_\_\_\_\_ calling for Arbuckle Elementary School to inform you that due to \_\_\_\_\_ school is being dismissed early. Buses will leave at \_\_\_\_\_. Students may be picked up from their classrooms after you sign them out in the classrooms.

For further information call the district office at 476-2892 regarding school closures or watch TV channels 3, 12, 13 and Spanish channel 19. Radio stations 107.5 FM, 1530 AM, KUBA 1600 AM and Spanish station 99.9 will also carry information.

I need to record with whom I am speaking. \_\_\_\_\_

Thank you.

## **PROCEDURE TO FOLLOW IN DISMISSING STUDENTS IN THE EVENT OF AN EMERGENCY**

1. Make class lists with home phone and emergency numbers.
2. Name of person assigned to each parent call list.
3. Notify Family Action Center
4. Staff personal cell phones may be used if necessary to make calls.
5. Teachers verify that their students' parents/guardians have been contacted.
6. Teachers have class list and have person sign out student, being picked up.
7. Lists are to be returned to the office.
8. Dismiss bus students first (about 15 minutes sooner than town).

### **SUGGESTIONS:**

1. Utilize auto dialer system through district office to get message to parents quickly in Spanish and English.
2. We need more than an hour notice to call over 600 students.
3. Cundi free of telephone so that she can get numbers from the computer.
4. Veronica free of telephone to help Summer or Blake.
5. Location of all phones:
  1. All classrooms
  2. Personal cell phones
6. Need to use all bilingual staff and teachers:
  1. Maria Silva
  2. Antonia Quezada
  3. Melissa Cano
  4. Lupe Corona
  5. Jodi Arens
  6. Martha Martinez
  7. Lorena Tejeda
  8. Isabel Hernandez
  9. Ana Leal
  10. George Griffin
7. At Veronica and Cundi's phone put a Spanish speaker and English speaker that way they can switch lists.  
  
At Summer's and portable phone put Spanish speaker and English speaker that way they can switch lists.
8. Answering machine messages in regards to school closure in English and Spanish.
9. Post notice of school closure on outside marquee.

## Section: Operations Operations Chief

Responsibilities: The Operations Chief manages the direct response to the disaster, which can include the following:

- Site Facility Check /Security
- Search and Rescue
- Medical
- Student Care
- Student Release

Start-Up Actions:  Check in with Incident Commander for situation briefing.  
 Obtain necessary equipment and supplies from Logistics.  
 Put on position identifier, such as a vest, if available.

Operational Duties:  Assume the duties of all operations positions until staff is available and assigned.  
 As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.  
 If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.  
 Coordinate Search and Rescue operations. Appoint Search and Rescue Team Leader to direct their operations if necessary.  
 As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.  
 Inform the Plans Chief of Operations tasks and priorities.  
 Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.  
 Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:  At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.  
 Return equipment and reusable supplies to Logistics.  
 When authorized by Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:  Vest or position identifier, if available;  
Search and Rescue equipment -two-way radio,  
Job description clipboard-paper, pens  
Forms: Search and Rescue maps, large campus map

Section: Operations  
Site Facility Check/Security

Personnel: Staff as assigned. Work in pairs.

Responsibilities: Take no action that will endanger you.

Start-Up Actions:  Wear hard hat and orange identification vest if available.  
 Take appropriate tools, job description clipboard and radio.  
 Put batteries in flashlight if necessary

Operational Duties:  As you do the following, observe the campus and report any damage by radio to the Command Post.\* (Mrs. Shadley or Mr. Kitchen)  
 Lock gates and major external doors.  
 Locate/control/extinguish small fires as necessary.  
 Check gas meter and, *if gas is leaking*, shut down gas supply.  
 Shut down electricity only if building has clear structural damage or advised to do so by Command Post (Mrs. Shadley or Mr. Kitchen)  
 Post yellow caution tape around damaged or hazardous areas.  
 Verify that campus is "locked down" and report same to Command Post.  
 Advise Command Post of all actions taken for information and proper logging.  
 Be sure that the entire campus has been check for safety hazards and damage.  
 No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life safety.  
 Route fire, rescue, police, etc. as appropriate.  
 Direct all requests for information to the Public Information Office. (Mrs. Geyer)

Closing Down:  Return equipment and reusable supplies to Logistics  
 When authorized by Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies: Wear vest, hard hat, work gloves, and whistle.  
Carry campus two-way radio, master keys and clipboard with job description.  
Carry duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools for gas and water (crescent wrench).

\* Remember: If you are not acknowledged you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

# GRAND ISLAND ELEMENTARY SCHOOL

---

## DISASTER AND EMERGENCY PLAN

---

**GRAND ISLAND ELEMENTARY SCHOOL**  
**PLAN FOR DISASTER AND EMERGENCY SITUATIONS**

POSSIBLE INTRUDER AND/OR ABDUCTION .....1  
INTRUDER AND/OR HOSTAGE SITUATION .....2  
LOCK DOWN DRILL CALL LIST .....3  
STUDENT CARE: TEACHER RESPONSIBILITIES .....4  
INCIDENT COMMAND SYSTEM FUNCTIONS ..... 5-6  
FIRE .....7  
BOMB THREAT .....8  
EARTHQUAKE ..... 8-10  
CAMPUS DISTURBANCES ..... 10-11  
GENERAL INSTRUCTIONS ..... 12  
CHEMICAL ACCIDENT ..... 13-14  
STORMS, FLOOD AND WINDS ..... 14  
HURRICANE OR TORNADO WINDS ..... 14-15  
BOMB THREAT INFORMATION SHEET ..... 16  
STUDENT RELEASE FORM ..... 17  
EMERGENCY PHONE NUMBERS ..... 18  
KITCHEN EMERGENCY PLAN ..... 19  
SCHOOL MAP /ZONE MAP ..... 20-21  
EMERGENCY PLAN- STAGING AREAS ..... 22  
EMERGENCY PHONE SCRIPT ..... 23  
PROCEDURE – DISMISSING STUDENTS IN EVENT OF EMERGENCY ..... 24  
SECTION: OPERATIONS ..... 25  
AREA MAP .....26  
PHONE TREE ..... 27-28  
EXTENSION LIST .....29  
RECESS/LUNCH SCHEDULES ..... 30

## **Procedures of Possible Intruder/Abduction**

- € Lock-down if necessary.
- € Call Sheriff's Dept.
- € Use lock-down drill call list to notify appropriate parties.
- € Explain situation to staff & students.
- € Send note to parents via students.
- € Do auto dialer message to homes.
- € Take attendance on Google docs "Emergency Roster" immediately

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### INTRUDER AND/OR HOSTAGE SITUATION:

Overview: This may be the most difficult emergency anyone ever faces. Because it may take many different forms, providing specific directions or guidelines is extremely difficult.

“Lockdown”: This will be our code term for alerting staff that there is or may be one or more armed and dangerous individuals on campus.

Reporting a Situation to the Office: Should a staff member need to report an occurrence, let the main office know in any way possible (e.g. a written note, verbally through a student, etc.) that Intruder is present. How you phrase the statement can provide valuable information to us. “Intruder is in my class with two friends,” would be a way of telling the office that the intruder has two individuals with her. “I think intruder is in a white pickup out by the kindergarten room,” would alert us that you have observed someone in a pickup by the Kindergarten room.

Alerting Staff to a Dangerous Situation: The main office will use the phrase, “Just wanted to let you know that we need to secure our campus,” and you are to be in lockdown or words to that effect to notify staff of a dangerous situation.

Procedures to Follow: When you receive such a message, all staff is to lock their doors, close their blinds.

Teachers will place a green, red, or first aid card in a window to indicate status of classroom and hold their classes until notified to do otherwise. Students are to remain in the class even if the bells ring. This may require you to sit tight for several hours or more. Working with the students to communicate why they must remain without causing panic will require extreme skill. Protect your students as your situation allows. In the multi-room, this could mean taking the class onto the stage. In regular classrooms, this would mean absolutely not allowing students near the door or windows.

Being Held Hostage: Try to remain calm and deal with the individual(s) in as normal a manner as possible. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your students will key in on your demeanor and behavior. How you react will in part determine how they react.

Drills: Intruder drills will be held at least 2 times per year. Teachers will be given an intercom message to go into lockdown. A follow-up call to each classroom to ensure they are in lockdown will be made as indicated by the Lock Down Drill Call List.



## Lock Down Drill Call List

### Lisa Kitchen

Summer Shadley ext. 13301  
Blake Kitchen ext. 13333  
District Office 476-3643  
Sheriff's Dept. 458-0200

### Jane Hardy

Cindy Tellez ext. 13401  
Lisa Kitchen ext. 13403  
Jennifer Kessinger ext. 13404  
George Griffin ext. 13405  
Jasmin Duarte ext. 13406  
Staff Room ext. 13402  
Kitchen ext. 13407  
Tim Cortez 681-1834

Script: Are you on lockdown? Please take roll on Google Docs!

---

---

---

# GRAND ISLAND ELEMENTARY SCHOOL

## Student Care: Teacher Responsibilities

**Personnel:** All teachers and substitute teachers

**Responsibilities:**

- Assess situation and remain calm.
- If ground is shaking, lead Duck, Cover, and Hold.
- Calm, direct, and give aid to students. Assist seriously injured students if possible.

**Lockdown:**

- If gunfire or explosions are heard, get everyone to lie flat on the floor away from windows, doors locked, lights off and blinds pulled. Put green card in the window if everyone is ok. Put red card if there is a problem.
- Lockdown- message given by phone or messenger, get everyone to lie flat on the floor away from windows, door locked, lights off, blinds pulled. Put green card in window if everyone is ok.

**Evacuation:**

- Check with buddy teacher and assist as necessary.
- Take classroom emergency bag, emergency cards and red emergency binder.
- Evacuate to emergency assembly area on football field unless told to assemble elsewhere:
  - Check with buddy teacher and assist as necessary or evacuate both classes together.
  - Use safest route, alert for hazards; quickly and quietly.
  - Door closed and locked.

**Assembly Area:**

- Instruct students to sit on grass or blacktop.
- Take attendance if all accounted for hold up GREEN card. If student is missing hold up the RED card. Take attendance for aides and volunteers.
- Search and Rescue will check for attendance and record names of those unaccounted for.
- Supervise and reassure students.
- Administer first aid as necessary.
- Be alert for latent signs of injury/shock in *all* students.

**Student Release:**

- If parent demands child, breaking release procedure, make appropriate notation, describing incident, on emergency card/roll. Avoid confrontations.
- Be sure to check for the responsible persons given permission to pick up students on the emergency lists. Get driver's license number, etc

## INCIDENT COMMAND SYSTEM FUNCTIONS

### MANAGEMENT (overall policy direction)

- **School Principal/Administrator (Mrs. Shadley or Mr. Kitchen)** The critical incident and/or disaster determine who will be in Incident Command Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the principal unless circumstances dictate differently.
- **Public Information Officer (Mrs. Geyer and Mrs. Shadley):**  
**NO ONE ELSE TALKS TO THE MEDIA**  
The administrator may authorize and designate a trusted well-trained individual to coordinate information being released to the press and make public announcements.
- **Safety Officer (Mrs. Shadley):** This person serves as a liaison officer. He/she is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

### PLANNING/INTELLIGENCE (gather and assess information)

- **Instructional Staff:** Teachers, and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weigh it for significance.

### OPERATIONS (implement priorities established by the Incident Command Officer)

- **First Aid Coordinator (School nurse or Jane Hardy):**  
Knows where all supplies are located, oversees first aid prior to paramedics' arrival, coordinates with paramedic. This person is usually the head school nurse.
- **Search and Accountability Coordinator (Mrs. Shadley and Mr. Kitchen):**  
Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter and Release Coordinator.
- **Student Assembly, Shelter and Release Coordinator ( Mrs. Shadley or Mr. Kitchen):**  
Oversees location where students assemble, attends to their needs when providing shelter, and oversees how parents receive students and the process for releasing students. This person works closely with the Search and Release Coordinator.
- **Grounds and Maintenance Coordinator (Mr. Cortez):**  
Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with blueprints. Once job is completed go to Incident Command Center (Mrs. Geyer).
- **Incident Log Scribe (Secretary Jane Hardy)**  
Write down all information, records times, directives, and summaries of incoming and outgoing communications. Stays with the Incident Command Officer (Mrs. Geyer).

## LOGISTICS (Mr. Cortez)

Logistics is responsible for “getting” or obtaining anything that the Incident Management Team needs.

- **Food, Water and Supplies Coordinator:**  
Oversee distribution of food, water and essential supplies throughout critical incident.
- **Bi-lingual Translator:**  
Assists in communication in schools which have a significant number of students and parents who speak English as a second language.
- **Traffic Safety Coordinator:**  
Oversee transportation system.

## AFTERMATH

- Return to “normal”
- It is okay to talk about it. Remember what is developmentally appropriate
- Parent/community meetings. Parallel law enforcement, administration, parent, etc.
- Don’t forget staff
- Anniversaries
- Anticipate future problems

# GRAND ISLAND ELEMENTARY SCHOOL

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### **FIRE:**

Each teacher must post and read the fire drill instructions to each of his/her classes and make certain that every class understands where it is to go when the fire alarm sounds. You will be given copies of the rules and directions for posting:

The following items are mandatory procedures for fire drills:

1. All schools personnel and visitors must leave the building regardless of their activities.
2. There shall be no talking during the drill.
3. There shall be no running or pushing during the drill.
4. All students shall stop working immediately and prepare to leave the room at the order of the teacher, leaving behind their personal possessions.
5. The teachers should supervise the exit of the group, making certain that it is done in an orderly manner and in line.
6. The teacher is required to pick up their class lists, then proceed with the group to the designated area.
7. The teacher should be sure that all students present that day have left the building.
8. Students shall remain silent and in line at their area until all-clear bell rings.
9. If the students are in another class, they shall follow the procedure for the class. **Students in Learning or Library will be taken to their classroom teacher once outside the building.**
10. If the class is outside, they shall proceed to the area in which they normally line up and stay there until the teacher arrives.
11. Designated staff will make sure by way of a check-off sheet that all rooms have evacuated.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### **BOMB THREAT**

Fire drill alarm will be sounded. Students will evacuate and procedures from fire drill will be followed

The person who receives the phone call should try to obtain the following information:

1. Exact location of the bomb.
2. Time set for denotation.
3. Description of the explosive or container.
4. Reason for the call, i.e. bomb threat.

The person who receives the phone call should make note of the following details:

1. Date and time of the call.
2. Exact language used.
3. Gender of the caller
4. Estimated age of the caller.
5. Any identifiable background noise, such as jukebox music, trucks cars, etc.

### **EARTHQUAKE:**

Civil defense skills will be held at least twice a year. Each teacher will review the procedures below with their students during the first week of school and at the beginning of each attendance quarter. Teachers will be required to turn in certificate indicating that they have practiced the drill.

1. **DON'T PANIC.** The motion is frightening, but unless it shakes something down on top of you, it is harmless. Keep calm and ride it out.
2. If an earthquake catches you indoors, stay indoors. **Drop, Duck and Cover!** Take cover under a desk, table, bench, or in doorways, halls, and against inside walls. Stay away from glass (i.e. window, mirrors or chandelier).

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### EARTHQUAKE (CONTINUED):

3. Don't use candles, matches, or other open flames either during or after the tremor. Douse all fires.
4. Render first aid if necessary.
5. Take roll.
6. If the earthquake catches you outside, move away from buildings and utility wires. The safest place to be is in the open. Once in the open remain there until the shaking stops. **DO NOT RUN AROUND.**
7. Don't run through or near buildings. The greatest danger from falling debris is just outside doorways and close to the outer walls.
8. Request assistance as needed, through the Principal or the County Sheriff's Department.
9. The Principal will determine the advisability of closing the school. She/he will try to procure the advice of competent authority, District Office, and/or Colusa County Officials, about the safety of the building.
10. Instruct children concerning safety precautions during an earthquake in the event an adult is not present:
  - A. The safest place to be is in the open; stay there.
  - B. Move away from buildings, trees and exposed wires. **DON'T RUN!**
  - C. After the earthquake, if you are on your way to school, continue to school.
  - D. After the earthquake, if you are on your way home, continue to home.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

**EARTHQUAKE PROCEDURES CHECK LIST**

***WHAT***

***WHO***

When an earthquake occurs, person in authority instructs students to drop.

Teachers and/or paraprofessionals.

Once buildings are evacuated, guards are posted a safe distance from the buildings to prevent re-entry.

Custodians, Principal, Secretary.

After evacuating from the school building, roll is taken.

Teachers and/or Paraprofessionals.

Assistance is requested as needed through the Custodians, Principal's office.

Teachers, Paraprofessionals.

Check building and grounds for water, gas leaks, and downed wires.

Custodians.

Utility companies are notified by the Principal or Secretary of any or suspected break in lines that may present by additional hazard.

**CAMPUS DISTURBANCES:**

1. Disturbing the Peace:

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal 415)



## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### CAMPUS DISTURBANCES (CONTINUED):

#### 2. Disruption of School Operations:

Students shall be subject to disciplinary action for any exercise of free expression that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

A. Organize or participate in unauthorized assemblies on school premises.

B. Participate in sit-ins or stand-ins, which deny students or employees normal access to school premises.

#### 3. Refusal to Disperse:

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severely guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

#### 4. Boycotts:

Students participating in any protest that involves non-attendance at school or at a school activity where attendance is required shall be identified as truant.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### GENERAL INSTRUCTIONS:

1. The Principal or designee shall determine when and if the emergency plan should be initiated.
2. A signal to alert all staff is the same as described in previous sections.
3. The following agencies shall be alerted:
  - A. Superintendent's Office (Governing Board members will be notified by the Superintendent's Office).
  - B. Sheriff's Department.
  - C. Neighboring schools (if appropriate).
  - D. Fire Department.
4. Only the Principal or designee shall communicate with law enforcement, news media, or the District Office.
5. All teachers shall lock their classroom doors, pull drapes, and keep students inside the rooms until further instructions.
6. All buildings should be secured.
7. All restrooms and refuse containers should be locked.
8. Definite emergency procedures for all personnel shall be established.
9. All parents should be encouraged, with the utmost caution, from contacting and/or coming to the school during an emergency situation.

It is important that emotions be controlled as much as possible in dealing with emergency situations. The primary objective is to offer the optimum protection to students and teachers. Apprehension and arrests of individuals, when necessary, must be done at the proper time and with tact and dispatch.

## PLAN AND DISASTER AND EMERGENCY SITUATIONS

### **CHEMICAL ACCIDENT:**

Warning of a chemical accident is usually received from the Fire Department or Sheriff's Office, or from Emergency Services officials when such an accident occurs near a school and may be a threat to the safety of the school.

Chemical accidents, which might necessitate evacuation, will most likely involve the release of toxic fumes or the threat of an explosion from a tank truck or rail car accident occurring in the vicinity of a school.

#### PROCEDURES:

1. Determine the need to implement acting LEAVE BUILDING.

#### **ACTION: LEAVE BUILDING**

This directive means to effect the orderly movement of students and staff inside the school building to an outside area of safety and will be implemented when anything occurs which might make the school uninhabitable.

2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate the buildings, and if necessary, the area.

#### **ACTION: DIRECTED TRANSPORTATION**

This directive means loading students and staff into school buses, private cars, and other means of transportation and taking them from an area of danger to an area of safety. This action should be taken under the direction of competent civil defense authorities. Instructions from authorities, directing such evacuation, could come to the school via any means of communication.

4. Move crosswind never up or downwind to avoid fumes.
5. With the school staff, maintain control of the students at a safe distance.
6. Render first aid as necessary.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### **CHEMICAL ACCIDENT (CONTINUED):**

7. Teachers will take roll. If any students are missing, report this information to the principal and responding emergency officials immediately.
8. Notify the District Office and maintain communication coordination.
9. The Principal or designee will direct other action as required.
10. Follow the directions of the on scene commander.
11. Students and staff should not return to the school until Emergency Services officials declare the area safe.

### **STORMS, FLOODS AND WINDS:**

When a major storm threatens, the radio or television should be turned on to hear weather reports and forecasts, as well as other information and advice that may be broadcast by the local government.

### **HURRICANE OR TORNADO WINDS:**

In the event of a storm generating hurricane-force or tornado-force winds, the following procedures should be observed:

**SIGNAL:** The signal for imminent danger due shall be the **sounding of repeated whistle when outside**, verbal or written announcement.

The internal signal for classroom notification when inside will be by intercom or individual classroom calls.

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### **HURRICANE OR TORNADO WINDS (CONTINUED):**

#### On Campus Procedures:

- All students should be in the buildings.
- Duck and cover under desks, tables or anything sturdy with backs toward windows.
- Radios should be tuned for updated information and advice.
- Students shall be directed to stay away from doors and windows.

#### Off Campus Procedures:

- If in open country students and staff should drive away at right angles from a tornado's path, if known at the time.
- If unknown or insufficient time is available, cover should be taken and people should lie flat in the nearest depression, such as a ditch, culvert, excavation, or ravine away from power lines and trees.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

**BOMB THREAT INFORMATION SHEET**

This form is to be completed by the person receiving the bomb threat.

DATE OF CALL: \_\_\_\_\_ TIME OF CALL: \_\_\_\_\_ A.M. OR P.M.

EXACT LOCATION OF BOMB: \_\_\_\_\_

TIME SET FOR DENOTATION: \_\_\_\_\_

DESCRIPTION OF EXPLOSIVE OR CONTAINER: \_\_\_\_\_

\_\_\_\_\_

REASON FOR THE BOMB: \_\_\_\_\_

\_\_\_\_\_

EXACT LANGUAGE USED: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THE INFORMATION WAS GIVEN FREELY BY THE CALLER: \_\_\_\_\_

THE INFORMATION WAS COAXED FROM THE CALLER: \_\_\_\_\_

SEX OF CALLER: \_\_\_\_\_ ESTIMATED AGE: \_\_\_\_\_

IDENTIFIABLE ACCENT: \_\_\_\_\_

IDENTIFIABLE BACKGROUND NOISES: \_\_\_\_\_

NAME OF PERSON RECEIVING THE CALL:

NAME	ADDRESS	PHONE NUMBER
------	---------	--------------

UPON RECEIPT OF BOMB THREAT, DIAL THE FOLLOWING NUMBER IMMEDIATELY AND REPORT THE CALL:

**EMERGENCY 911**

COLUSA COUNTY SHERIFF'S OFFICE 458-2115  
CONTACT ADMINISTRATOR IN CHARGE  
CONTACT DISTRICT OFFICE 476-2892

**DO NOT DISCUSS THIS CALL WITH ANYONE**

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

**GRAND ISLAND ELEMENTARY SCHOOL  
STUDENT RELEASE FORM**

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

I, \_\_\_\_\_, HAVE RECEIVED  
PERMISSION FROM \_\_\_\_\_ TO PICK UP THEIR  
CHILDREN THUS RELEASING THEM FROM THE LEGAL CUSTODY OF PIERCE JOINT  
UNIFIED SCHOOL DISTRICT.

STUDENTS PICKED UP: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
INDIVIDUAL'S SIGNATURE

\_\_\_\_\_  
DATE

\*\*\*\*\*

INDIVIDUAL'S NAME (PRINT): \_\_\_\_\_

DRIVER'S LICENSE NUMBER (OR OTHER PICTURE ID): \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

HOME PHONE #: \_\_\_\_\_

WORK PHONE #: \_\_\_\_\_

## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### GRAND ISLAND ELEMENTARY SCHOOL EMERGENCY PHONE NUMBERS

Grimes Water District:		437-2231
Sacramento River Fire District	(Non-Emergency Calls):	437-2502
	(Emergency Calls):	458-0200
Colusa Fire Department:		458-0239
Colusa Community Hospital: 199 East Webster Street Colusa, CA		458-5821
Colusa County Sheriff Department:		458-0200
Enloe Hospital: W. Fifth Ave. and Esplanade, Chico		891-7300
Fremont Hospital: 970 Plumas, Yuba City		671-2220
Rideout Hospital: 726 4 <sup>th</sup> Street, Marysville		749-4300
Woodland Memorial Hospital: 1325 Cottonwood Street, Woodland		662-3961
Pierce Joint Unified School District		476-2892
Arbuckle Elementary School:		476-2522
Lloyd Johnson Jr. High School:		476-3261
Pacific Gas and Electric Company:		1-800-743-5000
Paramedics:		911
Pierce High School:		476-2277
Sacramento Poison Center:		734-3692 1-800-222-1222

Please have the following information ready when you call:

- ♦ What was taken (have container available if possible) and how much
- ♦ The age, weight, sex of victim
- ♦ Your name, phone number, relationship to victim
- ♦ The County you are calling from

*Revised July 28, 2009*



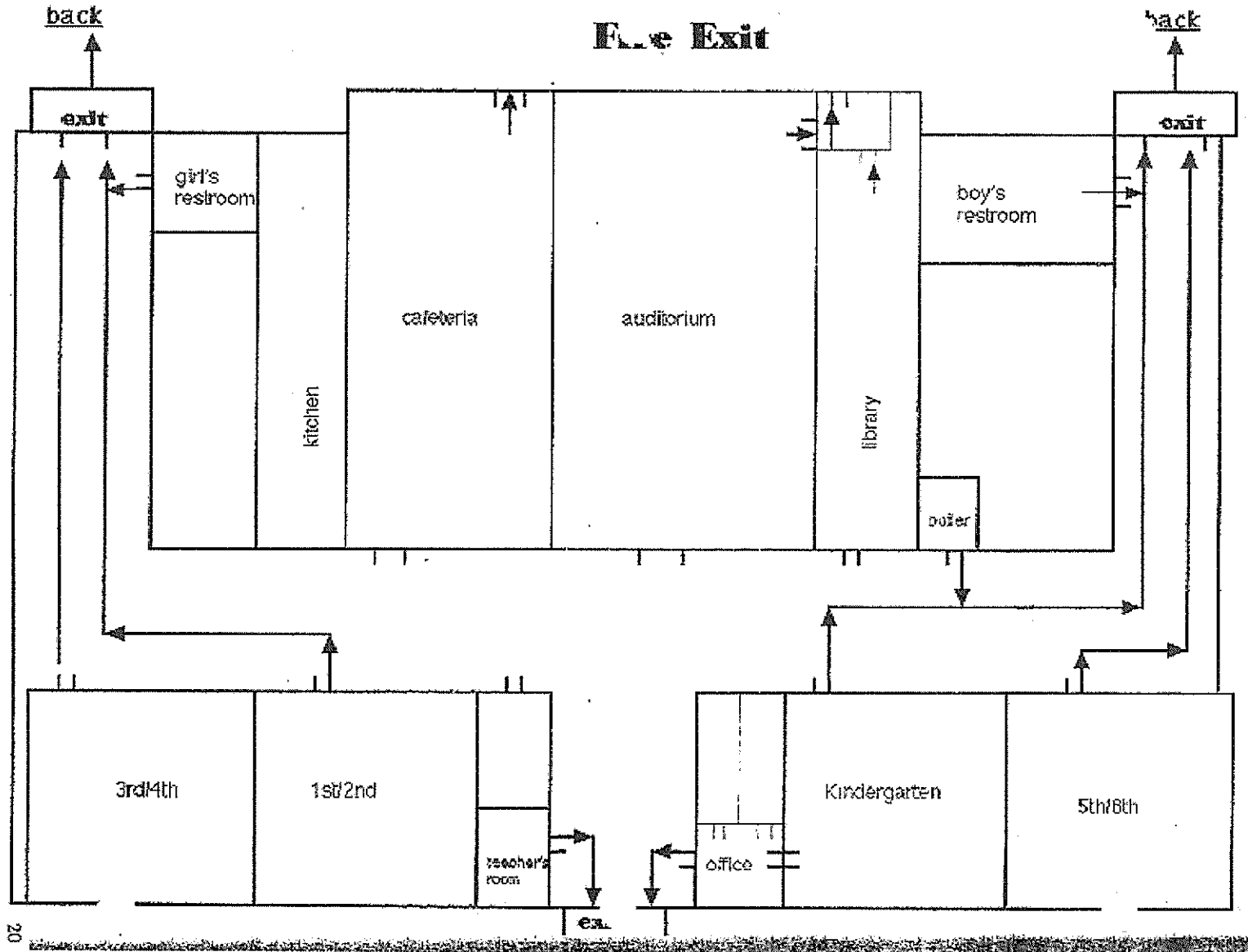
## PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### **KITCHEN EMERGENCY PLAN:**

In case of any natural disaster please activate the following emergency kitchen shut down routine:

1. Remain calm.
2. Disengage all ovens and burners.
3. Unplug all electrical appliances
4. Make a quick assessment of condition of kitchen.
5. Follow the fire drill escape route.\*
6. Take a quick head count to assure everyone is out.
7. Report condition of kitchen to custodial or office personnel.
8. Follow any further instructions given by Principal or staff.

**\*This is important to assure staff is all present.**



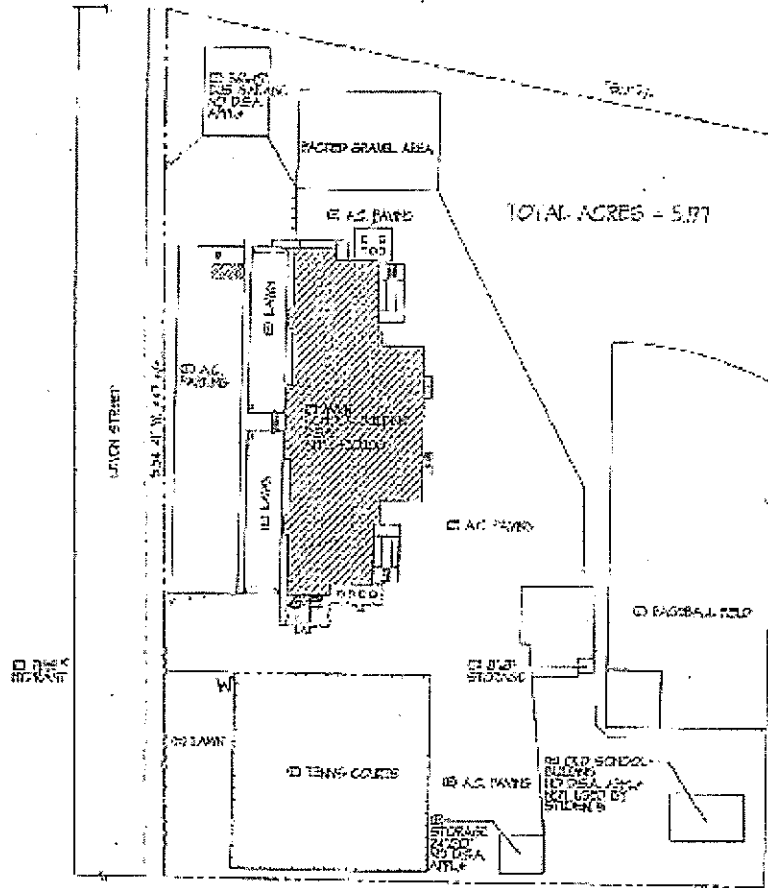
20

PERCE JONK UNIFIED SCHOOL DISTRICT  
 ARBUCKLE, COLUSA COUNTY, CALIFORNIA

UNIVERSITY BLVD  
 BUILDING AREA

BASIC PLANS (2-A)  
 FINAL PLANS (3-A)

MODERNIZATION / RECONSTRUCTION     NEW CONSTRUCTION     RELOCATABLE BUILDINGS



PARTIAL SITE PLAN  
 R.T.S.

- LEGEND
- TO BUILDING TO BE MODERNIZED
  - BUILDING
  - PARKING LINE
  - FENCE

1 of 25 DEC-78 1500/2000/2000/2000

REVISED BY: J.S. DATE REVISED: 08-DEC-78

THOMSON & HENDRICKS, ARCHITECTS & PLANNERS, INC.

THE ABOVE IS MEASURED IN ACCORDANCE WITH  
 LAWS AND REGULATIONS GOVERNING THE  
 STATE SCHOOL BUILDING LEASE-PURCHASE  
 PROGRAM.

DATE: 12-7-78 SHEET 1 OF 3  
 ARCHITECT: *[Signature]*

Pierce Joint Unified School District  
Emergency Plan- Staging Areas

**Arbuckle Elementary:**

Parent Staging Area- Arbuckle Elementary Library  
Secondary Parent Staging Area- Pierce High School South Gymnasium  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

**Grand Island Elementary:**

Parent Staging Area- Grimes County Library  
Secondary Parent Staging Area- Grimes Scout Cabin  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- Grimes Fire House/Scout Cabin  
(In case of flooding, students will be taken on bus to either Colusa Fairgrounds or to Arbuckle.)

**Johnson Junior High:**

Parent Staging Area- Daycare Center  
Secondary Parent Staging Area- Alternative High School Office  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

**Pierce High School:**

Parent Staging Area- Daycare Center  
Secondary Parent Staging Area- Alternative High School Office  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

## EMERGENCY PHONE SCRIPT

This is \_\_\_\_\_ calling for Grand Island Elementary School to inform you that due to \_\_\_\_\_ school is being dismissed early. Buses will leave at \_\_\_\_\_. Students may be picked up from their classrooms after you sign them out in the classrooms.

For further information call the district office at 476-2892 regarding school closures or watch TV channels 3, 12, 13 and Spanish channel 19. Radio stations 107.5 FM, 1530 AM, KUBA 1600 AM and Spanish station 99.9 will also carry information.

I need to record with whom I am speaking.

\_\_\_\_\_

Thank you.

## **PROCEDURE TO FOLLOW IN DISMISSING STUDENTS IN THE EVENT OF AN EMERGENCY**

1. Make class lists with home phone and emergency numbers.
2. Name of person calling what class or page number.
3. Teachers sharing phone lines. Just one phone to be used.
4. Teachers sign out to make sure their students' parents/guardians have been contacted.
5. Teachers have class list and have person sign out student.
6. Lists are to be returned to the office.
7. Dismiss bus students first (about 15 minutes sooner than town).

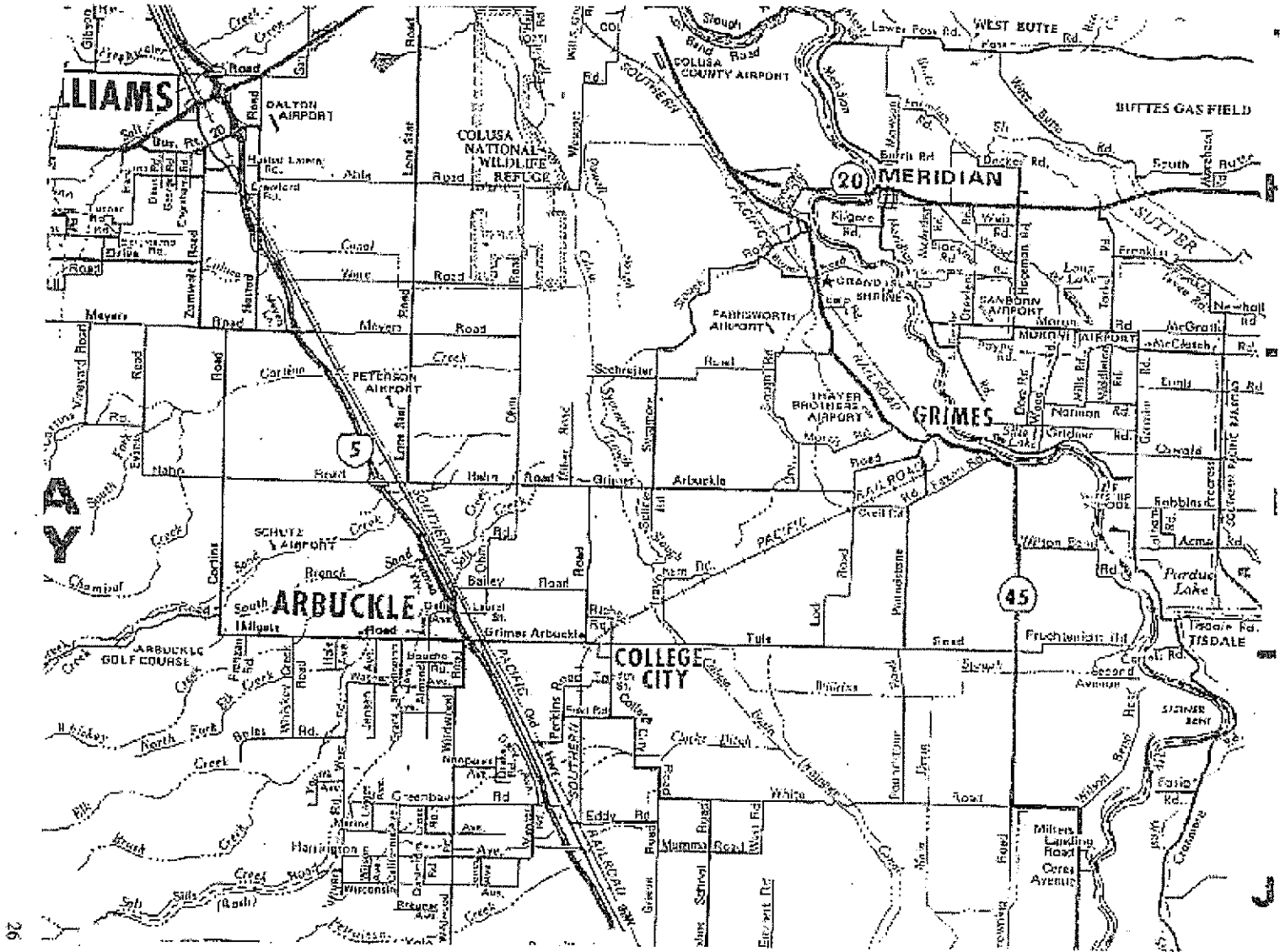
### **SUGGESTIONS:**

1. Utilize auto dialer system through district office to get message to parents quickly in Spanish and English.
2. Jane free of telephone so that she can get numbers from the computer.
3. Location of all phones:
  1. All classrooms.
4. Need to use all bilingual staff and teachers:
  1. Ana Garcia
  2. Sujey Torres
  3. Jasmine Duarte
  4. Juanita Topete
  5. George Griffin
  6. Jennifer Kessinger
  7. Cundi Fernandez
  8. Veronica Dorantes
5. Answering machine messages in regards to school closure in English and Spanish.
6. Post notice of school closure on doors.

## Section: Operations Site Facility Check/Security

- Personnel: Staff as assigned. Work in pairs.
- Responsibilities: Take no action that will endanger you.
- Start-Up Actions:  Wear hard hat and orange identification vest if available.  
 Take appropriate tools, job description clipboard and radio.  
 Put batteries in flashlight if necessary
- Operational Duties:  As you do the following, observe the campus and report any damage by radio to the Command Post.\* (Mrs. Shadley)  
 Lock gates and major external doors.  
 Locate/control/extinguish small fires as necessary.  
 Check gas meter and, *if gas is leaking*, shut down gas supply.  
 Shut down electricity only if building has clear structural damage or advised to do so by Command Post (Mrs. Shadley)  
 Post yellow caution tape around damaged or hazardous areas.  
 Verify that campus is “locked down” and report same to Command Post.  
 Advise Command Post of all actions taken for information and proper logging.  
 Be sure that the entire campus has been checked for safety hazards and damage.  
 No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life safety.  
 Route fire, rescue, police, etc. as appropriate.  
 Direct all requests for information to the Public Information Office. (Mrs. Geyer)
- Closing Down:  Return equipment and reusable supplies to Logistics  
 When authorized by Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies: Wear vest, hard hat, work gloves, and whistle.  
Carry campus two-way radio, master keys and clipboard with job description.  
Carry duffle bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools for gas and water (crescent wrench).

\* Remember: If you are not acknowledged you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

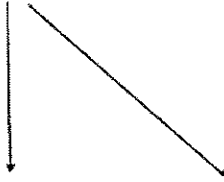




**Grand Island Elementary  
2017-2018  
Phone Tree  
Crisis Information Communication**

<b>Notification</b>
---------------------

**Summer Shadley**



<b>Branch 1</b> Summer Shadley 530-518-2533	<b>Branch 2</b> Blake Kitchen 530-966-7030	<b>Branch 3</b> Jane Hardy 437-2293/300-7683
Jennifer Kessinger 530-681-1010	Lisa Kitchen 530-966-5370	Ana Garcia 530-437-2402
Cindy Tellez 530-458-5748 530-277-4182	Tim Cortez 530-908-1895	George Griffin 530-304-5988
Erin Kalfsbeek 682-3477 Erin Call Dulce Silva 315-4682	Ron Rector 530-635-1312	Sujey Torres 530-812-2960
Jasmine Duarte 530-908-2736 Jasmine Call Juanita Topete 530-332-6383	Summer Shadley 530-518-2533	Summer Shadley 530-518-2533

KMYC		742-555
KPPL		458-8851
KFBK		916-924-3901
Channel 3		916-444-7321
Channel 10		916-321-3300
Channel 12		343-1212
Channel 19	Cable	916-927-1900
Spanish Station		
OES – Colusa		458-0218

AES: 476-2522	Carol Geyer: 476-3510, Cell 908-9966
Summer: 518-2533	
GI: 437-2416	Daena Meras: 301-6507
JJH: 476-3261	Melanie Brackett: 574-8183
Blake: 898-8276	Tammy Minten: 476-2621
966-7030 cell	Marla Pagliai: 383-0982
PHS: 476-2277	Jeff Stuivenberg: 361-6642, 681-0002
Nicole: 966-7748	Francisco Mendoza: 682-0678
Don: 473-2029	Angela Dorantes: 209-9409
682-1401	
681-0562	
AAHS: 476-2173	

**Board Members**

Amy Charter  
Home – 476-3291  
Cellular – 701-3708

John Friel  
Home – 476-2059  
Cellular – 682-9491

George Green  
Home – 476-3291  
Cellular – 701-1201

Nadine High  
Home – 476-3159  
Cellular – 682-1736

Abel Gomez  
Home – 476-3443  
Pager – 906-3443

## Grand Island Elementary Extension List

Kitchen, Lisa	13403	Grades 2&3
Shadley, Summer	13301	Principal
Hardy, Jane	13400	Secretary
Kessinger, Jennifer	13404	Grades 4 & 5
Kitchen, Blake	13333	Vice Principal
Tellez, Cindy	13401	Grades TK, K, 1st
Kitchen	13407	
Library	13406	
Staff Room	13402	

## Recess/Lunch Schedules Grand Island Elementary

8:25-9:45	First Period
9:45-10:00	Recess
10:00-12:00	Second Period
12:00-12:45	Lunch/Recess
12:45-1:45	Third Period
1:45-1:55	Recess
1:55-3:00	Fourth Period

### Lunch Schedule

11:55	Transitional Kindergarten/ Kindergarten/ 1 <sup>st</sup> & 2nd Grade Lunch
12:00	3 <sup>rd</sup> & 4th Grade Lunch
12:05	5 <sup>th</sup> Grade Lunch

# Lloyd G. Johnson Junior High School

## Disaster and Emergency Plan

Updated 08/22/2017

LLOYD G. JOHNSON JUNIOR HIGH SCHOOL  
PLAN FOR DISASTER AND EMERGENCY SITUATIONS

INCIDENT COMMAND SYSTEM FUNCTIONS  
GENERAL INSTRUCTIONS  
INTRUDER AND/OR HOSTAGE/ABDUCTION SITUATION  
LOCK DOWN DRILL CALL LIST  
FIRE  
BOMB THREAT  
EARTHQUAKE  
ROLLING BLACK-OUTS  
CAMPUS DISTURBANCES  
ROLLING BLACK OUTS  
CHEMICAL ACCIDENT  
STORMS, FLOOD AND WINDS (HURRICANE OR TORNADO WINDS)  
STUDENT RELEASE FORM  
BOMB THREAT INFORMATION SHEET  
EMERGENCY PHONE NUMBERS  
KITCHEN EMERGENCY PLAN  
SCHOOOL MAP/ZONE MAP  
EMERGENCY PLAN/STAGING AREAS  
EMERGENCY PHONE SCRIPT  
PROCEDURE/DISMISSING STUDENTS IN EVENT OF EMERGENCY  
AREA MAP  
PHONE TREE  
EXTENSION LIST  
BELL SCHEDULES

Updated 08/22/2017

## INCIDENT COMMAND SYSTEM FUNCTIONS

### MANAGEMENT (OVERALL POLICY DIRECTION)

- **School Principal/Administrator (Mr. Fisher):** The critical incident and/or disaster determine who will be in Incident Command Officer. Until the arrival of the **Incident Command Officer**, the site administrator is in charge. The site administrator is most often the principal unless circumstances dictate differently.
- **Public Information Officer (Mrs. Geyer)**  
NO ONE ELSE TALKS TO THE MEDIA  
The administrator may authorize and designate a trusted well-trained individual to coordinate information being released to the press and make public announcements.
- **Safety Officer (Mr. Fisher):** this person serves as a liaison officer. She/he is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

### PLANNING/INTELLIGENCE (gather and assess information)

- **Instructional Staff:** Teachers, librarians, para educators can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weigh it for significance.

### OPERATIONS (implement priorities established by the Incident Command Officer)

- **First Aid coordinator (school nurse or Maryann Diaz):** Knows where all supplies are located, oversees first aid prior to paramedic's arrival, coordinates with paramedics. The person is usually the head school nurse.
- **Search and Accountability Coordinator (Mr. Fisher):** Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter and Release Coordinator.
- **Student Assembly, Shelter and Release Coordinator (Mrs. Schaad):** Oversees location where students assemble, attends to their needs when providing shelter, and oversees how parents receive students and the process for releasing students. This person works closely with the Search and Accountability Coordinator.
- **Grounds and Maintenance Coordinator (custodial person):** Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with blueprints. Once job is completed go to Incident Command Center (Mr. Fisher).
- **Incident Log Scribe (Site-secretary, Maryann Diaz):** Write down all information, records times, directives, and summaries of incoming and outgoing communications. Stays with the Incident Command Officer (Mr. Fisher).

### LOGISTICS (Site Custodian)

Logistics is responsible for "getting" or obtaining anything that the Incident Management Team needs.

Updated 08/22/2017

- **Food, Water and Supplies Coordinator:** Oversee distribution of food, water and essential supplies throughout critical incident.
- **Bi-lingual translator:** Assists in communication with schools which have a significant number of students and parents who speak English as a second language.
- **Traffic Safety Coordinator:** Oversee transportation system.

## LLOYD G. JOHNSON JUNIOR HIGH SCHOOL PLAN FOR DISASTER AND EMERGENCY SITUATIONS

### GENERAL INSTRUCTIONS:

- The principal or designee shall determine when and if the emergency plan should be initiated.
- A signal to alert all staff is the same as described in following sections.
- The following agencies shall be alerted:
  - Superintendent's Office (Governing Board members will be notified by the Superintendent's Office).
  - Sheriff's Department
  - Neighboring Schools (If appropriate).
  - Fire Department
- Only the Principal or designee shall communicate with law enforcement, news media or the District Office.
- All teachers shall lock their classroom doors, cover windows, and keep students inside the rooms until further instructions.
- All buildings should be secured.
- All restrooms and refuse containers should be locked.
- Definite emergency procedures for all personnel shall be established.
- All parents should be encouraged, with the utmost caution, from contacting and/or coming to the school during an emergency situation.

It is important that emotions be controlled as much as possible in dealing with emergency situations. The primary objective is to offer the optimum protection to students and teachers. Apprehension and arrests of individuals, when necessary, must be done at the proper time and with tact and dispatch.

### LOCKDOWN/INTRUDER

#### LOCKDOWN/INTRUDER CHECK LIST

- The front office will make an all call using the bell system, the all call will be "**Lockdown Drill**". (If practice drill, all call will be "**Lockdown Drill Practice**")
- The instructions for all call are located on secretary's desk "Emergency Map".
- Front office will contact Room 901, 902, and 903.
- Front office will turn all lights out in office.
- Front office will lock and secure three doors that enter into the front office.
- Sheriff's office will be called 911 (if practice drill, call 458-0200).

Updated 08/22/2017



- Front office will call the day care 476-2115, located across parking lot to make them aware of the situation.
- Front office will call PHS 476-2277 or dial secretary's direct extension Mary Ornbaun #13100 or Maria Gonzalez #13136.
- All classrooms are to remain in lockdown mode until an all call has been sounded and released. The release code will be **"ALL CLEAR"**.
- Each classroom must leave lights off, lock door, and cover any windows so that no one may be able to see inside the classroom
- Each classroom is to display green/red cards in a visible window. Green card = all students are here and safe/Red card = some students are missing
- If lockdown continues over the hours of regular business day, the auto dialer will be used to notify parents(if front office is able to do this in a safe manner)
- When the lockdown intruder situation has ended, the front office will make an all call that they may return to normal. The code will be **"ALL CLEAR"**
- Front office will notify Room 901, 902, and 903.

**Being Held Hostage:** Try to remain calm and deal with the individual(s) in as normal a manner as possible. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your emergency situations will key in on your demeanor and behavior. How you react will in part determine how they react.

## FIRE:

Each teacher must post and read the fire drill instructions to each of his/her classes and make certain that every class understand where it is to go when the fire alarm sounds. You will be given copies of the rules and directions for posting.

### Signal

Fire Bell, verbal or written announcement.

### Custodian Procedure

The custodian(s) on duty shall assist in the evacuation of the buildings and in the securing the safety of all students and personnel as their first priority.

The custodian in charge is responsible for accounting for all of his personnel and notifying an administrator of anyone missing.

The custodian shall, if possible without personally endangering himself, shut off the gas main valve.

### Office Procedure

At the moment that the office receives notice of a fire the office personnel shall:

- Sound the fire alarm
- Notify the administrator in charge
- Call 911
- Call the District Office
- Evacuate the office in that order.

Updated 08/22/2017

- The office emergency folder and portable first aid kit shall be carried out by an administrator or by the last person to leave the office if an administrator is not present. Administrator will take a mobile cell phone with them.

#### In Class Procedure

- When the fire alarm sounds, students are to line up quickly and quietly.
- The teacher takes the Emergency Binder/Emergency Bag as the class leaves the room. The Emergency book must contain a current class roster, a copy of the evacuation plan and the disaster plan
- Each class is to follow the fire escape route designated for the classroom they are in at the time and should move to their assigned area without delay closing the door behind them.
- It is the teacher's responsibility to review the fire escape routes for the classroom they occupy and know the route for other rooms their class may use from time to time.
- After the classes have reached their assigned area, teachers are to take roll and immediately report any missing students to the Principal/designee.
- Classes are to stay at their assigned area until the "all clear" signal is sounded or until the Principal verbally gives an "all clear" announcement.
- Should the assigned route or holding are judged unsafe by the teacher due to the fire, the teacher shall choose an alternative route or area.

#### Yard/Lunch Procedure

- Teachers shall immediately report to the grass area (soccer field) to rejoin their homeroom classes or assist in supervision there.
- Students on the yard at recess or in the lunchroom shall respond to the fire alarm by following instructions of teachers or supervisors.
- Yard supervisors are to direct all students to back grass area (soccer field) and maintain order until the regular classroom teachers can arrive.
- An administrator shall distribute homeroom roll sheets from the office emergency binder so teachers can take roll.
- Teachers shall notify an administrator immediately if any students are missing. Red/Green cards

#### Cafeteria

- Students who are in the cafeteria shall quickly and quietly line up by table and be led by the adult supervisor to the yard to wait for their teacher.

## BOMB THREAT

A bomb threat may be received by a school at any time either by phone or by mail. Most bomb threats are brief, with the caller stating the threat in a few words, then hanging up. Every effort should be made to obtain as much detailed information from the caller as possible.

The person taking the call should immediately take out the bomb threat information sheet and ask the following questions:

- When will the bomb go off?
- Where is the bomb located?
- What kind of bomb is it?
- Who placed the bomb?
- How do you know about the bomb?
- What is your address?

Updated 08/22/2017

The person taking the call should also note the following details:

- Date and exact time of the call
- Exact language used
- Sex of caller
- Estimated age of the caller
- Any identifiable accent
- Any identifiable background noise, such as music, trucks, cars, etc..
- Whether the caller volunteered any specific information regarding the location, type, detonation time, or reason that the information was coaxed from the caller.

The principal or designee is to be notified.

THE CALL IS DISCUSSED WITH NO ONE.

The principal may choose to evacuate the building according to the regular fire evacuation routes or using alternative routes if there is a suspected location.

Notify city emergency officials, immediately call 911.

No one should be using walkie-talkies.

Direct all media inquiries to the District Office.

Within 24 hours the principal or designee shall send a complete report of the incident to the Superintendent or designee. The report shall identify the person who received the threat and the grounds for believing the danger was real.

**Busing student's home before scheduled time.**

If there is a situation where students need to leave campuses early, every attempt will be made to notify parents by site personnel. However, for safe-reasoning busses may need to leave before everyone has been notified. Staff will remain on campus until all students are off campus. Parents may call the District Office for information, as all phones at the site will be busy. This is most common when the flooding of roads will prevent busses from getting students to their residence.

Teachers and staff will remain with students until released by administration. All staff needs to discuss with their families what actions to take if the staff member cannot get home or will be leaving late due to any emergency.

## EARTHQUAKE

**Signal:** No signal shall be given to duck and cover, there shall be a signal to evacuate the building and the signal shall be the same as for the fire evacuation, bell tones, and written or verbal announcement.

**Office Procedure:**

- Duck cover.
- After the initial shock, sound the fire alarm, phone emergency service to request help if needed, take the emergency binder and emergency bag and evacuate the building.
- Move away from all buildings and into an open area.
- An Administrator or the last person to leave the office shall take the emergency folder and first aid kit which is located in the office. The Administrator will also take a mobile phone.

Updated 08/22/2017

**Custodian Procedure:**

- Duck Cover.
- After the initial shock, turn off the gas main valve and then assist in the evacuation of the building. The gas should automatically turn off during an emergency.
- The custodian shall account for his own personnel and notify an administrator if anyone can't be located.
- Open all gates and assist the emergency crews as they arrive.

**In Class Procedure:**

- Duck Cover.
- All students and adults shall get under a desk or table or next to an inside wall or under an inside doorway away from glass.
- Drop to knees with back to windows and knees together. Clasp both hand firmly behind the head, covering the neck. Bury face in arms, protecting the head. Close eyes tightly.
- After the initial shock ends, all students shall be directed to line up and evacuate according to the assigned route. Students should be directed away from the building, over head wires, etc..
- The teacher shall take the Emergency Binder and Emergency Bag as the class leaves the building.
- Teachers shall lead their class to a safe, open area.
- Remind students to walk and stay away from debris or downed wires.
- Teachers shall take roll and report any missing students to the principal/designee.
- Teachers shall render first aid if necessary.

**Outdoor Procedure:**

- The teachers or supervisors shall instruct the students to walk away from buildings, tress, poles or exposed wires.
- Once away from potential hazards, the teachers shall implement the (DROP) action. Teachers and students shall cover as much skin as possible, close eyes, and cover ears.
- Students and teachers shall stay in the open area until the earthquake is over, or until further directions are given.
- An administrator/designee shall deliver a roll sheet to all teachers.
- Teachers shall take roll and report any missing students to the administrator/designee.

**Subsequent Earthquake Procedure:**

- Teachers shall see that students avoid touching wires that may have fallen.
- Teachers or students shall not light fires after the earthquake until the area is declared safe.
- Teachers shall render first aid if necessary.
- The principal shall post guards at a safe distance from all building entrances to see that no one reenters for any reasons until the buildings are declared safe. Guards maybe custodians, teachers or other adults.
- The principal shall notify utility companies of a break or suspected break in the lines which may present an additional hazard.
- The principal shall contact the District Office for further instructions.
- The principal shall determine the advisability of closing the school, with the advice of the County Building Inspector is possible.
- Following the quake, the custodian and principal shall inspect the building for safety, looking for:
  - Large cracks in buildings

Updated 08/22/2017

- Earth slippage-affecting buildings
- Water leaks
- Gas leaks
- Electrical breakage

If the building is safe for use, the principal/designee shall clear debris in order to resume educational activities as soon as possible.

### **Earthquake While On the Bus**

When students are on the bus and an earthquake occurs, the following actions shall be taken:

- The bus driver shall pull to the side of the road away from buildings and poles, wires, overhead structures and bridges, if possible, and issue the DROP order.
- The driver shall set the brakes and turn off ignition.
- The driver shall wait until the earthquake is over before proceeding on his route.
- The bus driver shall contact the director of transportation for instruction from nearest available location.

## CAMPUS DISTURBANCES

Mass confusion can be one of the greatest dangers to the students when conditions of uncertainty prevail, and such conditions can rapidly generate into a state of panic. Staff members should be alert to the fact that in times of uncertainty or stress, students will look for leadership to those who are normally in an authoritative position. A prepared plan for prompt positive action, based on possible leadership through normal channels, will minimize confusion and disorder resulting from uncertainty, rumors, and fear. The purpose of any plan is to maintain normal or near normal routines and conditions during times of student disorder or unrest through increased precautions, supervision, and readiness to meet emergency conditions. All school staff shall respond to campus disturbance in accordance with the school's response plan.

### **Signal:**

Repeated bell tones, sounded from the bell system bell. "Lockdown" will be used to notify teachers there is a problem and students need to remain in class.

### **Teacher Procedure:**

- The teacher shall keep their students inside the classroom until notified the emergency has been resolved.
- If a class is on the yard, the teacher shall escort the class to their room.
- In the event that the disturbance would not permit the class returning to their own room, the teachers shall escort them to the nearest available classroom. The office shall be notified by the teacher of their alternative location.
- The teacher shall lock their door and cover all windows. Placing a red/green card in a visible window.

### **Custodian Procedure:**

- Custodian with the help of the Principal shall secure all buildings including restrooms, if able to do so safely.

Updated 08/22/2017

**Office Procedure:**

- The office shall sound the signal or make a verbal announcement "Lockdown" of the need to lock down the campus.
- The office shall verify the location and security of all classes.
- The office shall notify the appropriate authorities of the emergency.
- The office shall discourage parents, with utmost caution, from contacting and/or coming to the school during an emergency situation. The place for parents to go is established by District Office.

**ROLLING BLACK-OUTS**

The result of a "Rolling Black-Out" will be that the children will remain in school and follow their normal routine and activities. Obviously, lessons that require electricity will be postponed until the power is turned back on, approximately an hour to an hour and one half later. All schools in the district are equipped with back-up systems for the water. However, the telephones are not. In the event of a power outage, the schools are only capable of receiving one call at a time. Should many parents call for information at the same time, the telephone system, as is all current systems, will not be able to respond. This of course will only add to your and our frustration with the "Rolling Black-Outs". The more calls we receive concerning school dismissal, the more rapidly the batteries will be diminished.

\*Please be advised that your child will be safe, remain at school, and the Blackout will end in a relatively short period of time.\*

**CHEMICAL ACCIDENT**

Warning of a chemical accident is usually received from the fire or police departments, Sheriff's office, or from the Office of Emergency services when such an accident occurs near a school and may be a threat to the safety of the school.

Chemical accidents, which might necessitate evacuation, will most likely involve the release of toxic fumes or the threat of an explosion from a tank truck or rail car accident occurring in the vicinity of a school.

**School Procedure:**

- The principal or designee will direct other action as required.
- Follow the direction of the on-scene commander.
- Students and staff shall not return to the site until Emergency Services officials declare the area safe.

**Office Procedure:**

- Notify the District Office and maintain communication.
- Determine the need to leave the building.
- Determine whether the students should leave the school grounds.
- If appropriate, take action to evacuate the building, and if necessary, the area.
- With the school staff, maintain control of the students at a safe distance from the hazard.
- Provide for injuries/damages assessments to the District Office.

Updated 08/22/2017

**Teachers:**

- Teachers will take roll.
- If any student/s are missing, report this information to the principal and responding emergency personnel immediately.
- Move crosswind, never upwind or downwind, to avoid fumes.
- Render first aid as necessary.

**Custodians:**

- Assist the principal/designee to ensure the safety the safety of the students.

## STORMS, FLOODS, WINDS

When a major storm threatens, the radio or television should be turned on to hear weather reports and forecasts, as well as other information and advice that may be broadcast by the local government.

**Hurricane or Tornado Winds:**

In the event of a storm generating hurricane-force winds, the following procedures should be observed:

**Signal:**

- The signal for imminent danger shall be sounded of repeated bell tones, verbal or written announcement.

**On Campus Procedure:**

- All students should be in the building.
- Duck and Cover under desks, tables, or anything sturdy with backs toward windows.
- Students shall be directed to stay away from doors and windows.
- Radios should be turned for updated information and advice.

**Off Campus Procedures:**

- If enough lead-time is available, a bona fide civil defense shelter should be found.
- If in open country, students and staff should drive away at right angles from a tornado's path, if known at the time.
- If unknown or insufficient time is available cover should be taken and people should lie flat in the nearest depression, such as a ditch, culvert or ravine away from power lines and trees.

**Flood:**

- In the event of a flood, the civil defense coordinator and the District administration will cooperate and coordinate the evacuation of the area.
- If the evacuation of the area is not possible, staff and students will climb to roof level of buildings.

Updated 08/22/2017

## KITCHEN EMERGENCY PLAN

In case of any natural disaster please activate the following emergency kitchen shut down routine:

- Remain calm.
- Disengage all ovens and burners.
- Unplug all electrical appliances.
- Make a quick assessment of condition of kitchen.
- Follow the fire drill escape route.
- Take a quick head count to assure everyone is out.
- Report condition of kitchen to custodial or office personnel.
- Follow any further instructions given by Principal or staff.

Updated 08/22/2017



EMERGENCY PHONE SCRIPT

This is \_\_\_\_\_ calling for Johnson Jr. High School to inform you that due to \_\_\_\_\_ school is being dismissed early. Buses will leave at \_\_\_\_\_. Students may be picked up from their classrooms after you sign them out in the classrooms.

For further information call the district office at 476-2892 regarding school closures or watch TV channels 3, 10, 13 and Spanish Channel 19. Radio stations will also carry information.

I need to record with whom I am speaking:

\_\_\_\_\_

Thank you.

Updated 08/22/2017

## PROCEDURE TO FOLLOW IN DISMISSING STUDENTS IN THE EVENT OF AN EMERGENCY

- Make class lists with home phone and emergency numbers.(Located in Emergency binder)
- Name of person calling what class or page number
- Just one phone to be used
- Teachers sign out to make sure their students' parents/guardians have been contacted
- Teachers have class list and have person sign out student
- Lists are to be returned to the office
- Dismiss bus students first (about 15 minutes sooner than town)

## SUGGESTIONS:

- Utilize auto dialer system through district office to get message to parents quickly in Spanish and English.
- Maryann Diaz free of telephone so that she can get numbers from the computers.
- Location of all phones:
  - All classrooms
- Need to use all bilingual staff and teachers:
  - Maryann Diaz
  - Tina Barba
  - Genia Colsa-Friel
  - Alexandra Rudorff
- Answering machine messages in regards to school closure in English and Spanish.
- Post notice of school closure on outside marquees.

Updated 08/22/2017

**PIERCE HIGH SCHOOL/  
ARBUCKLE  
ALTERNATIVE  
HIGH SCHOOL**



**EMERGENCY PLAN  
2017-2018**

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**TABLE OF CONTENTS**

Alphabetical Listing of Staff Assignments .....	3
Listing of All Teams.....	4
Utility Emergency Shut-Off Locations .....	5
Utility Company Phone #'s .....	5
Phone Numbers .....	6
II. Fire .....	7
III. Earthquake Emergency Procedures.....	8
IV. Bomb Threat Procedures.....	9
V. Intrude and/or Hostage Situation.....	9
VI. Air Disaster .....	10
VII. Toxic Spill.....	10
VIII. High Winds and/or Thunderstorms .....	11
IX. Flooding.....	11
X. Student Unrest.....	11
XI. Evacuation and Disaster Response Procedures.....	12
A. <u>Overview:</u> .....	12
B. <u>Student Supervision:</u> .....	12
C. <u>Disaster Coordinator:</u> .....	12
D. <u>Administrative Table:</u> .....	13
E. <u>Student Supervisor-Lead:</u> .....	13
F. <u>Rescue Team</u> .....	14
G. <u>First Aid Team</u> .....	15
H. <u>Cafeteria Team</u> .....	15
I. <u>Emergency Shutoff Team</u> .....	16
Staging Areas .....	17
Student Release Form.....	18
Vital Statistics Card.....	19
First Aid Report.....	20
Emergency Attendance Report .....	21
Emergency Evacuation Map .....	22

# PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

## Alphabetical Listing of Staff Assignments

<u>Name</u>	<u>Assignment</u>
Allen, John	Rescue Team
Arias, Nicole	Student Supervision
Barber, Michael	Rescue Team Co-Lead
Burnum, Lisa	First Aid Team
Burnum, Scott	Student Supervision Lead
Castro, Kimberly	Student Supervision
Cross, Elizabeth	Student Supervision
Duarte, Perla	Administrative Table-Co Lead/Disaster Coordinator
Franklin, Charles	First Aid Team-Lead
Friel, Don	Rescue Team Co-Lead
Gallagher, Sean	Rescue Team
Garcia, Estela	Cafeteria Team
Garcia, Felicia	Administrative Team
Garcia, Josefina	Cafeteria Team
Geierman, Troy	Student Supervision
Gonzalez, Maria	First Aid Team
Gonzalez, Patty	Administrative Table
Green, Nick	Student Supervision
Hall, Chris	Student Supervision
Hofhenke, Merry	Student Supervision
Howard, Lynn	Student Supervision
Keiser, Carol	Student Supervision
Lederer, Gary	First Aid Team
Madrigal, Norma	Student Supervision
Mendoza, Francisco	Emergency Shutoff (Co-Lead)
Newman, Nicole	Disaster Coordinator
Ormbaun, Mary	Administrative Table Co-Lead
Pagliai, Marla	Cafeteria Team-Lead
Richins, Mike	Student Supervision
Rodriguez, Vicki	First Aid Team
Rohde, Cindy	First Aid Team
Struble, Max	Rescue Team
Sweet, Erin	Student Supervision, Emergency Shutoff (Co-Lead)
Taylor, Bill	Transportation
Van Laningham, Luke	Rescue Team
Walker, Mike	Student Supervision
Wilderman, Jennifer	Student Supervision

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**Listing of All Teams**

- Administrative Table:** Perla Duarte (Co-Lead), Mary Ornbaun (Co-Lead), Felicia Garcia.
- Cafeteria Team:** Marla Pagliai, Josefina Garcia, Estela Garcia.
- Disaster Coordinator:** Nicole Newman, Don Friel if Mrs. Newman is not available. Once the coordinator is assigned, they will remain in this position until the emergency has been ended.
- First Aid Team:** Chaz Franklin (Lead), Cindy Rohde, Gary Lederer, Maria Gonzalez, Vicki Rodriguez.
- Rescue Team:** Michael Barber (Co-Lead), Don Friel (Co-Lead), John Allen, Luke Van Laningham, Max Struble, Sean Gallagher.
- Transportation:** Bill Taylor
- Emergency Shutoff:** Bill Taylor (Co-Lead), Francisco Mendoza (Co-Lead).
- Student Supervision:** Scott Burnum (Lead), Merry Hofhenke, Lynn Howard, Jennifer Wilderman, Erin Sweet, Nick Green, Chris Hall, Mike Walker, Lisa Burnum, Nicole Arias, Carol Keiser, Troy Geierman, Elizabeth Cross , Norma Madrigal, Kimberly Castro, Mike Richins.
- Public Information Officer:** Carol Geyer, no one else talks to the media.

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**Utility Emergency Shut-Off Locations**

**GAS SHUT OFF:** Located on the back (east) side of the main building behind the Migrant Ed. Office.

**WRENCH:** Located at the Main Supply Shut Off

**WATER SHUT OFF:** The water shutoff valve is located in the front of the school.

**WRENCH:** Bus Shed

**ELECTRICITY:** Gray Vault by sidewalk to South Gym.

---

---

**Utility Company Phone #'s**

Arbuckle Fire Department (non-emergency: 476-2231):	476-2424
Arbuckle Public Utility District (water):	476-2054
Colusa County Sheriff Department	458-0200
Emergency :	911
P.G.& E. (gas & electricity)	1-800-743-5000

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**Phone Numbers**

<b>Arbuckle Elementary:</b>	<b>476-2522</b>
<b>Arbuckle Fire Dept.</b>	<b>476-2424 (Non Emergency) Call 476-2231</b>
<b>Arbuckle Public Utility Water Dist.</b>	<b>476-2054</b>
<b>Colusa County Sheriff:</b>	<b>458-0200</b>
<b>Enloe Hospital-Chico:</b>	<b>1-800-822-8102</b>
<b>Fremont Hospital-Yuba City:</b>	<b>751-4000</b>
<b>Grand Island Elementary:</b>	<b>473-2461</b>
<b>Johnson Jr. High:</b>	<b>476-3261</b>
<b>National Poison Control*</b>	<b>1-800-222-1222</b>
<b>Pacific Gas &amp; Electricity (PG&amp;E)</b>	<b>1-800-743-5000</b>
<b>Paramedics</b>	<b>911</b>
<b>Pierce District Office:</b>	<b>476-3643</b>
<b>Rideout Memorial Hospital:</b>	<b>749-4300</b>
<b>Toxic Chemicals and Oil Spills:</b>	<b>800-424-8802</b>
<b>Woodland Memorial Hospital:</b>	<b>662-3961</b>

The following information should be ready when you call: What was taken (have container available if possible) and how much? The age/weight/sex of victim and the county you are calling from. Your name, the name of your location, phone # and relationship to the victim.



# PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

## I. Overview/General Guidelines

- A. **Background:** A disaster plan should be detailed yet flexible. While certain things can be counted on (e.g. the need to provide first aid in the event of a major earthquake); other things are difficult to determine (e.g. how long will we be on our own in the event of a major disaster). A disaster can come in many forms. Some we are aware of (e.g., a major earthquake), while others are less obvious (e.g. a toxic chemical spill).
- B. **Purpose:** While this guide is designed to deal with particular threats, it is hoped that the procedures outlined here could be quickly adapted to meet any disaster situation.
- C. **Staff Responsibilities:** The safety and welfare of our students during and following a major disaster is the responsibility of the school's total staff. Under current law, the site principal has the authority to do what is necessary to protect the safety of students and staff. This includes the right to assign certificated and classified staff to perform duties in support of this mandate. This extends to emergencies which may go beyond the normal school day; Staff members who have families or who are responsible for other individuals should have contingency plans for the care of these individuals should they be called on to remain at school for an extended period.
- D. **Procedure for Individual Offices:** While this guide is written from the point of view of the teacher, it also applies to all offices and other workspaces on campus. This would include the Main Office, Counseling and Attendance Office as well as the cafeteria. Individuals working in these offices should review the various procedures and decide how they would modify them to fit their particular circumstances. For example, each office should review the posted evacuation routes and discuss what alternative routes are available should the primary route be blocked. Those offices with student aides need to establish who will be responsible for ensuring their assigned students are safely evacuated and, once evacuated, that an accurate roll is submitted to the administrative table. Students in offices who run errands on campus must clearly understand that in the event of an evacuation, they must proceed to the assembly area (practice football field) and immediately locate the adult from the office they work in who is responsible for taking roll. **Please take a few minutes each period on the day of a drill to review these emergency procedures with your students.**

## II. Fire

- A. Teachers are to evacuate their classrooms using the route posted in their room if:
1. The school fire alarm sounds
  2. The alarm is issued through an alternate means (e.g., bullhorn, runner); or
  3. You observe smoke or fire. In this situation, be sure to activate the school alarm, notify adjacent classrooms, and send a runner to the main office to give the location of the fire.
- B. Teachers should consider what alternative routes are available to them should their normal evacuation route be blocked.
- C. Teachers must bring their roll book and emergency cards with them. If available, also consider the following items: car keys, portable radio, first-aid kit, and any other items that may be useful.

## PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

- D. For fires occurring when students are out of class, have them proceed to the assembly area and report to their Advisement teachers.

### III. Earthquake Emergency Procedures

- A. **Overview:** An earthquake may occur without warning and teachers should be prepared to give the DROP signal at the first sign of a quake. Also, the posted evacuation routes may be blocked, forcing you to use an alternate route.
- B. **Staff Responsibilities:** Our plan is based on the premise that the safest place for students in the event of an earthquake is the school. As previously indicated, the principal or site administrator in charge has the necessary authority to provide for the safety of students and staff.
- C. **Emergency Procedures for a Quake Occurring During Class:**
1. At the first indication of ground movement
    - a) Teachers are to give the DROP command. Do not wait for a signal!
    - b) Students are to get under a desk or table or against an inside wall. If the shelter moves, hold on and stay under the desk or table.
    - c) Have student's turn away from any windows, shelves that may fall, and/or any outside doors.
  2. **Upon cessation of ground movement:**
    - a) If the order to evacuate is not received within 45 seconds of the cessation of ground movement, initiate evacuation on your own and proceed to the assembly area. When leaving the building, do not run.
    - b) **Maintain control:** Continue talking to students to help them remain calm.
    - c) **Assess conditions:** Does anyone need emergency first aid? What is the safest evacuation route? Decide upon a plan and proceed.
    - d) **Dealing with injuries:** If possible, remove all injured persons from the room. Remember, however, your first priority is to get the class to the assembly area to prevent further injury and/or loss of life. If an injured student cannot be moved, your partner teacher will exit with the two classes while one teacher will stay with the injured until a rescue team can come to their aide.
    - e) **Immobilized Injured:** If there is a life threatening situation and you must leave injured in the room, make a large "I" on the door along with the number injured and time. For example, if you had to leave three students behind, you would mark "3 I 10:30" on the door. Communicate their names and the room number to the rescue team as soon as possible. Once you have reached the assembly area, immediately submit the same information in writing to the disaster coordinator or administrative table along with your roll.
    - f) **What to Bring:** Teachers must bring their roll books, this emergency plan and their first aide kits (if you have one) with them. Also consider the following items: clipboard, pens/pencils, car keys, portable radio, and any other items that may be useful.
- D. **If a Quake Occurs When Students Are Out of Class:**
1. Stay in an open area, away from buildings, wires, and trees
  2. Give DROP command to students around you. Do not wait for signal
  3. Take cover under lunch tables, benches, or in doorways. If in an open area, sit down

## PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

4. Remain in DROP position until ground movement ends
5. Take control of the students in your class immediately and evacuate to the assembly area
6. Students are to report to their Advisement teachers. Teachers with other duties will give their roll sheets to a Pre-Arranged teacher that has Student Supervision.

### IV. Bomb Threat Procedures

- A. **Overview:** Bomb threats present a difficult situation for any school. Often they are prank calls intended to disrupt school; however, it is the policy of the District to treat every call as a threat and evacuate the school.
- B. **Taking a Bomb Threat Call:** When taking a bomb threat, elicit as much information as possible from the caller. Ask the exact whereabouts of the bomb and what time it is set to go off. Ask for a detailed description including the size, type of explosive material, nature of timing device, type of container, color, etc. As you are listening to the individual, note anything about the individual's speech that may help identify him/her. Is he/she speaking with an accent? What is the estimated age of the caller? Is the caller using any unique speech pattern? Is there anything in the background that might help identify the origin of the call? Note the exact time of the call.
- C. **Procedures:**
  1. If the call was not taken in the main office, report the call immediately to the main office.
  2. Initiate a fire drill
  3. Keep all phone lines open
  4. Call the District Office. Give the exact time of the call and the line it came in on. Ask them to report the threat to the Sheriff's Office and to notify the other campuses.
- D. **Reporting Threats Not Received By Phone:** Any threat received by a staff member should be reported immediately to the main office.
- E. **Suspicious Items:** Staff members, who note anything suspicious in their area, should evacuate the building and immediately send a runner to the main office to report that an unknown hazard exists in their room.
- F. **Surveying Room During Evacuation:** While evacuating under these conditions is stressful, please take the time to note any suspicious packages or other items in your room, which should be investigated. Also, note anything else out of the ordinary (e.g., an access panel removed or ceiling tile out of place). Immediately report your observations to the main office or the principal.
- G. **Explosion with NO WARNING:** The procedures will be the same as that for an earthquake. The teacher should give the DROP command and follow the earthquake procedures.

### V. Intrude and/or Hostage Situation

- A. **Overview:** This may be the most difficult emergency anyone ever faces. Because it may take many different forms, providing specific directions or guidelines is extremely difficult.
- B. **A stranger or a gunman:** We will use these terms for alerting staff that one or more armed and dangerous individuals are on campus.

## PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

- C. **Reporting a Situation to the Office:** Should a staff member need to report an occurrence, let the main office know in any way possible (e.g., a written note, verbally through a student, etc.) that a stranger is present. How you phrase the statement can provide valuable information to us. *“I have a stranger in my class with two friends,”* would be a way of telling the office that the intruder is female and has two individuals with her. *“I think that there is a stranger that has weapons in a white pickup out by the weight room.”* would alert us that you have observed someone with weapons in a pickup by the weight room.
- D. **Alerting Staff to a Dangerous Situation:** The main office will use the phrase, *“Just wanted to let you know that we have situation or a stranger is on campus,”* or words to that affect to notify staff of a dangerous situation.
- E. **Procedures to Follow:** When you receive such a message, all staff must lock their doors and hold their classes until notified to do otherwise. Students are to remain in class even if the bells ring. This may require you to sit tight for several hours or more. Working with the students to communicate why they must remain without causing panic will require extreme skill. Protect your students as your situation allows. If evacuation is possible, use the windows to exit. In the Quad C, this might mean taking them into the counselor’s room. In the auditorium, it could mean taking the class into the basement. In regular classrooms, this would mean absolutely not allowing students near the door or windows.
- F. **Being Held Hostage:** Try to remain calm and deal with the individuals in a calm manner. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your students will key on your demeanor and behavior. How you react will in part determine how they react.

### VI. Air Disaster

- A. **Overview:** While the chances of this occurring at Pierce are remote, it is still a possibility.
- B. **DROP command:** Should a classroom be hit, there will probably be little warning. The teacher should give the DROP command and follow the earthquake procedures. The teacher may be called on to decide whether it is safer to remain in the building or evacuate.

### VII. Toxic Spill

- A. **Overview:** The problem with toxic spills is that it may be difficult to escape the fumes. If at all possible, move cross wing to the fumes to reduce exposure.
- B. **Evacuation:** It will need to be determined whether it is safer to evacuate or remain inside. If told to evacuate, follow the fire drill evacuation procedures.
- C. **Severity:** Depending on the severity of the spill, disaster teams (e.g. first aid) may be formed to help those overcome by fumes.

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**VIII. High Winds and/or Thunderstorms**

- A. **Overview:** If time and conditions permit, the school will send students home prior to the onset of a severe storm.
- B. **Sudden Onset of High Winds:**
  - 1. **During Class:** Keep students inside an away from windows. Close windows and doors. Close drapes if available.
  - 2. **When students are not in class:** Before school, during break, lunch or after school, students should report to first period. Teachers should open rooms immediately.
  - 3. Do not release students until instructed to do so.
  - 4. Report any injuries or unsafe conditions to the main office as soon as possible.
- C. **Thunder and Lightning Occurring in Close Proximity to School**
  - 1. Follow the same procedures as those for high winds.
  - 2. Be attentive to the possibility of electrical shock. Avoid making contact with anything that may conduct lightning.

**IX. Flooding**

- A. **Advanced Warning:** Directions will be given for evacuating the school.
- B. **No Warning:** The chance of sudden flooding of the school is extremely remote. In the event this occurs, teachers will have to decide whether their students are safer remaining in the class or evacuating the building. The main building will probably be safer than the other buildings on campus. Every effort will be made to provide guidance.

**X. Student Unrest**

- A. **Overview:** In the event of a problem, the staff must work together to minimize disruption to the school. This can be a very exciting event to students who may want to blow any confrontation out of proportion. Every effort must be made to counter statements or rumors feeding the unrest.
- B. **Continue Teaching:** Upon being notified that a problem exists, teachers are to lock their doors and continue with their lesson. If the situation warrants, it may be necessary to extend class. While every effort should be made to keep students in class DO NOT attempt to forcibly retain any student who tries to leave.
- C. **Teachers on Conference Period:** Report to the main office for assignment
- D. **Report Disruptive Behavior:** Note and report any disruptive or destructive acts. Staff members who witness such acts should report them to the principal. Whenever possible, include the names of the individuals involved.
- E. **Other notification:** The principal will be responsible for notifying the superintendent's office and, if necessary, requesting assistance from outside agencies.

## PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

### **XI. Evacuation and Disaster Response Procedures**

A. **Overview:** In the event of a severe earthquake or other major disaster, the school may be forced to react without external assistance. The procedures outlined here are based on that possibility.

B. **Student Supervision:**

1. Each room and office should have an evacuation route posted. Teachers should be familiar with this route as well as possible alternatives.
2. Teachers should assign a reliable student in each class to take charge of evacuation in the event he/she is out or is injured during the disaster.
3. Unless otherwise instructed, evacuation will always be to the assembly area, which is the practice football field located directly behind the school (East Side by freeway).
4. The alternate evacuation site will be the gym at Lloyd Johnson Jr. High.
5. You may have another assignment or duties. You are responsible for the supervision of your class until your students are released to another teacher.
6. Normally, the fire alarm will be used to initiate an evacuation. If this system fails, the order to evacuate may be communicated by bullhorn or runner. In extreme instances, teachers are to initiate evacuation if they feel the situation warrants it.
7. Rooms are to be left UNLOCKED in the event of an emergency. This is to allow the rescue team to check each room.
8. Teachers must bring their roll book, emergency plan and first aid kit (if available) with them. If available, also consider the following items: clipboard, pens/pencils, car keys, portable radio, and any other items that may be useful.
9. Teachers on conference and other staff members with no assigned duties will help clear campus and then report to the administrative table in the assembly area to assist as needed.
10. Students who are separated from their teacher or office at the time of evacuation need to be reunited with their class or office immediately to ensure an accurate roll.

C. **Disaster Coordinator:**

1. The disaster coordinator will normally be the Principal. In their absence, the Vice-Principal or Counselor will act as the disaster coordinator. Should all of these individuals be gone, the teachers should immediately select someone to act as disaster coordinator upon reaching the Assembly Area. Once the Disaster Coordinator has been established, that person will continue in that position throughout the emergency.
2. **Responsibilities:**
  - a) Overall responsibility for all staff and students during the emergency.
  - b) Sets priorities for emergency teams
  - c) Requests emergency services as needed
  - d) Account for the presence of all students and staff
  - e) Control and coordinate all internal and external communication. All requests by the news media will be referred to the Superintendent

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

- f) Maintain communication with the Superintendent's office to report status of staff, students, and facilities

**D. Administrative Table:**

1. A table/facility will need to be set up to coordinate the miscellaneous administrative functions required. This will be especially true should the evacuation last over an extended period of time.
2. Tables and Chairs. One of the first priorities of the classified staff will be to bring several tables and chairs to the assembly area.
3. Manning. The Principal's Secretary plus other personnel as assigned by the Disaster Coordinator will man table.
4. Materials. The following materials should be at the table: pencils, pens, paper, student emergency cards, and such other office supplies as are available.
5. **Responsibilities.**
  - a) **Roll:** The Emergency Attendance Reports will all come to the administrative table. One of the first tasks will be to determine who is and who is not accounted for.
  - b) **Recorder:** Determine from the first aid team who has been assigned as the recorder. This individual will be responsible for keeping a detailed list of all injured individuals.
  - c) **Communication:** All communication will be routed through the administrative table. The disaster coordinator and other team leaders should keep the administrative table apprised of their current location and status. Should a cellular phone or walkie-talkie become available, it will be kept at the administrative table.
  - d) **Injured:** The administrative table will maintain a list of injured students. This will be supplied/updated by the Recorder.
  - e) **Sign In/Out:** Anyone leaving or entering the campus will sign in and out at the administrative table. Having an accurate list of who is on campus is very important in coordinating rescue efforts. Individuals who refuse to sign in or out will also be recorded.
  - f) **Releasing Students:** In the event of a prolonged evacuation, we can expect parents to come to school to pick up their children. Technically, we can only release a student to his/her parent or legal guardian. In a small community like Arbuckle, we can expect individuals will send friends and other family members. We will have to make special provision for this. All students (and other individuals) leaving campus will be signed out at the administrative table. If a student leaves without permission or refuses to sign out, he/she is not to be restrained. The time and date he/she left should be noted.

**E. Student Supervisor-Lead:**

1. **Assignment:** One of the first tasks after evacuation will be to select an individual to coordinate the teachers and their classes in the assembly area.

## PIERCE HIGH SCHOOL 2017/18 EMERGENCY PLAN

### 2. Responsibilities

- a) **Roll:** The most important first step is to collect the Emergency Attendance Reports and get them to the administrative table so it can be determined who is missing and needs to be looked for.
- b) **Injured Students:** The names and locations of students trapped on campus should be communicated both to the administrative table and to the first aid team. Students who are in the assembly area and need treatment should be taken to the first aid station. If the first aid team is overloaded, some thought should be given to handling minor cases.
- c) **Crowd Control:** Over an extended period of time, this is going to be the central focus of the student supervisor. Be prepared to work with teachers to reassure students and provide emotional comfort to students showing signs of stress. If we are forced to remain outside, students are going to become restless. Some advance thought should be given to what group activities would help engage those present. These could involve organizing games and/or putting together groups to perform assigned tasks. The longer we have to stay, the more it will become like a bivouac. Be thinking how you would build a latrine, feed everyone, and/or set up to stay overnight.
- d) **Releasing Team Members:** Even if teachers are on the rescue team or the first aid team, they are to remain with their class until someone else is assigned to supervise their students. The Lead Student Supervisor will get roll sheets from these teachers first and make necessary assignments to supervise their classes.
- e) **Substitute Teachers:** Buddy-up any substitutes with a veteran.

### F. Rescue Team

- 1. **Location.** Assemble at Administrative Table
- 2. **Responsibilities:**
  - a) Organize into pairs and establish a search pattern ensuring that all parts of camps are covered.
  - b) Physically check ALL rooms. This includes not only a visual check but also exploring rubble and calling out for possible victims. In the event of a severe earthquake, the auditorium and its basement will be one of the most critical areas.
  - c) After a room has been cleared a large "C" should be marked on the door along with the time. If a room cannot initially be cleared, a large question mark "?" along with the time should be marked on the door.
  - d) Secure rooms after search
  - e) Report all fires or other unsafe conditions immediately to the administrative table.
  - f) Assess damage to structures to determine what facilities/supplies may be usable.
  - g) When the initial sweep of the campus is completed, report back to the administrative table.



**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**G. First Aid Team**

**1. Responsibilities:**

- a) Select a location for a First Aid Station. The location should be a safe, sheltered area.
  - b) **Equipment/Supplies.** Obtain necessary supplies including first-aid report forms.
  - c) **Provide First Aid.** Work with the rescue team to provide first aid to individuals found on campus. Whenever possible, these individuals will be moved to the first-aid station.
  - d) **Recorder.** One of the first priorities of the first aid team will be to assign a single individual as the Recorder and report his/her name to the administrative table. This individual will be responsible for keeping a detailed list of all injured persons, the treatment they received (d) and their location. To avoid the confusion and miscommunication inherent in a disaster situation, the Recorder must be the single source of information concerning all injured individuals. When time permits the Recorder will provide the administrative table with a list of the injured individuals including the extent of their injuries.
  - e) **Immobilized Injured.** The recorder, along with the administrative table, should have the names and location of individuals who are too severely injured to be moved.
  - f) **Vital Statistics Card.** An attempt should be made to attach a card to each injured person which contains the following information: full name, date of birth, parent's name and address, extent of injuries, and any special medical information.
  - g) **Record Keeping.** If any of the injured are picked up or transported from the campus, the Recorder will complete the bottom portion of the First Aid Report and turn it over to the Administrative Table.
  - h) **Morgue.** If necessary, a temporary morgue will be set up. The individual in charge will be responsible for notifying the recorder of the names of any fatalities. The recorder will also give a general description of any unidentified bodies. A first aid report should be completed for each fatality.
- 3. Location of First Aid Kits.** Members of the first aid team should know the location of the first aid kits on campus.

**H. Cafeteria Team**

1. Location. Kitchen. If the kitchen has been damaged, report to the administrative table.
2. Responsibilities.
  - a) **During Jr. High Lunch.** Help evacuate cafeteria and see that students get back to junior high if no one is available to escort them.
  - b) **High School Lunch.** Help evacuate cafeteria.
  - c) Secure the gas lines as necessary.

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

- d) Inventory supplies and prepare report for disaster coordinator. The report should address the cafeteria's ability to feed students and staff if necessary.
  - e) Coordinate with the first aid station to provide food and/or drinks for injured.
  - f) If requested, organize to feed students and staff
3. The supervisor for the kitchen should discuss each of the above with those who work in the cafeteria so each individual has a clear sense of their responsibilities in the event of an emergency.

I. **Emergency Shutoff Team**

- 1. Location. Assemble at Administrative Table.
- 2. Close emergency shutoff gas valve(s) as necessary.
- 3. Secure or repair any water leaks. Advise Administrative Table if it is believed that the water supply is contaminated.
- 4. Shutoff electricity if necessary. Mark any electrical hazards or downed wires.
- 5. Close the emergency shutoff for the chlorine in the pool. Immediately notify the Administrative Table and the Disaster Coordinator if there is a chlorine leak.
- 6. Attempt to fight any fires should outside help not be available.

When no other tasks remain, report to Administrative Table to be assigned as needed.

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**Staging Areas**

Arbuckle Elementary:

Parent Staging Area- Arbuckle Elementary Library  
Secondary Parent Staging Area- Pierce High School South Gym  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

Grand Island Elementary:

Parent Staging Area- Grimes County Library  
Secondary Parent Staging Area- Grimes Scout Cabin  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- Grimes Fire House/Scout Cabin  
(In case of flooding, students will be taken on bus to either Colusa Fairgrounds or to Arbuckle)

Johnson Junior High:

Parent Staging Area- Daycare center  
Secondary Parent Staging Area- Alternative High School Office  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

Pierce High School:

Parent Staging Area- Daycare Center  
Secondary Parent Staging Area- Alternative High School Office  
Law Enforcement Staging Area- Mobile Command Center  
Media Staging Area- District Office

**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**Student Release Form**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

I, \_\_\_\_\_, have received permission from  
\_\_\_\_\_ as parent or legal guardian to pick up their  
children, thus releasing them from the legal custody of the Pierce Joint Unified School  
District; I have been authorized to pick up the following minors:

_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
Individual's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Individual's Name (print): \_\_\_\_\_

\_\_\_\_\_  
Driver's License Number (or other picture ID): \_\_\_\_\_

\_\_\_\_\_  
Home Address: \_\_\_\_\_

\_\_\_\_\_  
Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_



**PIERCE HIGH SCHOOL 2017/18  
EMERGENCY PLAN**

**First Aid Report**

This completed form should be sent to Administrative Table when a student is released to a parent, medical personnel, or leaves campus.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
          Last                      First                      MI

+++++  
Conditions of Injured Person: (start entry date & time)

---

---

---

---

---

First Aide Administered: (start entry with date & time)

---

---

---

---

---

---

---

---

Name of Person Contacted: \_\_\_\_\_

Phone: \_\_\_\_\_ Date Contacted: \_\_\_\_\_

Time Contacted: \_\_\_\_\_

Comments:

---

---

Released to: \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_

**PIERCE HIGH SCHOOL 2016/2017  
EMERGENCY PLAN**

**Emergency Attendance Report**

Complete and return this to the Administrative Table (or principal for a regular fire drill) as soon as possible after exiting the building. The purpose of this roll is to identify students present when you took roll in class but who are now missing. If you had not taken roll prior to evacuating, list all students not present.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Teacher: \_\_\_\_\_

Room: \_\_\_\_\_

\_\_\_\_\_ : Everyone is accounted for. NO one is missing who was present in class

---

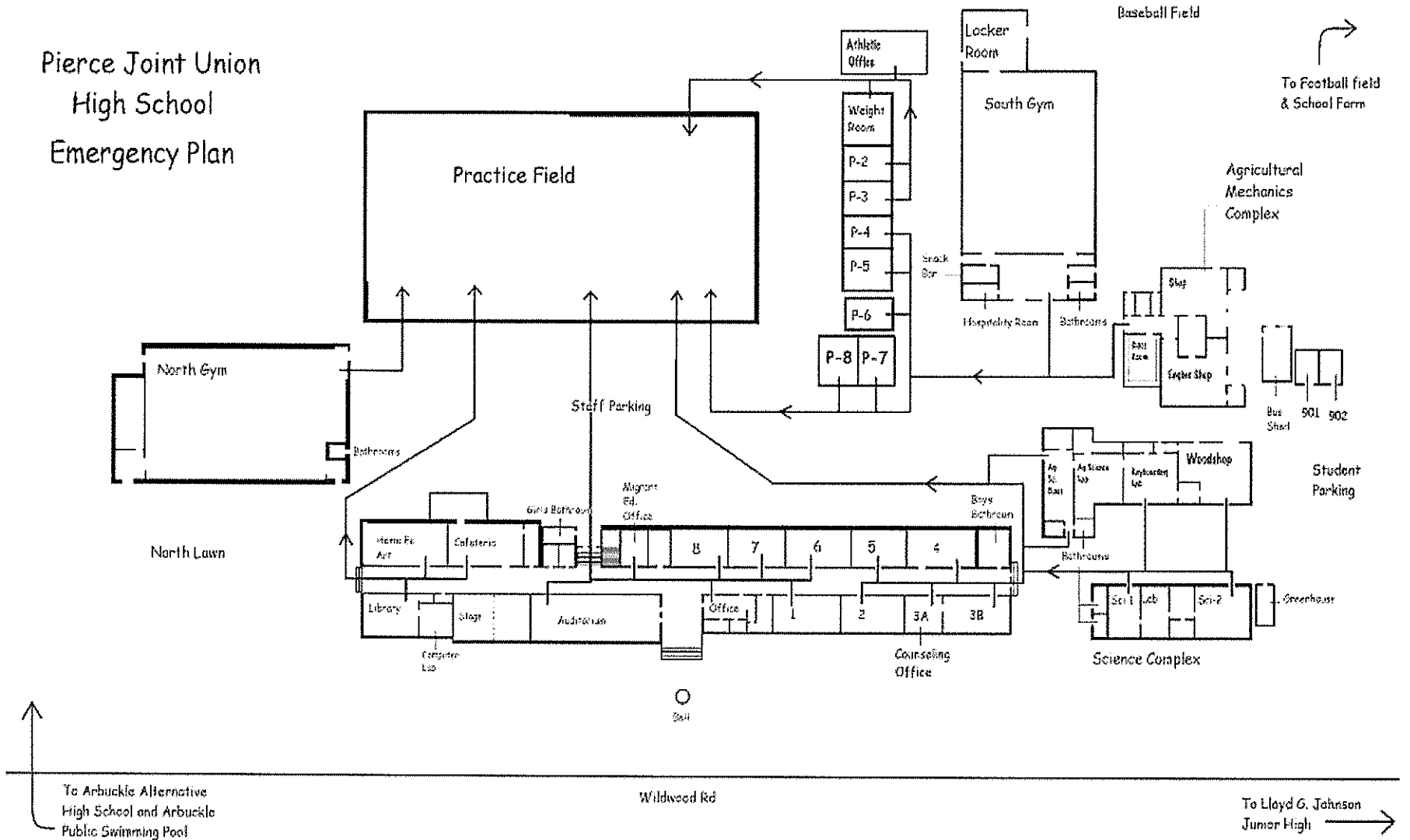
---

The following students are unaccounted for:

Please list by last name then first name:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Pierce Joint Union  
High School  
Emergency Plan



To Football field  
& School Farm





**REQUIRES BOARD ACTION**

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **THURSDAY, MARCH 15, 2018**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.

*A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2018 DELEGATE ASSEMBLY BALLOT  
SUBREGION 4-C  
(Colusa, Sutter, Yuba Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2018 – March 31, 2020*

*\*denotes incumbent*

Jim Flurry (Marysville Joint USD)\*

---

*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District*

---

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

**Pierce Joint Unified School District  
Reclassification Criteria for English Language Learners**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_AES \_\_\_\_\_GI \_\_\_\_\_JH \_\_\_\_\_PHS \_\_\_\_\_AAHS

SKILL AREA	EVALUATION INSTRUMENT	STANDARD	STUDENT SCORE
Listening K-12 Speaking K-12 Reading K-12 Writing K-12	CELDT	Composite level of E. A. or Adv. (4 or 5) and skill levels at or above Intermediate in all areas (3)	Composite =  Listening = Speaking = Reading = Writing =
Comparison of Performance in Basic Skills	Lexile Levels	1 <sup>st</sup> – 90      7 <sup>th</sup> – 870 2 <sup>nd</sup> – 320      8 <sup>th</sup> – 910 3 <sup>rd</sup> – 420      9 <sup>th</sup> – 950 4 <sup>th</sup> – 640      10 <sup>th</sup> – 980 5 <sup>th</sup> – 730      11 <sup>th</sup> – 1085 6 <sup>th</sup> – 825      12 <sup>th</sup> – 1085	Lexile: _____
Teacher Evaluation	Grades	Rubric score of 2 or higher on 75% of all language arts areas of the latest report card (1-5 <sup>th</sup> grade) or grade of C or better in language arts on last report card (6-12 grade)	Met Standard:  ____yes      ____no
Parent/Guardian Involvement	Opinion and Consultation	Parent/Guardian Approval Recommended	____yes      ____no

Recommended: \_\_\_\_\_remain EL      \_\_\_\_\_ R-FEP      Date: \_\_\_\_\_

Parent/guardian Notification Date: \_\_\_\_\_ via \_\_\_\_letter \_\_\_\_phone \_\_\_\_contact

Parent/guardian attended SST: \_\_\_\_yes \_\_\_\_unable to attend

Name and Title: \_\_\_\_\_

Name and Title: \_\_\_\_\_

\_\_\_\_\_ Principal

*A follow-up of student progress will be made in 30 days, in six months, then at annual intervals for up to 4 years to determine if any further interventions or services are needed.*

\_\_\_\_student records updated

\_\_\_\_parent/guardian copy

\_\_\_\_cum copy

Pierce Joint Unified School District  
540-A 6th Street Arbuckle, CA 95912  
(530) 476-2892 \* FAX (530) 476-2289  
Thursday, January 18, 2018 6:00 pm  
Pierce Joint Unified School District  
Technology Building  
940A Wildwood Road, Arbuckle CA 95912  
Regular Board Meeting Minutes

Governing Board:

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

---

1. CALL TO ORDER

President John Friel called the meeting to order at 6:00 p.m.

Members Present: Amy Charter, Nadine High, George Green, John Friel, and Abel Gomez.

Absent: None

Others Present: Summer Shadley, Nicole Newman, Ron Fisher, Carol Geyer, Daena Meras, Lupita De Los Santos, and Melanie Brackett

Mr. Green led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Ms. High and seconded by Mr. Green to approve the agenda. Voting Aye: Ms. High, Mr. Green, Ms. Charter, Mr. Gomez, and Mr. Friel. Voting No: None. Absent: None

2. APPROVAL OF AGENDA

3. HEARING OF THE PUBLIC

(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic

No one spoke at this time.

4. PHS Student Body Representative Report

Pierce High School ASB Secretary, Lupita De Los Santos reported that Basketball Homecoming is almost over. The basketball game will be tomorrow night. The theme for Basketball Homecoming is travel destinations. The seniors chose Africa, juniors chose Hawaii, sophomores chose Egypt, and the freshman chose Greece. Monday there was no school so students completed hall decorations on that day. Tuesday was twin day, Wednesday was jersey day. Today was theme day for all of the classes and tomorrow will be blue and gold day. The social commissioners are currently planning the rally that will take place tomorrow. The J.V. and Varsity girls' basketball won their game against Colusa on Tuesday as did the boys' basketball teams. The girls' soccer team won against Winters on Tuesday and the boys' soccer team tied with Colusa last week. Both soccer teams are playing at Live Oak today along with girls' basketball. ASB is planning the blood drive that will take place this Spring. The senior class has decided to hold back on a senior trip this year and plan to donate the money

they have raised and have a grad night that will include fun activities for all students in grades 9-12. There will be food, activities and possibly a magic act. The purpose is to keep students safe during the night of graduation. There was some discussion regarding the planning of the Grad Night. Mrs. Newman reported that the Grad Night will be held the night before graduation after the junior high school graduation. Mr. Green asked that whoever is submitting photos online be thanked. The other board members agreed that it is nice to be able to see the pictures of student activities online.

Carlyn Marsh had to attend a basketball game and will present at a later meeting.

5. FFA National Convention Report – Carlyn Marsh

6. PRINCIPAL'S REPORTS

- A. Arbuckle Elementary  
School/Grand Island Elementary School
- B. Lloyd G. Johnson Junior High School
- C. Pierce High School/Arbuckle  
Alternative High School

Nicole Newman reported that Laila has been doing community circles with the students at Arbuckle Alternative High School. It's been really positive with students setting goals and discussing post-secondary options. The course will count for elective credits for the students who are participating. On February 22<sup>nd</sup> there will be a distracted driver presentation in the quad. Nurse Kathy has been working on the presentation which will simulate drinking and driving and distracted driving and the affects that is has on the person that is outside of a vehicle and inside of a vehicle. Students will rotate all day so every student will have an opportunity to see the presentation. Patty, Perla, and Mr. VanLaningham took about 45 students to UC Davis where they toured the animal science facility and the campus. The students were very excited about the trip and now want pigs at the school farm. The plan is to maybe get a pig that is already pregnant so the students can follow the pregnancy and the birth of the pigs. The pigs would then be sold or taken to the fair if the quality of the pigs are good. Carlyn Marsh wrote a grant over the summer for owl boxes at Pierce High School. Part of the grant was to support Arbuckle FFA so there will be a booth at the Farm Show at the Colusa Fair Grounds the weekend after field day. The plans for Field Day at Pierce High School are underway. Everyone involved with the Field Day is working hard and doing a great job. Mrs. Newman has been working with science teachers towards a vertical articulation with the junior high aligning the standards to the new NGSS. The parents of the Salutatorians and Valedictorian for the class of 2018 have been notified. They are as follows: Carlyn Marsh

and Alexis Erickson are the co-Valedictorians and Emily Kuykendall is the Salutatorian. There is a new band teacher at PHS. Mrs. Newman reported that he is doing a good job and there has been positive feedback from parents and students. Registration plans for 2018/19 school year are being discussed. The handbooks will be done at the end of February with registration starting in June.

Ron Fisher reported that today the awards ceremony for 7<sup>th</sup> graders was held. Tomorrow the ceremony for the 6<sup>th</sup> graders and 8<sup>th</sup> graders will be held. Boys' basketball started this week. The 8<sup>th</sup> graders have won 3 games so far. The 7<sup>th</sup> graders have not won a game yet. There was an intruder drill today. The SARC went to the School Site Council for approval on the 16<sup>th</sup> and is on the agenda for approval tonight. The principals attended a training last week on Thursday and Friday. Good information was received on helping teachers give and understand interim assessments and the use of the digital library. There are currently 364 students at Lloyd G. Johnson Junior High.

Summer Shadley reported that there are still students returning who were on independent study for the holiday break at Arbuckle Elementary and Grand Island Elementary. Cundi has done a wonderful job of keeping the independent study records complete and organized. The P.E. teachers have met regarding the issues that were discussed at the board meeting presentation they gave. The 5<sup>th</sup> grade went to the Aerospace Museum last week. Teachers gave really good feedback on their first trip to the museum and were really excited about what they saw. The second round of after school clubs will start its seven week rotation next week. There are four teachers who have volunteered their time to teach the after school clubs. K-2 teachers are finalizing a penmanship style and working on articulating with the help of Amy Kuykendall to make sure they are all teaching the same style of penmanship across the K-2 grades. George Griffin and Melissa Cano have been training the teachers on facilitating the ELPAC test which will replace the CELDT test. The testing will take place in February. NWEA testing is happening this week and next week. Kindergarten registration will begin at Grand Island Elementary at the end of February and at Arbuckle Elementary the first part of March. Currently Arbuckle Elementary enrollment is 603 and Grand Island Elementary enrollment is 55.

7. REPORTS:  
A. Facilities

No report was given.

Mrs. Geyer reported that the new bus has arrived and Debbie Peters is driving it on her Dunnigan route. John McPeck, the custodian/bus driver for Arbuckle Elementary began driving his route last Thursday. The district is waiting for one more employee to be licensed.

Daena Meras outlined the P-1 Attendance Report. Ms. Meras gave a brief overview of the Governor's Budget workshop she attended.

The report was submitted to the Board. There were no complaints and no questions from the Board.

The report was submitted to the Board. There were no questions.

The Citizens' Bond Oversight Committee Meeting Minutes were submitted to the Board. There was discussion regarding the funds for the bonds and how the money is released for district use.

The ASES Collaborative Meeting Minutes were submitted to the Board. There were no questions.

Nicole Newman submitted the Academic Grade Report for PHS to the Board. She reported that last year's data was included in the report to show the comparison between years. The F rate dropped this semester. The D rate remained steady.

The California Healthy Kids Survey Data was submitted to the Board. There was a brief discussion on the results of the survey.

Nicole Newman reported that the senior class has decided not to take a senior trip and to donate what funds they have raised to a Grand Night for all high school students. Mrs. Geyer asked if the reason was due to funding. Mrs. Newman responded that it is because of funds and they did not want to fund raise to have enough funds to take the trip. Mrs. Charter asked how the decision was made. Mrs. Newman responded that there was no actual vote, but they talked about it in their Senior Meeting and then the class officers made the decision. There was discussion regarding the travel time and how the students did not want to be on a bus for 3 hours one way. Also discussed was the fact that they just want to all be together and do something fun and

B. Transportation

C. P-1 Attendance Report

D. Williams Uniform Complaint Quarterly Report  
– 2<sup>nd</sup> Quarter 2017/18

E. Discipline Report – 2<sup>nd</sup> Quarter 2017/18

F. Citizens' Bond Oversight Committee Meeting  
Minutes Report

G. ASES Collaborative Meeting Minutes Report

H. Academic Grade Report – PHS

I. California Healthy Kids Survey Data

J. Senior Trip Report

to ultimately donate money back to the school. Mr. Friel asked why a formal vote was not held. Mrs. Newman responded that they could take it back to the senior class for a vote, but that the senior class had left it up to the class officials. The class has also held discussions about the Senior Gift. Mrs. Newman suggested to the class that a projector for the gym would be a great Senior Gift. Ms. High asked who would be organizing the Grad Night. Mrs. Newman responded that the senior class would be organizing the event and that Mary Ornbaun has said that she would help organize it. Mrs. Newman stated that it would not be on the night of graduation so students could be with families the night of graduation. Ms. High said she would like to see it on graduation night since it would give the students somewhere safe to be on graduation night.

No report was given.

No report was given.

A motion was made by Mr. Gomez and seconded by Ms. High to approve the School Accountability Report Cards A – E. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

Mrs. Geyer outlined the 2018/19 Attendance Calendar. There was discussion regarding the timing of the winter break. A motion was made by Ms. Charter and seconded by Mr. Green to approve the 2018/19 Pierce Joint Unified School District Attendance Calendar. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

A motion was made by Mr. Green and seconded by Ms. High to approve the 2018/19 Pierce Joint Unified School District Student Calendar. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

8. PJUEA (Pierce Joint Unified Educators Association)
9. CSEA (California School Employees Association)
10. Consider and approve **School Accountability Reports Card** for:
  - A. Arbuckle Elementary School
  - B. Grand Island Elementary School
  - C. Lloyd G. Johnson Junior High School
  - D. Pierce High School
  - E. Arbuckle Alternative High School
11. Consider and approve **2018/19 Pierce Joint Unified School District Attendance Calendar**
12. Consider and approve **2018/19 Pierce Joint Unified School District Student Calendar**



13. Consider and approve **Resolution #17/18 – 14: Resolution of the Board of Trustees of the Pierce Joint Unified School District Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2016 , Series B, in the Aggregate Principal Amount of Not To Exceed \$8,000,000 and Approving Related Documents and Actions**

A motion was made by Ms. Charter and seconded by Mr. Green to approve Resolution #17/18 – 14: Resolution of the Board of Trustees of the Pierce Joint Unified School District Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2016, Series B, in the Aggregate Principal Amount of Not To Exceed \$8,000,000 and Approving Related Documents and Actions. . Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

14. Consider and approve **Resolution #17/18 – 15: Resolution Implementing Prequalification of Construction Contractors Under Public Contract Code Section 20111.6 Pierce Joint Unified School District**

Mr. Green had a question regarding the prequalification of contractors and is concerned that the qualifications would eliminate the smaller, local contractors. Ms. Meras explained that this prequalification process is for large projects within the district and would not eliminate smaller contractors for smaller projects. A motion was made by Ms. Charter and seconded by Mr. Gomez to approve Resolution #17/18 – 15: Resolution Implementing Prequalification of Construction Contractors Under Public Contract Code Section 20111.6 Pierce Joint Unified School District. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

15. Consider and approve: **Board Declaration of Surplus Equipment**

A motion was made by Mr. Green and seconded by Ms. High to approve the Board Declaration of Surplus Equipment. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

16. Consider and approve **Coaching Certification - JJH**

A motion was made by Ms. High and seconded by Ms. Charter to approve the Coaching Certification - JJH. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

17. Consider and approve **Consent Agenda:**
  - A. Minutes of December 14, 2017 Regular Board Meeting
  - B. Minutes of December 14, 2017 Special Board Meeting
  - C. Warrant List for December 2017
  - D. Interdistrict Transfers:
    1. Transferring **OUT** for the **2017/18** School Year:
      - a. One (1) Student to CCOE CA (new)
      - b. Three (3) Students to Woodland CA ((2) new)
      - c. One (1) Student to Davis CA (new)

A motion was made by Ms. High and seconded by Mr. Gomez to approve the consent agenda. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

18. BOARD POLICIES:
  - A. SECOND READING:
    1. BP 0400 – Comprehensive Plans
    2. BP/AR 0460 – Local Control and Accountability Plan
    3. BP 0500 – Accountability
    4. BP/AR 0520.2 – Title I Program Improvement Schools (Delete BP/AR)
    5. BP 0520.3 – Title I Program Improvement Schools (Delete BP)
    6. BP/AR 1113– District and School Web Sites
    7. BP 3280 – Sale of Lease of District-Owned Real Property
    8. BP 3513.4 – Drug and Alcohol Free Schools
    9. AR 3515.6 – Criminal Background Checks for Contractors
    10. BP/AR 5113.1 – Chronic Absence and Truancy.
    11. BP/AR 5117 – Interdistrict Attendance
    12. AR 5125.2 – Withholding Grades, Diploma or Transcripts
    13. BP 5131.6 – Alcohol and Other Drugs
    14. E 5131.63 – Steroids (Delete BP)
    15. BP/AR 6020 – Parent Involvement
    16. AR 6112 – School Day
    17. BP 6153 – School-Sponsored Trips
    18. BP 6170.1 – Transitional Kindergarten
    19. AR 6173.1 – Education for Foster Youth

- 20. BP/AR 6173.2 – Education of Children of Military Families
- 21. AR/E 5126 – Awards for Achievement

A motion was made by Ms. High and seconded by Mr. Green to approve the Second Reading Board Policies. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None

- 19. B. FIRST READING:
  - 1. BP/AR 0420.4 – Charter School Authorization
  - 2. BP 1325 – Advertising and Promotion
  - 3. BP 3100 – Budget
  - 4. BP/AR 3517 – Facilities Inspection
  - 5. BP 4119.21/4219.21/4319.21 – Professional Standards
  - 6. AR 4144/4244/4344 – Complaints
  - 7. BP/AR 4200 – Classified Personnel
  - 8. BP 5144 – Discipline
  - 9. BP/AR 5144.1 – Suspension and Expulsion/Due Process
  - 10. AR 5148.2 – Before/After School Programs
  - 11. BP 6146.1 – High School Graduation Requirements
  - 12. BP/AR/E 6162.52 – High School Exit Examination (Delete BP/AR/E)
  - 13. BB 9150 – Student Board Members

First Reading. No ACTION was taken.

- 19. Items to be adgenized for next regular meeting

The next scheduled meeting will be on February 15, 2018 held at Grand Island Elementary.

Winter CARS Submission  
Grand Island Enrollment  
Board Planning Day  
DAC/DELAC Minutes  
Superintendent Verbal Evaluation

- 20. Superintendent's Report

Mrs. Geyer reported that she has been working with Special Education and other stakeholders on the Performance Indicator Review. It has been completed and submitted to Chuck Wayman at the Colusa County SELPA who will submit the plan to the State. The site principals will begin the implementation of the plan. Instructional Coaches, Amy Kuykendall and Megan Hall attended a week long training on Instructional Coaching in Kansas. They will be presenting at the next administrator meeting on the impact of instructional coaching. Mrs. Geyer

reported that she and Daena have a bond rating phone call scheduled for Monday to receive a rating that will help with the bond sales. Mrs. Geyer will be conducting walkthroughs next week as well as meeting with all site principals, counselors, the technology director, and the instructional coaches. Negotiations with CSEA will also take place next week. Mrs. Geyer asked the Board to choose a date for the 2018 Governance Training Day. The Board gave direction to set the Governance Training Day for February 2, 2018.

No report was given.

21. Board President’s Report

22. CLOSED SESSION:

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Certificated	Music Teacher – PHS	Resignation
Certificated	Music Teacher – PHS	Hiring

B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code Section 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

C. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and unrepresented groups

D. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code

The Board went into CLOSED SESSION at 6:39 p.m.

23. OPEN SESSION

A. Report Action Taken in CLOSED SESSION

The Board reconvened at 7:10 p.m. and reported action taken on the following:

- A. CONFERENCE WITH LEGAL COUNSEL –  
ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case. **No ACTION was taken.**
- B. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

**A motion was made by Mr. Green and seconded by Ms. Charter to approve the Public Employment. Voting Aye: Mr. Gomez, Ms. Charter, Mr. Green, Ms. High, and Mr. Friel. Voting No: None. Absent: None**

Certification	Position	Status
Coach	Boys' 8 <sup>th</sup> Grade Basketball Coach – JJH	Hiring
Coach	Boys' JV Basketball Assistant Coach - PHS	Volunteer

- B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline / dismissal / release. **No ACTION was taken.**
- C. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and unrepresented groups. **No ACTION was taken.**

The Board adjourned at 7:55 p.m.

24. ADJOURN

---

Carol Geyer, Secretary to the Board  
of Trustees

**Pierce Joint Unified School District**

540-A 6th Street Arbuckle, CA 95912

(530) 476-2892 \* FAX (530) 476-2289

Thursday, January 18, 2018

1:00 p.m.

**Pierce Technology Building**

940A Wildwood Rd, Arbuckle CA 95912

**Special Board Meeting Minutes**

**Governing Board:**

John Friel, President

Nadine High, Vice President

George Green, Board Clerk

Amy Charter, Member

Abel Gomez, Member

1. CALL TO ORDER

President John Friel called the meeting to order at 1:00 p.m.

Members Present: Nadine High, George Green, Amy Charter, Abel Gomez, and John Friel

Absent: None

Others Present: Carol Geyer, Daena Meras, Trent Sommers, Summer Shadley, Cathy Marsh, George Parker, Michael Doherty, and Nicole Newman

Mr. Friel led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Ms. High and seconded by Ms. Charter to approve the agenda. Voting aye: Ms. High, Mr. Green, Mr. Gomez, Ms. Charter, and Mr. Friel. Voting no: None. Absent: None.

2. APPROVAL OF AGENDA

No one spoke at this time.

George Parker distributed a written summary of the facility projects that are currently in progress. He went through each of the projects on the list. Both Trent Sommers, the district's architect, and George went through an overview of design schedule for projects at PHS and AES. Bleachers in the north gym will begin to be replaced on March 7<sup>th</sup>. Discussion was held on the possibility of transforming the locker room on the north end of the north gym into classroom space once the additional locker room is built on the south gym. PE teachers were asking for some type of teaching space since they teach health topics. The committee also discussed the idea of all 8 classrooms that will be built at AES being the same size. Trent will be bringing back a drawing for that.

3. HEARING OF THE PUBLIC

4. Facility Planning Meeting

The Board adjourned at 1:33 p.m.

5. Adjourn

---

Carol Geyer, Secretary to the Board  
of Trustees

BATCH 24+25

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 01/05/2018

01/03/18 PAGE 7

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	3,221.16
4300	MATERIALS AND SUPPLIES	2,709.97
5200	TRAVEL AND CONFERENCE	1,903.00
5300	DUES AND MEMBERSHIPS	120.00
5500	OPERATIONS & HOUSEKEEPING SERV	16,673.16
5800	CONSULTING SERV/OPERATING EXP	7,669.40
6400	EQUIPMENT	157,454.57
9514	HEALTH/WELFARE LIAB	136,916.01
	TOTAL FUND :	326,667.27

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 21

BUILDING FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	24,000.00
	TOTAL FUND :	24,000.00



DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 41

SPECIAL RESERVE-CPTL.OUTLAY

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	2,950.00
	TOTAL FUND :	2,950.00
	TOTAL DISTRICT:	353,617.27

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0024 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
000952	CALIFORNIA CHAMBER PV-000811 FLD NOT USED	392903	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	501.31 \$501.31 *
002124	CALIFORNIA'S VALUED TRUST PV-000812 FLD NOT USED FLD NOT USED	392904	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	HEALTH & WELFARE-CERTIFICATED HEALTH/WELFARE LIAB	3,221.16 136,916.01 \$140,137.17 *
000033	CASBO PO-000367 FLD NOT USED PO-000388 FLD NOT USED FLD NOT USED	392905	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE DUES AND MEMBERSHIPS	40.00 765.00 120.00 \$925.00 *
004859	FLORA FRESH INC PO-000376 PIERCE HIGH SCHOOL	392906	NONAGENCY-EDUCATIONAL WARRANT TOTAL	MATERIALS AND SUPPLIES	585.05 \$585.05 *
005199	ILLUMINATE EDUCATION INC. PO-000384 FLD NOT USED	392907	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	1,098.00 \$1,098.00 *
000094	PACIFIC GAS & ELECTRIC CO PV-000813 FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	392908	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED COMMUNITY SERVICES WARRANT TOTAL	GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY	3,316.75 1,184.77 9,870.58 2,132.46 136.42 32.18 \$16,673.16 *
001040	PIERCE JOINT UNIFIED SCHOOL PV-000814 JOHNSON JR HIGH SCHOOL	392909	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	233.01 \$233.01 *
000639	QUILL CORPORATION PO-000380 FLD NOT USED	392910	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	132.55 \$132.55 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	8	TOTAL AMOUNT OF WARRANTS:	\$160,285.25*

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0025 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
005676	COMPLIANCE SIGNS PO-000383 FLD NOT USED	392911	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	1,181.60 \$1,181.60 *
005221	CREATIVE BUS SALES PV-000819 FLD NOT USED	392912	UNDISTRIBUTED WARRANT TOTAL	EQUIPMENT	157,454.57 \$157,454.57 *
005668	ESS ENVIRONMENTAL INC PO-000362 FLD NOT USED	392913	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	2,950.00 \$2,950.00 *
005621	MCF CONSTRUCTION SERVICES PV-000815 FLD NOT USED PV-000816 FLD NOT USED	392914	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	NEW & IMPROVEMENT OF BUILDINGS NEW & IMPROVEMENT OF BUILDINGS	12,000.00 12,000.00 \$24,000.00 *
005645	GEORGE PARKER PV-000817 FLD NOT USED	392915	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	76.45 \$76.45 *
001040	PIERCE JOINT UNIFIED SCHOOL PV-000818 FLD NOT USED	392916	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	7,669.40 \$7,669.40 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	6	TOTAL AMOUNT OF WARRANTS:	\$193,332.02*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS:	14	TOTAL AMOUNT OF WARRANTS:	\$353,617.27**

Batch 20

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 01/12/2018

01/11/18 PAGE 9

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	8,984.38
5500	OPERATIONS & HOUSEKEEPING SERV	7,505.54
5600	RENTALS, LEASES AND REPAIRS	6,987.33
5800	CONSULTING SERV/OPERATING EXP	10,759.30
5900	COMMUNICATIONS	17,950.70
6400	EQUIPMENT	2,782.36
9516	WORKER'S COMP LIAB	15,363.00
9519	SALES TAX LIABILITY	5,356.00
	TOTAL FUND :	75,688.61

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	241.35
	TOTAL FUND :	241.35

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 21

BUILDING FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	170,965.24
	TOTAL FUND :	170,965.24

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 01/12/2018

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 41

SPECIAL RESERVE-CPTL.OUTLAY

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	4,036.00
	TOTAL FUND :	4,036.00
	TOTAL DISTRICT:	250,931.20

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0026 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
002380	ALHAMBRA PV-000823	FLD NOT USED FLD NOT USED FLD NOT USED	393031	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	46.90 19.83 50.89 \$117.62 *
005481	ALMOND DIESEL REPAIR INC. PV-000832 PV-000833 PV-000834	FLD NOT USED FLD NOT USED FLD NOT USED	393032	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS RENTALS, LEASES AND REPAIRS RENTALS, LEASES AND REPAIRS	1,024.70 20.00 440.00 \$1,484.70 *
004503	ALSCO-GEYER/ACE HARDWARE PO-000257 PO-000279 PO-000329 PO-000391 PV-000851 FLD NOT USED	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL FLD NOT USED FLD NOT USED	393033	VOCATIONAL EDUCATION REGULAR EDUCATION, K-12 NONAGENCY-EDUCATIONAL VOCATIONAL EDUCATION UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	36.41 27.00 75.77 69.21 858.14 66.41 \$1,132.94 *
001951	ANDERSON'S IT'S PO-000382	ELEMENTARY GRAND ISLAND ELEMENTARY	393034	SCHOOL REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	53.98 \$53.98 *
000141	ARBUCKLE PUBLIC UTILITIES PV-000827 PV-000828	FLD NOT USED FLD NOT USED	393035	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	WATER WATER	44.00 4,744.59 \$4,788.59 *
004729	BOARD OF EQUALIZATION PV-000843	FLD NOT USED	393036	UNDISTRIBUTED WARRANT TOTAL	SALES TAX LIABILITY	5,356.00 \$5,356.00 *
000179	BUSWEST NORTH PV-000836 PV-000837	FLD NOT USED FLD NOT USED	393037	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	167.53 72.27 \$239.80 *
005400	CINTAS PV-000847	FLD NOT USED FLD NOT USED FLD NOT USED	393038	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	199.53 15.14 241.35 \$456.02 *
000295	COLUSA CO WATER WORKS DIST #1 PV-000826	FLD NOT USED	393039	UNDISTRIBUTED	WATER	120.00



DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0026 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
-----						
				WARRANT TOTAL		\$120.00 *
000043	COLUSA COUNTY OFFICE OF ED		393040			
	PV-000840	FLD NOT USED		UNDISTRIBUTED	WORKER'S COMP LIAB	15,363.00
	PV-000841	FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	1,062.00
				WARRANT TOTAL		\$16,425.00 *
005264	DE LAGE LANDEN PUBLIC FINANCE		393041			
	PV-000845	FLD NOT USED		UNDISTRIBUTED	COPY MACHINE MAINTENANCE	1,429.08
		ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	2,200.08
		JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	1,641.51
				WARRANT TOTAL		\$5,270.67 *
000028	DEPT OF JUSTICE		393042			
	PV-000822	FLD NOT USED		UNDISTRIBUTED	FINGERPRINTING	64.00
				WARRANT TOTAL		\$64.00 *
004850	FAGEN FRIEDMAN & FULFROST LLP		393043			
	PV-000842	FLD NOT USED		UNDISTRIBUTED	LEGAL FEES	3,142.00
				WARRANT TOTAL		\$3,142.00 *
005681	ADAM FERRIS		393044			
	PV-000820	FLD NOT USED		UNDISTRIBUTED	FINGERPRINTING	15.00
				WARRANT TOTAL		\$15.00 *
005534	FLYERS ENERGY LLC		393045			
	PV-000821	FLD NOT USED		UNDISTRIBUTED	FUEL	217.99
	PV-000856	FLD NOT USED		UNDISTRIBUTED	FUEL	548.80
		FLD NOT USED		UNDISTRIBUTED	FUEL	2,991.06
				WARRANT TOTAL		\$3,757.85 *
000127	FRONTIER		393046			
	PO-000266	FLD NOT USED		UNDISTRIBUTED	EQUIPMENT	2,782.36
	PV-000838	FLD NOT USED		UNDISTRIBUTED	COMMUNICATIONS	17,120.14
	PV-000839	FLD NOT USED		UNDISTRIBUTED	COMMUNICATIONS	830.56
				WARRANT TOTAL		\$20,733.06 *
004136	GERLINGER STEEL		393047			
	PO-000138	PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	545.96
				WARRANT TOTAL		\$545.96 *
004725	HARPER'S AUTO REPAIR		393048			
	PV-000835	FLD NOT USED		UNDISTRIBUTED	RENTALS, LEASES AND REPAIRS	60.00
	PV-000846	FLD NOT USED		UNDISTRIBUTED	RENTALS, LEASES AND REPAIRS	171.96
				WARRANT TOTAL		\$231.96 *
005680	KS TELECOM INC		393049			
	PO-000397	FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	4,570.00

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0026 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
-----						
WARRANT TOTAL						\$4,570.00 *
005669	NORTH STAR PO-000366	FLD NOT USED	393050	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	4,036.00
WARRANT TOTAL						\$4,036.00 *
000094	PACIFIC GAS & ELECTRIC CO PV-000824	FLD NOT USED	393051	UNDISTRIBUTED	GAS AND ELECTRICITY	763.46
	PV-000830	FLD NOT USED		UNDISTRIBUTED	GAS AND ELECTRICITY	1,000.02
	PV-000831	FLD NOT USED		UNDISTRIBUTED	GAS AND ELECTRICITY	68.70
WARRANT TOTAL						\$1,832.18 *
004206	RECOLOGY BUTTE COLUSA COUNTIES PV-000850	FLD NOT USED	393052	UNDISTRIBUTED	GARBAGE	764.77
WARRANT TOTAL						\$764.77 *
003466	SAC-VAL PV-000852	FLD NOT USED	393053	UNDISTRIBUTED	MATERIALS AND SUPPLIES	1,036.32
	PV-000853	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	366.54
	PV-000854	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	59.20
	PV-000855	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	532.32
WARRANT TOTAL						\$1,994.38 *
005609	SIMILE CONSTRUCTION SVC INC PV-000848	FLD NOT USED	393054	UNDISTRIBUTED	NEW & IMPROVEMENT OF BUILDINGS	170,425.24
WARRANT TOTAL						\$170,425.24 *
001953	STAPLES ADVANTAGE PO-000269	FLD NOT USED	393055	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	55.22
	PO-000356	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	27.87
WARRANT TOTAL						\$83.09 *
005397	STEVENSON PEST CONTROL PV-000825	FLD NOT USED	393056	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	370.00
WARRANT TOTAL						\$370.00 *
005386	STRICTLY TECHNOLOGY LLC PO-000394	FLD NOT USED	393057	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	758.13
WARRANT TOTAL						\$758.13 *
005365	TERRACON CONSULTANTS INC PV-000829	FLD NOT USED	393058	UNDISTRIBUTED	NEW & IMPROVEMENT OF BUILDINGS	540.00
WARRANT TOTAL						\$540.00 *
004592	VOLTAGE SPECIALISTS PV-000844	FLD NOT USED	393059	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	563.50
WARRANT TOTAL						\$563.50 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0026 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
000111	WALLACE SAFE & LOCK CO INC PV-000849 FLD NOT USED	393060	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	1,058.76 \$1,058.76 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	30	TOTAL AMOUNT OF WARRANTS:	\$250,931.20*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS:	30	TOTAL AMOUNT OF WARRANTS:	\$250,931.20**

BATCH 27

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 01/19/2018

01/18/18 PAGE 9

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 01 GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	15,487.00
4200	BOOKS OTHER THAN TEXTBOOKS	130.74
4300	MATERIALS AND SUPPLIES	6,621.49
5200	TRAVEL AND CONFERENCE	3,661.47
5600	RENTALS, LEASES AND REPAIRS	81.40
5800	CONSULTING SERV/OPERATING EXP	13,168.14
7100	TUITION	338,829.00
9514	HEALTH/WELFARE LIAB	15,184.00
	TOTAL FUND :	393,163.24

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	629.75
4700	FOOD	6,037.76
	TOTAL FUND :	6,667.51

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

FUND : 41

SPECIAL RESERVE-CPTL.OUTLAY

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	1,575.00
	TOTAL FUND :	1,575.00
	TOTAL DISTRICT:	401,405.75

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0027 AP

Vendor#	Vendor name (remit)	Warrant	GOAL	OBJECT	Amount
Reference	SCHOOL				
000139	ARBUCKLE FOOD CENTER PV-000861	393248 FLD NOT USED PIERCE HIGH SCHOOL	UNDISTRIBUTED REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	7.72 93.22 \$100.94 *
000179	BUSWEST NORTH PV-000868	393249 FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	242.78 \$242.78 *
000033	CASBO PO-000399	393250 PIERCE HIGH SCHOOL	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	305.00 \$305.00 *
002565	CMEA-NS PV-000869	393251 JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	200.00 \$200.00 *
000043	COLUSA COUNTY OFFICE OF ED PV-000863 PV-000864 PV-000865	393252 FLD NOT USED FLD NOT USED FLD NOT USED	SPECIAL EDUCATION-UNSPECIFIED UNDISTRIBUTED SPECIAL EDUCATION-UNSPECIFIED WARRANT TOTAL	OTHER TUITION, ETC. TO COUNTY CONSULTING SERV/OPERATING EXP OTHER TUITION, ETC. TO COUNTY	337,312.00 11,164.00 1,517.00 \$349,993.00 *
000429	CRYSTAL CREAMERY PV-000866	393253 FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	FOOD	2,326.33 \$2,326.33 *
000428	THE DANIELSEN CO. PV-000867	393254 FLD NOT USED FLD NOT USED FLD NOT USED	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES FOOD	603.05 26.70 3,698.56 \$4,328.31 *
005668	ESS ENVIRONMENTAL INC PO-000362	393255 FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	1,575.00 \$1,575.00 *
000078	HOBLIT MOTORS PV-000859	393256 FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	103.67 \$103.67 *
005199	ILLUMINATE EDUCATION INC. PO-000006	393257 FLD NOT USED	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	2,250.00 \$2,250.00 *
001787	INLAND BUSINESS SYSTEMS PV-000860	393258 GRAND ISLAND ELEMENTARY SCHOOL	REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	81.40

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0027 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
WARRANT TOTAL						\$81.40 *
005654	JONATHAN MCPEEK PV-000857	FLD NOT USED	393259	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	65.00
WARRANT TOTAL						\$65.00 *
000746	PIERCE HIGH SCHOOL PV-000858	PIERCE HIGH SCHOOL	393260	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	99.85
WARRANT TOTAL						\$99.85 *
003621	SYNCB/AMAZON PO-000341	ARBUCKLE ELEMENTARY SCHOOL	393261	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	69.00
	PO-000350	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	36.54
	PO-000353	JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	566.99
	PO-000355	FLD NOT USED		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	80.40
	PO-000363	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	94.20
WARRANT TOTAL						\$847.13 *
005115	TOP TIER DATACOM INC. PO-000408	FLD NOT USED	393262	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	470.98
	PO-000409	FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	736.25
WARRANT TOTAL						\$1,207.23 *
000841	TRI-COUNTY SCHOOLS PV-000862	FLD NOT USED	393263	UNDISTRIBUTED	HEALTH & WELFARE-CLASSIFIED	6,865.00
		FLD NOT USED		UNDISTRIBUTED	HEALTH & WELFARE-CLASSIFIED	8,622.00
		FLD NOT USED		UNDISTRIBUTED	HEALTH/WELFARE LIAB	15,184.00
WARRANT TOTAL						\$30,671.00 *
005545	U.S. BANK CORP PAYMENT SYSTEM RC-000009	FLD NOT USED	393264	UNDISTRIBUTED	MATERIALS AND SUPPLIES	63.69
		FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	731.91
		JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	2,547.08
		JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	2,547.09
		FLD NOT USED		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	267.92
		FLD NOT USED		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	675.38
		FLD NOT USED		UNDISTRIBUTED	FOOD	12.87
WARRANT TOTAL						\$6,845.94 *
005546	WELLNESS TOGETHER PO-000352	FLD NOT USED	393265	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	163.17
WARRANT TOTAL						\$163.17 *
***	BATCH TOTALS ***		TOTAL NUMBER OF WARRANTS:	18	TOTAL AMOUNT OF WARRANTS:	\$401,405.75*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF WARRANTS:	18	TOTAL AMOUNT OF WARRANTS:	\$401,405.75**



APY280 L.00.03

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE SUMMARY BY OBJECT  
FOR WARRANTS DATED 01/26/2018

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

BATCH 28

01/25/18 PAGE 11

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	3,221.16
4200	BOOKS OTHER THAN TEXTBOOKS	1,352.69
4300	MATERIALS AND SUPPLIES	3,835.76
4400	NONCAPITALIZED EQUIPMENT	1,206.56
5200	TRAVEL AND CONFERENCE	1,343.57
5500	OPERATIONS & HOUSEKEEPING SERV	23,259.59
5600	RENTALS, LEASES AND REPAIRS	844.78
5800	CONSULTING SERV/OPERATING EXP	2,760.36
5900	COMMUNICATIONS	58.80
8600	LOCAL REVENUES	707.00
9514	HEALTH/WELFARE LIAB	137,921.75
	TOTAL FUND :	176,512.02
	TOTAL DISTRICT:	176,512.02

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0028 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC PV-000884 FLD NOT USED	393396	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	174.72 \$174.72 *
005437	ADVENTIST HEALTH COLUSA PV-000892 FLD NOT USED PV-000893 FLD NOT USED	393397	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	PHYSICAL EXAMS PHYSICAL EXAMS	425.00 120.00 \$545.00 *
005196	DANIELLE ALVERNAZ PV-000872 FLD NOT USED	393398	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	101.30 \$101.30 *
005626	ALVES DOOR COMPANY INC PV-000887 FLD NOT USED	393399	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	274.52 \$274.52 *
003371	BOARD OF EQUALIZATION PV-000890 FLD NOT USED	393400	UNDISTRIBUTED WARRANT TOTAL	FUEL	44.07 \$44.07 *
002124	CALIFORNIA'S VALUED TRUST PV-000886 FLD NOT USED FLD NOT USED	393401	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	HEALTH & WELFARE-CERTIFICATED HEALTH/WELFARE LIAB	3,221.16 137,921.75 \$141,142.91 *
004919	CARVALHO'S HEATING & PV-000898 FLD NOT USED	393402	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	227.50 \$227.50 *
000033	CASBO PO-000387 FLD NOT USED	393403	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	470.00 \$470.00 *
003017	MARIA G. CORONA PV-000880 FLD NOT USED	393404	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	97.68 \$97.68 *
005201	TIMOTHY CORTEZ PV-000878 FLD NOT USED	393405	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	12.00 \$12.00 *
005339	DIGNITY HEALTH MED FDTN PV-000901 FLD NOT USED	393406	UNDISTRIBUTED WARRANT TOTAL	PHYSICAL EXAMS	144.63 \$144.63 *
004973	ANGELA DORANTES PV-000876 FLD NOT USED	393407	UNDISTRIBUTED	TRAVEL AND CONFERENCE	20.71

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0028 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
-----						
WARRANT TOTAL						\$20.71 *
000514	ELFRINK'S INC. PV-000897	FLD NOT USED FLD NOT USED	393408	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES RENTALS, LEASES AND REPAIRS	47.25 50.25 \$97.50 *
005408	RON FISHER PV-000882	JOHNSON JR HIGH SCHOOL	393409	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	111.18 \$111.18 *
000574	CAROL GEYER PV-000875	FLD NOT USED	393410	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	66.49 \$66.49 *
004233	MARIA GONZALEZ PV-000877	PIERCE HIGH SCHOOL	393411	REGULAR EDUCATION, K-12 WARRANT TOTAL	COMMUNICATIONS	58.80 \$58.80 *
004020	KELLI GRIFFITH-GARCIA PV-000902	FLD NOT USED FLD NOT USED	393412	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	56.00 84.00 \$140.00 *
005376	ARNOLD GROSS PV-000903	JOHNSON JR HIGH SCHOOL	393413	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	120.00 \$120.00 *
004764	MEGAN HALL PV-000881	FLD NOT USED	393414	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	128.33 \$128.33 *
005482	HIGBY'S COUNTRY FEED INC. PO-000017	PIERCE HIGH SCHOOL	393415	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	61.20 \$61.20 *
001787	INLAND BUSINESS SYSTEMS PV-000885	PIERCE HIGH SCHOOL	393416	REGULAR EDUCATION, K-12 WARRANT TOTAL	COPY MACHINE MAINTENANCE	244.53 \$244.53 *
003500	ALLISON JANSEN PV-000870	FLD NOT USED	393417	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	112.24 \$112.24 *
005192	CATHERINE LOPEZ PV-000873	FLD NOT USED	393418	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	20.71 \$20.71 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0028 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
005039	FRANCISCO MENDOZA PV-000879 FLD NOT USED	393419	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	65.00 \$65.00 *
004911	MELISSA MINGARELLI PV-000871 FLD NOT USED	393420	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	105.93 \$105.93 *
003755	MJB WELDING INC PO-000392 PIERCE HIGH SCHOOL PO-000393 PIERCE HIGH SCHOOL	393421	NONAGENCY-EDUCATIONAL REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	278.37 262.30 \$540.67 *
005683	MOVING MINDS PO-000415 ARBUCKLE ELEMENTARY SCHOOL	393422	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	351.22 \$351.22 *
005305	NICOLE NEWMAN PV-000883 PIERCE HIGH SCHOOL	393423	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	109.00 \$109.00 *
000094	PACIFIC GAS & ELECTRIC CO PV-000895 FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	393424	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED COMMUNITY SERVICES WARRANT TOTAL	GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY	3,749.09 1,419.56 12,584.30 1,989.05 219.22 30.83 \$19,992.05 *
000746	PIERCE HIGH SCHOOL PV-000900 FLD NOT USED	393425	UNDISTRIBUTED WARRANT TOTAL	ALL OTHER LOCAL REVENUE	707.00 \$707.00 *
000682	PLATT ELECTRIC SUPPLY PV-000888 FLD NOT USED PV-000889 FLD NOT USED	393426	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	1,071.86 365.98 \$1,437.84 *
005655	POWER DISTRIBUTORS PO-000333 PIERCE HIGH SCHOOL	393427	NONAGENCY-EDUCATIONAL WARRANT TOTAL	MATERIALS AND SUPPLIES	361.57 \$361.57 *
004206	RECOLOGY BUTTE COLUSA COUNTIES PV-000891 FLD NOT USED	393428	UNDISTRIBUTED WARRANT TOTAL	GARBAGE	3,267.54 \$3,267.54 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0028 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
000388	CINDY ROHDE PV-000874	PIERCE HIGH SCHOOL	393429	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	16.64 \$16.64 *
004400	ROSETTA STONE LTD PO-000411	ARBUCKLE ELEMENTARY SCHOOL	393430	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	90.00 \$90.00 *
003949	SCHOLASTIC INC PO-000372	JOHNSON JR HIGH SCHOOL	393431	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	1,281.79 \$1,281.79 *
000310	SCHOOL SPECIALTY INC PO-000386 PO-000413 PO-000414	ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL	393432	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	72.81 29.38 310.91 \$413.10 *
005386	STRICTLY TECHNOLOGY LLC PO-000390 PO-000416	FLD NOT USED JOHNSON JR HIGH SCHOOL	393433	UNDISTRIBUTED REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES NONCAPITALIZED EQUIPMENT	198.40 1,206.56 \$1,404.96 *
003621	SYNCB/AMAZON PO-000331	PIERCE HIGH SCHOOL	393434	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	70.90 \$70.90 *
000426	SYSCO FOOD SERVICES PO-000306	PIERCE HIGH SCHOOL	393435	NONAGENCY-EDUCATIONAL WARRANT TOTAL	MATERIALS AND SUPPLIES	49.08 \$49.08 *
005115	TOP TIER DATACOM INC. PV-000896	FLD NOT USED	393436	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	865.00 \$865.00 *
001199	UMPQUA BANK PV-000894	FLD NOT USED	393437	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	550.00 \$550.00 *
000111	WALLACE SAFE & LOCK CO INC PV-000899	FLD NOT USED	393438	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	416.71 \$416.71 *
***	BATCH TOTALS ***		TOTAL NUMBER OF WARRANTS: 43		TOTAL AMOUNT OF WARRANTS:	\$176,512.02*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF WARRANTS: 43		TOTAL AMOUNT OF WARRANTS:	\$176,512.02**

Pierce Joint Unified School District  
Overnight Field Trip Request

Date Submitted: 1/22/2018

Site Approval: 

Date: 1/23/18

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: Varsity Volleyball Team Camp

Teacher(s) Submitting Request (*Field Trip Supervisor*): Kim Travis  
Morgan Diaz

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 12-14 \*Number of adult volunteers: 2

List adult volunteers/chaperones: Kim Travis & Morgan Diaz

Date transportation request submitted: 1/22/18

Funding source: Crab Feed Fundraiser

\*For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: Leave PHS 1pm on Sun July 22nd

Scheduled Return (include time): Return to PHS Wed July 25th at 6pm

Destination (address required): Feather River College 570 Golden Eagle Ave, Quincy, CA 95971

Contact Phone Number at Destination (required): (530)569-0033 Sarah Ritchie, FRC

(OVER)

Pierce Joint Unified School District  
Overnight Field Trip Request

Date Submitted: 1/22/2018

Site Approval: 

Date: 1/23/18

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: Varsity Volleyball Tournament

Teacher(s) Submitting Request (*Field Trip Supervisor*): Kim Travis  
Morgan Diaz

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 12-14 \*Number of adult volunteers: 4

List adult volunteers/chaperones: Kim Travis, Morgan Diaz & Amy Doherty

Date transportation request submitted: none needed, flying.

Funding source: Crab Feed Fundraiser

\*For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: Will Leave Sacramento Thursday morning Oct 4th.

Participate in Southern Ca Invitational Volleyball Tourney.

Scheduled Return (include time): Return to Sacramento Sun Oct 7th late afternoon

Destination (address required): Hotel 9310 Kearny Mesa Road, San Diego, CA 92126 US Tourney at Alliant University

Contact Phone Number at Destination (required): 1-858-775-7821 Director for So Cal

(OVER)

California School Boards Association

**AGREEMENT FOR GOVERNANCE CONSULTING SERVICES**

THIS Agreement made and entered into by and between the CALIFORNIA SCHOOL BOARDS ASSOCIATION, a nonprofit California corporation, hereinafter referred to as "CSBA" and Pierce Joint Unified School District hereinafter referred to as "District."

CONDITION PRECEDENT

To be eligible for this program, the district must be a member in good standing of CSBA.

The parties hereby agree as follows:

1. DUTIES AND RESPONSIBILITIES OF DISTRICT

1.1 District agrees to:

- a. assure attendance by all board members, and the superintendent of Pierce Joint Unified School District as requested by CSBA;
- b. provide appropriate facilities for each session; and
- c. provide necessary food and refreshments.

2. DUTIES, RESPONSIBILITIES AND RECOMMENDATIONS OF CSBA

2.1 CSBA agrees to:

- a. conduct phone interviews with board members and superintendent as appropriate;
- b. provide governance consulting services, which may include a workshop to be completed not later than June 30, 2018 on governance leadership, such as district goal setting, board self-evaluation, superintendent evaluation, developing norms and protocols, developing a governance planning calendar, and other governance-related activity as CSBA and District may agree.
- c. provide any necessary copyrighted course materials as needed for the governance leadership workshop;
- d. provide summary materials from the governance consulting services.

3. COMPENSATION AND REIMBURSEMENT OF EXPENSES

- 3.1 In consideration for the consulting services, the District agrees to pay CSBA a base fee of \$2700, plus reasonable travel expenses.



- 3.2 Payment is due within 30 days upon receipt of invoice from CSBA, following the service delivery.
- 3.3 In the event that District cancels the workshop after it is scheduled, District agrees to reimburse CSBA for any travel expenses already incurred by the consultant at the time of the cancellation.

4. CONTRACT TERMINATION

- 4.1 The terms of the Agreement shall terminate no later than June 30, 2018, or sooner if all provisions have been satisfied.
- 4.2 Unless otherwise terminated pursuant to this Agreement, CSBA or District may terminate this agreement without cause by giving thirty (30) days written notice to the other party.
- 4.3 Should CSBA default in the performance of this Agreement or materially breach any of its provisions, District may terminate this Agreement by giving written notification to CSBA.
- 4.4 Should District default in the performance of this Agreement or materially breach any of its provisions, CSBA may terminate this Agreement by giving written notification to District.

5. GENERAL PROVISIONS

- 5.1 For the purposes of communication between the parties, the following shall be the representatives of the parties:

<p>John Friel Board President</p>	<p>Carol Geyer Superintendent</p>	<p>Naomi Eason, Ed.D Assistant Executive Director, Member Services</p>
<p>Pierce Joint Unified School District P.O. Box 280 Arbuckle, CA 95912 Phone: (530) 476-2892</p>	<p>Pierce Joint Unified School District P.O. Box 280 Arbuckle, CA 95912 Phone: (530) 476-2892</p>	<p>California School Boards Association 3251 Beacon Boulevard West Sacramento, CA 95691 Phone: (916) 669-3293 Fax: (916) 371-3407</p>

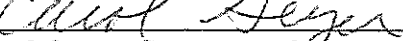
- 5.2 This Agreement is the entire agreement and supersedes any oral or written agreements previously entered into concerning the conduct of the Governance consulting services.
- 5.3 If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force.
- 5.4 This Agreement will be governed and construed according to the laws of the State of California.

AGREED

SCHOOL DISTRICT

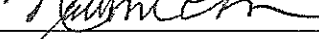
BY:   
John Friel, Board President

DATED: 1/29/18

BY:   
Carol Geyer, Superintendent

DATED: 1/29/18

CALIFORNIA SCHOOL BOARDS ASSOCIATION

BY:   
Naomi Eason, Ed.D.  
Assistant Executive Director,  
Member Services

DATED: 1/24/18

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT is effective January 25, 2018, between the PIERCE JOINT UNIFIED SCHOOL DISTRICT (“Client”) and the law firm of LOZANO SMITH, LLP (“Attorney”) (each a “Party” and collectively the “Parties”). Attorney shall provide legal services as requested by Client on the following terms and conditions:

I. **ENGAGEMENT.** Client hires Attorney as its legal counsel with respect to matters the Client refers to Attorney. Attorney shall provide legal services to represent Client in such matters, keep Client informed of significant developments and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client’s interests, to keep Attorney fully informed of developments material to Attorney’s representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

II. **RATES TO BE CHARGED.** Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement).

III. **REIMBURSEMENT.** Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation and arbitration fees. Attorney shall not be required to advance costs on behalf of Client over the amount of \$1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services for Client in relation to litigation or Specialized Services.

IV. **MONTHLY INVOICES.** Attorney shall send Client a statement for fees and costs incurred every calendar month (the “Statement”). Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney’s Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

V. **COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT.** The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with

Client. Unless otherwise instructed by Client, any such communications may include confidential information.

VI. **POTENTIAL AND ACTUAL CONFLICTS OF INTEREST.** If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

VII. **INDEPENDENT CONTRACTOR.** Attorney is an independent contractor and not an employee of Client.

VIII. **TERMINATION.**

- a. **Termination by Client.** Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.
- b. **Termination by Mutual Consent or by Attorney.** Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date, (b) Client fails to comply with other terms of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests, (c) Client has failed to disclose material facts to Attorney or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client.
- c. **Following Termination.** Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file maintained for the Client by Attorney and shall sign acknowledgment of receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client from Attorney after the date of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

IX. MAINTENANCE OF INSURANCE. Attorney agrees that, during the term of this Agreement, Attorney shall maintain liability and errors and omissions insurance.

X. CONSULTANT SERVICES. Attorney works with professional consultants that provide services, including but not limited to investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

XI. DISPUTE RESOLUTION.

a. Mediation. Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b. Dispute Regarding Fees. Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. Binding Arbitration. Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall

make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client maybe ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. Effect of Termination. The terms of this section shall survive the termination of the Agreement.

XII. ENTIRE AGREEMENT. This Agreement with its exhibit supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.

XIII. SEVERABILITY. Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

XIV. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

XV. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

XVI. ASSIGNMENT. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

SO AGREED:

PIERCE JOINT UNIFIED SCHOOL DISTRICT    LOZANO SMITH, LLP

Carol Geyer    1/26/18  
Carol Geyer                      Date  
Superintendent

Karen M. Rezendes    January 25, 2018  
Karen M. Rezendes                      Date  
Managing Partner



PROFESSIONAL RATE SCHEDULE  
FOR PIERCE JOINT UNIFIED SCHOOL DISTRICT  
(Effective January 25, 2018)

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate\*:

Partner** / Senior Counsel / Of Counsel	\$ 275 - \$ 300 per hour
Associate	\$ 215 - \$ 275 per hour
Paralegal / Law Clerk	\$ 135 - \$ 155 per hour
Consultant	\$ 135 - \$ 195 per hour

\* Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request.

\*\* Rates for work performed by Senior Partners with 20 years of experience or more may range from \$300 - \$350 per hour.

2. BILLING PRACTICE

Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

3. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.



**Consulting Services Agreement - Annual Debt Transparency Report**

This CONSULTING SERVICES AGREEMENT (this "Agreement") is dated as of the latest date set forth on the signature page hereto (the "Effective Date") and is entered into by and between Isom Advisors, a Division of Urban Futures Inc., a California corporation ("Advisor"), and Pierce Joint Unified School District ("District").

**Advisor agrees to:**

1. Review ongoing District's Annual Debt Transparency Report ("ADTR") requirements.
2. Submit to CDIAC the necessary filings and documentation to remain compliant with SB 1029 including the ADTR by Jan 31<sup>st</sup> of each year.

**District agrees to:**

1. Fully cooperate and assist Advisor in providing appropriate data for the development of the ADTR on behalf of District.

**Consideration:**

1. In consideration for the above services, District agrees to pay Advisor pursuant to the following:
  - a. An annual fee of \$500 until all bond proceeds are spent; thereafter, an annual fee of \$250 to prepare the Annual Debt Transparency Report; paid within 30 days of receipt of invoice.
  - b. In any future year, the District may, at its own discretion, choose not to have Advisor complete the ADTR Services, and shall inform Advisor no later than December 1 of said filing year.
  - c. This agreement shall terminate with 30 days written notice from either party sent via certified mail; any outstanding expenses incurred shall be paid immediately by the District.

**Arbitration:**

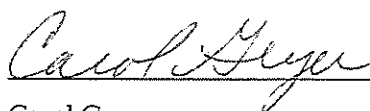
In the event of a dispute between the parties regarding the terms or performance of this Agreement, the parties agree to decide this dispute under the rules of the American Arbitration Association.

**Complete Agreement:**

The parties agree that this Agreement is the complete agreement between the parties superseding all prior written or oral agreements between the parties. The parties further agree that this Agreement can be altered or modified only through a writing signed and dated by both parties.

Pierce Joint Unified School District

Isom Advisors,  
a Division of Urban Futures, Inc.



Carol Geyer  
Superintendent

1/30/18

Date

\_\_\_\_\_

Jon Isom  
Managing Principal

\_\_\_\_\_

Date

**PROPOSAL FOR STATE SCHOOL FACILITY CONSULTING SERVICES**

for the

**PIERCE JOINT UNIFIED SCHOOL DISTRICT**

Prepared by:

J.M. King Consulting, Inc.  
2901 35<sup>th</sup> St.  
Sacramento, California 95817  
(916) 382-9414



## CURRENT PROPOSAL

The planning, funding, and construction of school facilities involve many complex issues. Due to the frequent changes in State school facility legislation, it is time and cost effective to be represented by a consulting firm based in Sacramento that is experienced in the many aspects of school facility planning.

In order to provide additional funding from State sources (both modernization and new construction) to match local district dollars, J.M. King Consulting, Inc. will update both modernization and new construction applications.

New construction monies can be utilized at any site in the district to construct new facilities. Modernization monies are site specific and can be utilized to update HVAC, roofing, telecommunications, solar, etc. as well as replacement of current facilities.

Our services include the following:

**Prepare New Construction Eligibility**

1. Obtain from the District facilities and enrollment information required to determine the amount of new construction grant funding eligibility under the School Facility Program (SFP).
2. Research required residential development (tentative maps only) and obtain certification letters from planning department (City and/or County) (Education Code 17070.35 et seq).
3. Calculate new construction eligibility for all available scenarios provided for by the passage of Assembly Bill 1014. Review and analyze District data to support District applications for the maximum new construction eligibility and funding approval.
4. Prepare required enrollment and facilities reports for District review and approval to file with the Office of Public School Construction (OPSC) to seek approval of new construction eligibility. Prepare annual updated enrollment and facilities reports as needed or required.
5. Secure SAB approval of District's new construction eligibility.

**Prepare Modernization Applications**

1. Review and revise State Modernization grant funding applications to establish eligibility for funding, including analysis and update of all 20+ year old buildings site by site, permanent and portable classrooms and review new CBEDs enrollments in order to obtain new eligibility for increased funding. Forward completed applications to District for review and signature.
2. File with Office of Public School Construction (OPSC) to obtain approval.
3. Secure SAB approval of District's modernization eligibility.

### Alternative Education Funding Sources

1. Calculate funding from various State agencies for alternative education funding, including Charter school funding, Career Technical Education funding, etc.
2. Prepare required documents and forward to staff for signature and approval.

### CONSULTING FEES

The District shall pay the Consultant at the rate of \$145 per hour for services outlined in this Agreement.

**Estimated Hours: 80-150 for Career Technical Education Facilities Program Consulting Services**  
**Estimated Hours: 60-75 for 2017-18 Eligibility Update for New Construction and Modernization**

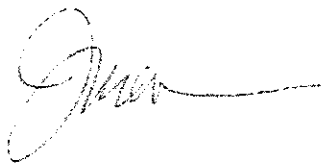
The Consultant will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly basis.

The scope of the work necessary to complete the services listed in this Agreement is dependent on the availability and quality of the District's enrollment and facilities information and subject to SB 50 regulations.

### **ADDITIONAL CONSIDERATIONS**

The Consultant shall be reimbursed as follows:

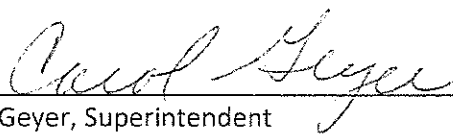
1. Necessary visitations to the District by the Consultant will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval from the District.
2. Reproduction of documents shall be the responsibility of the District. If the District chooses, the Consultant will provide duplicating services on an actual cost basis.
3. Application filing fees and other state required fees are the responsibility of the District.



---

Jamie Iseman, Vice President  
J.M. King Consulting, Inc.

Date: \_\_\_\_\_



---

Carol Geyer, Superintendent  
Pierce Joint Unified School District

Date: 2/5/18

## MATH PLACEMENT PROTOCOL

## Initial Placement

~~Students scoring at or above the 50th percentile and scoring average or higher in all four goal performances in mathematics a RIT of 226 or higher on the winter NWEA MAP math assessment or a RIT of 228 or higher on the spring NWEA MAP math assessment or at least a 3 (At Standard) on the CAASPP math assessment will be placed in Math 1 as a 9th grader. Students not meeting these criteria will be placed in Math 1A as a 9th grader.~~

~~Students completing Math 1 as an 8th graders with a grade of B or better and scoring a 244 RIT on the NWEA MAP assessment or a 4 (Exceeding Standard) on the CAASPP at or above the 50th percentile math assessment will have the option to go into Math 2 as a 9th grader.~~

~~Students scoring with a RIT score below 242 the 50th percentile will be placed in Math 1A.~~

In an effort to support acceleration of middle school students, if a student has a RIT of 252 or higher on the NWEA MAP math assessment and a 4 (Exceeding Standard) on the CAASPP math assessment, the student will have the option of being placed in Math 2 as a 9th grader.

If an 8th grader at the junior high meets the requirement to enter Math 2, it is strongly recommended that they complete an online/summer Math 1 course.

~~During the high school freshman registration period, students who have scored below the 50th percentile will have the opportunity to retake the NWEA for proper math placement.~~

~~Also, during the high school freshman registration period, students scoring at or above the 50th percentile, but did not score average or higher in all four goal performances in mathematics on the NWEA MAP math assessment will have the opportunity to retake the NWEA MAP math assessment for proper math placement.~~

## Reevaluation of Placement

No later than the 20th school day, appropriate math placement will be reevaluated to ensure proper placement of students. The re-evaluation criteria for such placement will include students scoring a RIT of 229 or higher on the fall NWEA MAP math assessment as 9th graders ~~at or near proficiency or exceeding proficiency on the math CAASPP results and/or scoring at or above the 50 percentile on projected proficiency level on beginning of the year the NWEA MAP math assessment.~~

## Appeal Process

Within 20 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement of the student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

## District's Commitment

It is the district's commitment that students have the opportunity to complete mathematics courses recommended for college admission. Listed are the possible math course pathways to fulfill that commitment:

### *~~Beginning with the Class of 2021~~*

	<b><del>Path 1</del></b>	<b><del>Path 2</del></b>	<b><del>Path 3</del></b>	<b><del>Path 4</del></b>
<del>9th grade</del>	<del>Math 1A</del>	<del>Math 1A</del>	<del>Math 1</del>	<del>Math 2</del>
<del>10th grade</del>	<del>Math 1B</del>	<del>Math 1B</del>	<del>Math 2</del>	<del>Math 3</del>
<del>11th grade</del>	<del>Consumer Math</del>	<del>Math 2</del>	<del>Math 3</del>	<del>AP Calculus</del>
<del>12th grade</del>		<del>Math 3</del>	<del>AP Statistics or AP Calculus</del>	<del>AP Statistics</del>

### *Beginning with the Class of 2021*

	<b>Path 1</b>	<b>Path 2</b>	<b>Path 3</b>	<b>Path 4</b>
9th grade	Math 1A	Math 1A	Math 1	Math 2
10th grade	Math 1B	Math 1B	Math 2	Math 3
11th grade	Consumer 1	Math 2	Math 3	Calculus or AP Calculus*
12th grade	Consumer 2	Math 3	AP Statistics or Calculus/ AP Calculus*	AP Statistics

\*See Calculus Offering Policy



## CSBA Sample | BP 3470 Business and Noninstructional Operations

### Debt Issuance And Management

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANs), and certificates of participation. The policy must include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. SB 1029 declares the intent of the Legislature that, consistent with the recommendation of the Government Finance Officers Association (GFOA), local agencies adopt comprehensive written debt management policies that are reflective of local, state, and federal laws and regulations. Districts are encouraged to consult legal counsel and their financial advisor in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - Concepts and Roles)

(cf. 3460 - Financial Reports and Accountability)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

Note: Article 16, Section 18 of California Constitution contains the basic "debt limitation" (i.e., the constraints on discretionary borrowing) applicable to school districts. Under so-called "traditional authority," a measure authorizing the issuance of general obligation bonds may be approved by two-thirds of the electorate; under Proposition 39, a measure authorizing the issuance of general obligation bonds may be approved by 55 percent of the electorate (see BP/AR 7214 - General Obligation Bonds). Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For further information, see the California Debt and Investment Advisory Commission's (CDIAC) California Debt Issuance Primer.

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

Note: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district must be duly registered with both the Securities Exchange

Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and must also hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 9270 - Conflict of Interest)

### Goals

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt

10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 7000 - Concepts and Roles)

#### Authorized Purposes for the Issuance of Debt

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

#### Authorized Types of Debt

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

##### 1. Short-Term Debt

a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)

b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)

c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code

53859-53859.08)

## 2. Long-Term Debt

Note: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. See BP/AR 7214 - General Obligation Bonds for requirements pertaining to the issuance of general obligation bonds.

a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

(cf. 7214 - General Obligation Bonds)

Note: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. See BP 7212 - Mello-Roos Districts.

b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

(cf. 7212 - Mello-Roos Districts)

## 3. Lease financing, including certificates of participation (COPs)

a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

Note: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs

## 5. Temporary borrowing from other sources such as the County Treasurer

Note: Education Code 42133 prohibits the issuance of non-voter approved debt when the district has a qualified or negative certification regarding the district's ability to meet its fiscal obligations, except as provided below. Pursuant to Education Code 42131, a "qualified certification" indicates that the district may not meet its financial obligations for the current fiscal year and two subsequent fiscal years, and a "negative" certification indicates that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year. See BP 3460 - Financial Reports and Accountability for further information about such certifications.

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

### Relationship of Debt to District Facilities Program and Budget

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

Note: The following paragraph is optional.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

### Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

Note: Education Code 15106 limits the district's total outstanding bonded debt (i.e., the principal portion only) to 1.25 or 2.5 percent of the assessed valuation of the taxable property of a non-unified and unified district, respectively. Consequently, Education Code 15106 limits the issuance of new debt when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

#### Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

#### Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

Note: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, must be deposited in the county treasury to the credit of the building fund of the district. As amended by AB 2738 (Ch. 472, Statutes of 2016), Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

#### Refunding/Restructuring

Note: The following section may be revised to reflect district practice. The GFOA's Analyzing and Issuing Refunding Bonds states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common

threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

### Internal Controls

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's Internal Control System Checklist. These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. Also see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

(cf. 3314 - Payments for Goods and Services)

(cf. 3400 - Management of District Assets/Accounts)

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

### Records/Reports

Note: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the

report on behalf of the district. As amended by SB 1029 (Ch. 307, Statutes of 2016), Government Code 8855 requires that the report include a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Note: SB 1029 (Ch. 307, Statutes of 2016) amended Government Code 8855 to add the following requirement for an annual report of debt issuance, applicable to any final sale of debt on or after January 21, 2017. The report covers the period from July 1 to June 30, and must be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

Note: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. In addition, districts must provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures must be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's California Debt Issuance Primer and the GFOA's Understanding Your Continuing Disclosure Requirements.

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

Note: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service (IRS) publication Tax Exempt Bond FAQs Regarding Record Retention Requirements, available on the IRS web site, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's



bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Legal Reference:

#### EDUCATION CODE

5300-5441 Conduct of elections

15100-15262 Bonds for school districts and community college districts

15264-15276 Strict accountability in local school construction bonds

15278-15288 Citizen's oversight committees

15300-15425 School Facilities Improvement Districts

17150 Public disclosure of non-voter-approved debt

17400-17429 Leasing of district property

17450-17453.1 Leasing of equipment

17456 Sale or lease of district property

17596 Duration of contracts

42130-42134 Financial reports and certifications

#### ELECTIONS CODE

1000 Established election dates

#### GOVERNMENT CODE

8855 California Debt and Investment Advisory Commission

53311-53368.3 Mello-Roos Community Facilities Act

53410-53411 Bond reporting

53506-53509.5 General obligation bonds

53550-53569 Refunding bonds of local agencies

53580-53595.55 Bonds

53850-53858 Tax and revenue anticipation notes

53859-53859.08 Grant anticipation notes

#### CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

## UNITED STATES CODE, TITLE 15

78o-4 Registration of municipal securities dealers

## UNITED STATES CODE, TITLE 26

54E Qualified Zone Academy Bonds

## CODE OF FEDERAL REGULATIONS, TITLE 17

240.10b-5 Prohibition against fraud or deceit

240.15c2-12 Municipal securities disclosure

## CODE OF FEDERAL REGULATIONS, TITLE 26

1.6001-1 Records

## Management Resources:

## CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS

California Debt Issuance Primer

## GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS

An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016

Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015

Investment of Bond Proceeds, Best Practice, September 2014

Selecting and Managing Municipal Advisors, Best Practice, February 2014

Debt Management Policy, Best Practice, October 2012

Analyzing and Issuing Refunding Bonds, Best Practice, February 2011

## INTERNAL REVENUE SERVICE PUBLICATIONS

Tax Exempt Bond FAQs Regarding Record Retention Requirements

Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016

## U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS

Internal Control System Checklist

## WEB SITES

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>Government Finance Officers Association: <http://www.gfoa.org>Internal Revenue Service: <http://www.irs.gov>

Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):  
<http://www.emma.msrb.org>

U.S. Government Accountability Office: <http://www.gao.gov>

U.S. Securities and Exchange Commission: <http://www.sec.gov>

12/16