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November 21, 2014

RECEIVED
November 21, 2014
*Commission on
State Mandates*

Heather Halsey, Executive Director
Commission on State Mandates
980 Ninth Street, Suite 300
Sacramento, CA 95814

RE: Incorrect Reduction Claim 05-4241-I-06
Emergency Procedures, Earthquakes, and Disasters
Poway Unified School District
Fiscal Years: 2000-01, 2001-02, and 2002-03

Dear Ms. Halsey:

I have received the Commission Draft Proposed Decision (DPD) dated November 10, 2014, for the above-referenced incorrect reduction claim, to which I respond on behalf of the District.

PART A. STATUTE OF LIMITATIONS APPLICABLE TO AUDITS OF ANNUAL REIMBURSEMENT CLAIMS

The Commission concludes that the audit was both timely initiated and timely completed.

Chronology of FY 2000-01 Annual Claim Action Dates

| | | |
|-----------------------|---|--------------|
| March 13, 2001 | First payment on FY 2000-01 claim | See Attach A |
| January 8 or 15, 2002 | FY 2000-01 claim filed by the District | |
| March 13, 2004 | Three years from first payment on FY 2000-01 claim | |
| August 17, 2004 | Date of entrance conference letter | See Attach B |
| September 20, 2004 | Entrance conference conducted | |
| December 31, 2004 | Statute of limitations for audit expires for FY 2000-01 | |
| August 31, 2005 | Controller's final audit report issued | |

1. Initiation of the Audit

The Commission (DPD, 26) concludes that the audit of FY 2000-01 was subject to

initiation no later than *three years* after the end of the calendar year in which the actual reimbursement claim is filed or last amended, whichever is later:

In addition, the Controller received additional time to initiate the audit when section 17558.5 was amended by Statutes 2002, chapter 1128. This amendment clarified that when funds are appropriated, the claim is subject “to *the initiation of an audit...*” for the statutory period. The 2002 statute also enlarged the time for the Controller to initiate the audit from *two years after the end of the calendar year* in which the reimbursement claim is filed or last amended, to *three years after the date that the actual reimbursement claim is filed* or last amended. . . . The 2002 amendment to section 17558.5 became effective on January 1, 2003, when the audit period for the reimbursement claim was still pending and not yet barred under the prior statute. The 2002 statute, which enlarged the statute of limitations to three years after the date the 2000-2001 reimbursement claim was filed or last amended, gave the Controller additional time to initiate the audit until either January 8, 2005, based on the date claimant states the claim was signed, or January 15, 2005, the date the Controller states that the claim was filed with the State Controller’s Office. Regardless of which date the claim was filed, however, the audit was initiated no later than September 20, 2004, when the entrance conference was held. Therefore, the Commission finds that the audit was timely initiated before the deadline established by section 17558.5, as amended in 2002.

The Commission unnecessarily relies on the doctrine of statutory enlargement to extend the initiation date from two years from the end of the calendar year of filing (1995 version of the statute) to three years from the date of filing or first payment. (2002 version of the statute). The District’s FY 2000-01 claim was submitted to the Controller on January 8 or 15, 2002. Pursuant to the then relevant version of Government Code Section 17558.5, (Statutes of 1995, Chapter 945, Section 18, operative July 1, 1996)¹, the claim was subject to audit initiation no later than December 31, 2004. Since the first payment on the claim occurred March 13, 2001, the “no funds are appropriated”

¹ First Amendment

Statutes of 1995, Chapter 945, Section 18, operative July 1, 1996, repealed and replaced Section 17558.5, changing only the period of limitations:

“(a) A reimbursement claim for actual costs filed by a local agency or school district pursuant to this chapter is subject to audit by the Controller no later than two years after the end of the calendar year in which the reimbursement claim is filed or last amended. However, if no funds are appropriated for the program for the fiscal year for which the claim is made, the time for the Controller to initiate an audit shall commence to run from the date of initial payment of the claim.”

contingency is not relevant. The audit was commenced before December 31, 2004, whether measured by the August 17, 2004 entrance conference letter or the September 20, 2004, entrance conference date.

2. Completion of the Audit

The District asserts that the FY 2000-01 annual claim was beyond the statute of limitations for completion of the audit when the Controller issued the final audit report on August 31, 2005. The Commission (DPD, 26) concludes that the audit of FY 2000-01 was subject to completion no later than two years after the initiation of the audit, or September 20, 2006:

The Commission further finds that the audit was timely completed. Before Government Code section 17558.5 was amended effective January 1, 2005, there was no statutory deadline for the completion of an audit. Under common law principles, however, the Controller had to complete an audit within a reasonable period of time after it was initiated. In this case, the audit was completed when the final audit report was issued on August 31, 2005, eleven months after the audit was initiated.

Effective January 1, 2005, when the audit was still pending in this case, the statute was amended to require that "an audit shall be completed not later than two years after the date that the audit is commenced"; which in this case would be no later than September 20, 2006.

The courts have held that where the state gives up a right previously possessed by it or one of its agencies (like the Controller's unspecified time to complete an audit before January 1, 2005), the restriction in the new law becomes effective immediately upon the operative date of the change in law for all pending claims.

The Commission unnecessarily relies on, and misapplies the doctrine of statutory enlargement to extend the completion date from two years from the end of the calendar year of filing (1995 version of the statute) to two years from the date of audit initiation (2005 version of the statute²). The District's FY 2000-01 claim was submitted to the

² Third Amendment

Statutes of 2004, Chapter 890, Section 18, operative January 1, 2005 amended Section 17558.5 to state:

"(a) A reimbursement claim for actual costs filed by a local agency or school district pursuant to this chapter is subject to the initiation of an audit by the Controller no later than three years after the date that the actual reimbursement claim is filed or last amended, whichever is later. However, if

Controller on January 8 or 15, 2002. Pursuant to the then relevant 1995 version of Government Code Section 17558.5, the claim was subject to audit completion no later than December 31, 2004. The audit was not complete until the final audit report was issued August 31, 2005. It is uncontested here that an audit is complete only when the final audit report is issued.

The Commission analysis fails on the facts. Government Code section 17558.5 is specific to administrative claims, not civil actions, and needs no further interpretation by analogy. For the enlargement issue to operate, again misapplying a civil action concept, there has to be a "matter pending" and not barred. If the matter is the filed claim, the claimant accomplished all that was necessary by timely filing the claim, thus nothing was pending. If the "matter" is the completion of the Controller's audit, it was barred by the 1995 law and therefore could not be "pending." Further, the alleged "enlargement" works a benefit for the Controller. The enlargement is a post facto increase of the shorter time period existing at the time of claim filing to be exposed to audit (and thus record retention requirements). The Commission incorrectly applies the concept of enlargement to the extension of relief to a state agency rather than its effect as an impairment of previous rights to the claimants. The Commission cites cases that allow the Legislature to retroactively curtail the rights of state agencies, but none that allow post facto impairment of claimants' rights.

The Commission (DPD, 26) asserts that the 1995 version of Section 17558.5 did not have a statutory deadline for the completion of an audit, and citing in footnote 67 the *Cedar-Sinai Medical Center* decision, proposes that claimants rely upon the defense of laches. Again, this is a misapplication of a decision in a civil matter. The Commission seems to be asserting that the Controller was required under common law to complete the audit within a reasonable period of time without regard to the positive law of the Legislature's statute of limitations. Reliance on the reasonableness of the actual length of the audit period process would mean in practice that the determination of a reasonable audit completion date would become a question of fact for every audit, which is contrary to the concept of a *statute* of limitations.

The Commission's reliance on the equitable concept of laches is troublesome. Cases in law are governed by statutes of limitations, which are laws that determine how long a person has to file a lawsuit before the right to sue expires. Laches is the equitable equivalent of statutes of limitations. However, unlike statutes of limitations, laches leaves it up to the adjudicator to determine, based on the unique facts of the case,

no funds are appropriated or no payment is made to a claimant for the program for the fiscal year for which the claim is filed, the time for the Controller to initiate an audit shall commence to run from the date of initial payment of the claim. In any case, an audit shall be completed not later than two years after the date that the audit is commenced."

whether a plaintiff has waited too long to seek relief. Here there is no issue as to whether the District has been tardy in seeking relief. The incorrect reduction claim, the statutory form of relief from an audit, was timely-filed according to the statute.

Laches is a defense to a proceeding in which a plaintiff seeks equitable relief. Cases in equity are distinguished from cases at law by the type of remedy, or judicial relief, sought by the plaintiff. Generally, law cases involve a problem that can be solved by the payment of monetary damages. Equity cases involve remedies directed by the court against a party. An incorrect reduction claim is explicitly a matter of money due the claimant. The District is not seeking an injunction, where the court orders a party to do or not to do something; declaratory relief, where the court declares the rights of the two parties to a controversy; or an accounting, where the court orders a detailed written statement of money owed, paid, and held.

The Commission has not indicated that it has jurisdiction for equitable remedies. Therefore a Commission finding, or at least the inference here, that there is no evidence of an unreasonable delay in the completion of the audit is without jurisdiction or consequence and simply irrelevant. Or, if the Commission is suggesting that claimant resort to the courts for an equitable remedy on the issue of statute of limitations, that is contrary to Government Code section 17552 which establishes exclusive jurisdiction to the Commission for audit disputes, that is, the incorrect reduction claim process.

The adjudication of the audit completion date should end with the 1995 version of Section 17558.5. Section 17558.5 was amended two more times after the FY 2000-01 annual claim was filed. As a matter of law, these amendments are not relevant to the determination of statute of limitations for the FY 2000-01 annual claims, so reliance upon the language of the subsequent amendments as a declaration of retroactively consistent legislative policy, or intent, or a source of enlargement, is without foundation. The 2002 amendment provides no new information about the audit completion date. The 2004 amendment to Section 17558.5 is definitive to the issue of when the audit completion period was first placed in statute, but it is of no assistance to resolve the 1995 issue.

If, as the Commission asserts, that the first amended version establishes no statutory time limit to complete a timely commenced audit, Section 17558.5 becomes absurd until 2005. Once timely commenced, audits could remain unfinished for years either by intent or neglect and the audit findings revised at any time. Thus, the claimant's document retention requirements would become open-ended and eventually punitive. Statutes of limitations are not intended to be open-ended; they are intended to be finite, that is, a period of time measured from an unalterable event, and in the case of the 1995 version of the code, it is the filing date of the annual claim.

PART B. DISALLOWED STAFF TIME

The audit reports the results of the audit in one omnibus finding actually applicable to two components: "updating the system" and "employee training." The Controller asserts that the District claimed unallowable employee salary and benefit costs in the amount of \$709,037 in direct costs and \$29,327 in related indirect costs for the three fiscal years audited. The audit report concludes that the unallowable costs occurred because costs claimed were not supported with adequate source documentation.

1. Updating the System

The audit disallowed salaries and benefits claimed in all three fiscal years for updating the district's standardized emergency management system (SEMS) by \$63,280 for three reasons: \$32,405, related to Mr. Camozzi's time, as not related to the mandate; \$19,452 for lack of supporting documentation; and \$11,423, because the staff time was reported using employee declarations that were not completed contemporaneously and did not identify the date that employees performed the mandated activities.

A. Mr. Camozzi's staff time (\$32,405)

The audit disallowed all reimbursement for R. Camozzi for updating the District's emergency procedures system in the total amount of \$32,405 for the three-year audit period due to lack of documentation to show the SEMS costs are specifically attributable to the scope of the mandate. The District concurs that the scope of the SEMS project exceeds earthquake preparation and procedures, but that was of limited significance until the Commission amended the parameters and guidelines (with retroactive effect) in May and July 2003, that is, at the end and after the three-year audit period here. No distinction was made in these annual claims regarding the scope of the SEMS and it appears none was necessary at the time of filing.

The District submits with this letter a representative training package for the SEMS project which describes the scope of subject matter for which Mr. Camozzi was responsible (see attachment C). Also provided is a copy of Mr. Camozzi's hourly time sheets used for payroll purposes (see attachments D1, D2, D3). On those time sheets, Mr. Camozzi variously describes his activities as: SEMS; SEMS and emergency preparation; or, emergency planning. Taking these documents at their face value, using the 1991 parameters and guidelines standards, the Commission can determine the validity of the costs claimed and make an allocation of mandate-related time. These documents may not have been considered during the audit or for the Controller's March 12, 2008, response to the incorrect reduction claim.

B. No supporting documentation (\$19,452)

The audit disallowed, due to lack of supporting documentation, \$2,189 in fiscal year

2000-2001, \$163 in fiscal year 2001-2002; and \$17,100 in fiscal year 2002-2003. The Commission concludes that since there is no evidence in the record to support the Controller's assertion that documentation was not provided by the claimant during the audit that the reductions of \$2,189 in fiscal year 2000-2001 and \$163 in fiscal year 2001-2002 should be reinstated to the District.

Regarding the \$17,100 disallowed for FY 2002-03, the Commission finds no documentation in the record and that the audit reduction is correct. For 2002-2003, the District claimed costs for 31 principals, eight hours each, to update the earthquake emergency procedures, at an hourly rate of \$68.95, for a total of \$17,066.60 (rounded up to \$17,100). The District submits with this letter copies of time sheets for 15 principals reporting 1.75 hours each for training (see attachment E) which may be part of the average 8 hours. This time would more properly be included in the next finding on training costs, where the Commission allowed all staff time except teachers. Taking these documents at their face value, using the 1991 parameters and guidelines standard, the Commission can determine the validity of the costs claimed. These documents may not have been considered during the audit or for the Controller's March 12, 2008, response to the incorrect reduction claim.

C. Contemporaneous source documentation (\$11,423)

The Commission finds that the \$11,423 audit reduction for source documentation that was characterized by the auditor as not contemporaneous is not consistent with the governing parameters and guidelines, is incorrect as a matter of law, and, therefore, these costs should be reinstated to the District.

2. Training Costs (\$645,757)

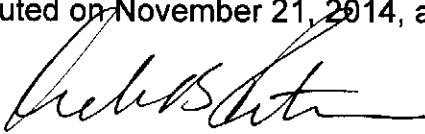
The District claimed a three-year total of \$645,757 for emergency drills, disaster committee meetings, and school site meetings, characterized by the auditor as training costs, all of which was disallowed by the audit due to lack of supporting documentation. This is the 1.5 hours or 1.75 hours claimed for each employee per year participating in the disaster drill process.

The Commission finds that the staff time should be reinstated, except for the time claimed for "in-classroom" teachers. A separate total dollar-amount for the teachers claimed was not identified in the audit. The District can stipulate that essentially all teachers claimed are in-classroom teachers who should be excluded, that is, not claimed, according to the parameters and guidelines. The teachers are already identified on the EPED-2 annual claim form for each fiscal year. The Controller staff can subtract these costs when they prepare the revised audit report pursuant to the statement of decision.

CERTIFICATION

By my signature below, I hereby declare, under penalty of perjury under the laws of the State of California, that the information in this submission is true and complete to the best of my own knowledge or information or belief, and that the attached documents are true and correct copies of documents received from or sent by the state agency which originated the document.

Executed on November 21, 2014, at Sacramento, California, by



Keith B. Petersen, President
SixTen & Associates

Attachments:

- A. Controller's December 30, 2005, payment notice
- B. Controller's August 17, 2004, entrance conference letter
- C. SEMS training materials
- D. 1-3 Camozzi time sheets
- E. Principals time sheets for FY 2002-03



STEVE WESTLY
California State Controller
Division of Accounting and Reporting
DECEMBER 30, 2005

S37150
00075
2005/12/30

BD OF TRUSTEES
POWAY UNIFIED SCHOOL DISTRICT
SAN DIEGO COUNTY
13626 TWIN PEAKS RD
POWAY CA 92064-3098

DEAR CLAIMANT:

RE: EMERGENCY PROCEDURE CH 1659/84

WE HAVE REVIEWED YOUR 2000/2001 FISCAL YEAR REIMBURSEMENT CLAIM FOR THE MANDATED COST PROGRAM REFERENCED ABOVE. THE RESULTS OF OUR REVIEW ARE AS FOLLOWS:

| | | |
|--------------------------------------|---|----------------------|
| AMOUNT CLAIMED | | 216,766.00 |
| TOTAL ADJUSTMENTS (DETAILS BELOW) | - | 212,658.00 |
| TOTAL PRIOR PAYMENTS (DETAILS BELOW) | | -145,699.00 |
| AMOUNT DUE STATE | | <u>\$ 141,591.00</u> |

PLEASE REMIT A WARRANT IN THE AMOUNT OF \$ 141,591.00 WITHIN 30 DAYS FROM THE DATE OF THIS LETTER, PAYABLE TO THE STATE CONTROLLER'S OFFICE, DIVISION OF ACCOUNTING AND REPORTING, P.O. BOX 942850, SACRAMENTO, CA 94250-5875 WITH A COPY OF THIS LETTER. FAILURE TO REMIT THE AMOUNT DUE WILL RESULT IN OUR OFFICE PROCEEDING TO OFFSET THE AMOUNT FROM THE NEXT PAYMENTS DUE TO YOUR AGENCY FOR STATE MANDATED COST PROGRAMS.

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT FRAN STUART AT (916) 323-0766 OR IN WRITING AT THE ABOVE ADDRESS.

| | | |
|-----------------------|---|-------------|
| ADJUSTMENT TO CLAIM: | | |
| FIELD AUDIT FINDINGS | - | 212,658.00 |
| TOTAL ADJUSTMENTS | - | 212,658.00 |
| PRIOR PAYMENTS: | | |
| SCHEDULE NO. MA01398X | | |
| PAID 03-13-2001 | | -145,699.00 |
| TOTAL PRIOR PAYMENTS | | -145,699.00 |

SINCERELY,

GINNY BRUMMEL'S, MANAGER

LOCAL REIMBURSEMENT SECTION
P.O. BOX 942850 SACRAMENTO, CA 94250-5875



STEVE WESTLY
California State Controller

August 17, 2004

J. Kapoor
mailed
8/17/04
72
8/18/04
W/S
2

Ms. Malliga Tholandi
Director of Accounting
Poway Unified School District
13626 Twin Peaks Road
Poway, CA 92064

Dear Ms. Tholandi:

This letter confirms that Jay Kapoor has scheduled an audit of Poway Unified School District's legislatively mandated Emergency Procedures, Earthquake Procedures, and Disasters Program cost claims filed for fiscal year (FY) 2000-01, FY 2001-02, and FY 2002-03. *Government Code* Section 17558.5 provides the authority for this audit. The entrance conference is scheduled for Monday, September 20, 2004, at 1:00 p.m. Audit fieldwork will begin after the entrance conference.

Please furnish working accommodations for and provide the necessary records (see Attachment) to the audit staff.

If you have any questions, please call me at (916) 323-2368.

Sincerely,

STEVE W. VAN ZEE, Audit Manager
Compliance Audits Bureau
Division of Audits

SWV:ams

Attachment

cc: (page 2)

TAB 3 SC 3/10/08

POWAY UNIFIED SCHOOL DISTRICT
Learning Support Services
February, 2002

~~ETC~~
Sent to
Mandated BSES
Reynolds Cent?

Subject: 2002 EMERGENCY SURVIVAL PROGRAM (ESP) MATERIALS

From: Romeo H. Camozzi, Consultant (487-0771)

**To: Principals - K-12 & New Directions, Adult Education
Emergency Coordinators - Support Services**

The attached materials have been prepared and distributed by the Office of Disaster Preparedness to assist schools and families in enhancing preparedness for earthquakes and other types of hazards.

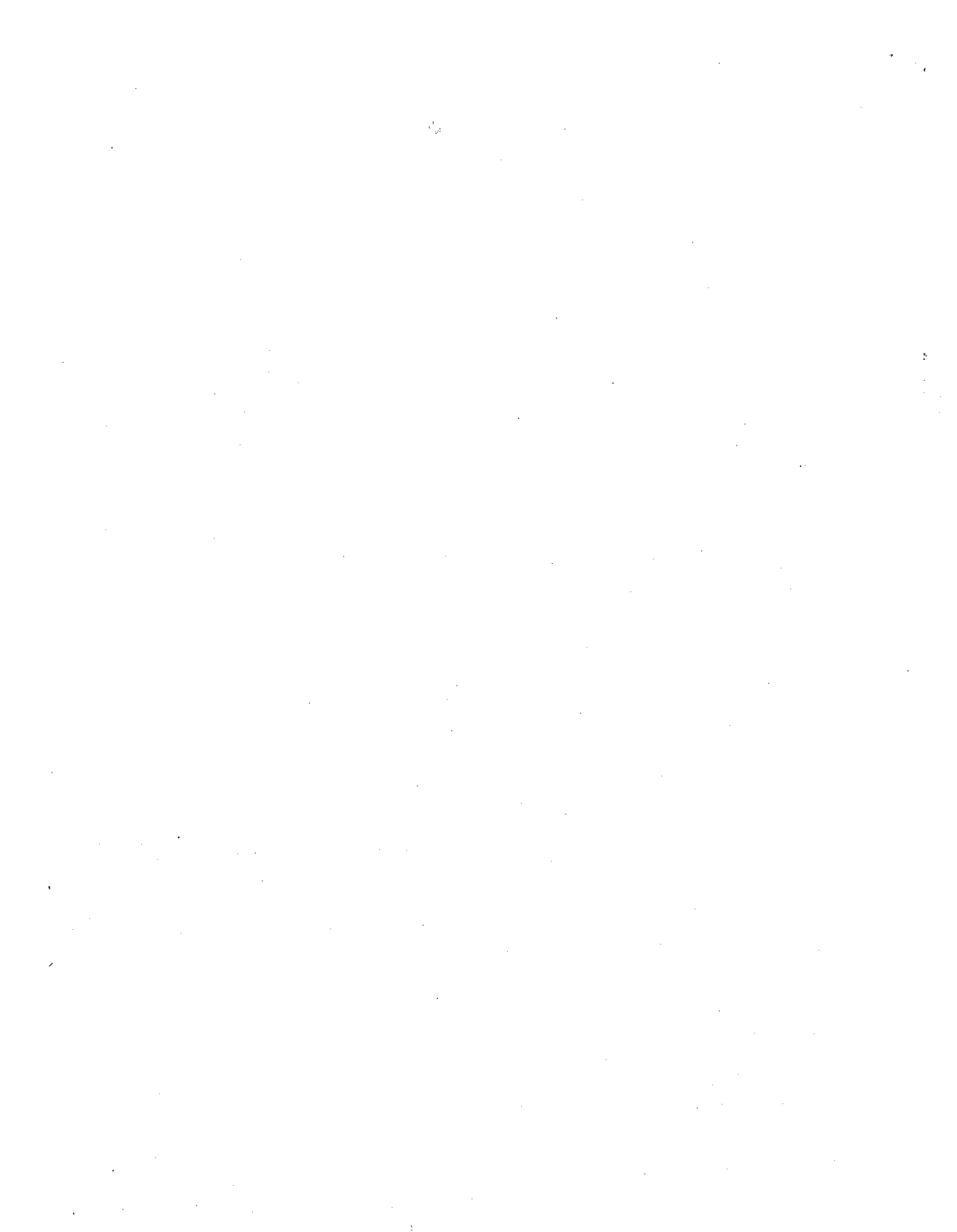
The focus of the 2002 campaign incorporates preparedness actions for four different target areas. The theme is "Homes, Neighborhoods, Businesses and Schools Things To Do In 2002." Masters for the entire year, January through December Focus Sheets are enclosed. Each month provides planning guidelines on how to implement an emergency preparedness and response plan for your home, neighborhood, work place or school with a focus on the earthquake hazard.

If you need any assistance in this matter, do not hesitate to contact me.

CC: John Collins, Associate Supt.
Area Supts.
Dave Beck, Risk Management
Steve Rogers, Transportation
George Greer, Facilities

RECEIVED FINANCE

FEB 21 2002





EMERGENCY SURVIVAL PROGRAM (ESP)

HOMES • NEIGHBORHOODS • BUSINESSES • SCHOOLS

THINGS TO DO IN 2002

January
Understand the Threat



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February
Conduct a Meeting



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March
Inventory Resources



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April
Form Response Teams



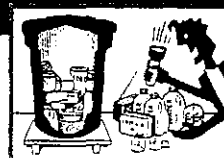
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May
Provide Training



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June
Update Emergency Supplies



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July
Reduce Hazards



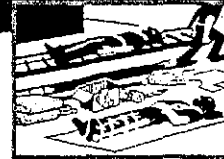
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August
Learn Light Search & Rescue



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September
Learn First Aid and CPR



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October
Assess the Damage



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November
Plan for Shelter



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December
Plan Your Drill



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| 29 | 30 | 31 | | | | |

www.cert-la.com/ESP
more information call: Joyce Harris,
Los Angeles County, Office of
Emergency Management, (213) 974-1166

Developed by the County of Los Angeles and coordinated by the Counties of Imperial, Inyo, Kern, Los Angeles, Mono, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, Ventura, Yuma, Southern California Edison and the Governor's Office of Emergency Services.



EMERGENCY SURVIVAL PROGRAM (ESP) HOMES • NEIGHBORHOODS • BUSINESSES • SCHOOLS THINGS TO DO IN 2002

Use the Emergency Survival Program's new list of monthly steps as your guide on how to implement an emergency preparedness and response plan in your home, neighborhood, work place or school.

January

Understand the Threat

In large regional earthquakes or other disasters, emergency response agencies might be overwhelmed, forcing you, your neighbors, co-workers and classmates to take actions on your own. Take time now to learn about and understand the threat and the possible effects. This will help you to be better prepared.

February

Conduct a Meeting

Getting your emergency plan going can be a fun and easy project. The first step is to have a meeting. Next do a survey of skills and equipment and special needs. Preparing in advance can greatly increase your chances of surviving and can improve the self-sufficiency of your neighborhood, business or school.

March

Inventory Resources

The perfect time to find out what resources are available is before the emergency. Determine what supplies and skills others have that can be shared. Also, get in touch with local government and American Red Cross agencies now to find out what resources they have that can help you plan and prepare.

April

Form Response Teams

Several communities, businesses and schools are organizing and training response teams in basic emergency response techniques. If a team hasn't been formed in your neighborhood or organization, join now with interested individuals to form one. Teams should be prepared to handle communications, damage assessment, light search and rescue, first aid and more.

May

Provide Training

Train the members of your response teams to handle situations that occur following an emergency. Contact your local police and fire department, city/county Office of Emergency Services, American Red Cross chapter, or community college to arrange for speakers and training workshops. Having this vital information before an emergency is essential for an efficient, effective response.

June

Update Emergency Supplies

In addition to personal and family survival kits, make sure that neighborhoods, businesses and schools have extra supplies stored in pre-designated easy to reach locations. Check your supplies twice a year and replace them as needed. Remember to include tools such as adjustable wrenches, gloves, goggles, hard hats, flashlights and other useful items, along with your water, food and first aid supplies.

July

Reduce Hazards

Reducing and/or eliminating hazards throughout your homes, neighborhoods, businesses and schools can greatly reduce your risk of injury or death. Conduct a "hazard hunt" to help identify and fix things such as unsecured televisions, computers, bookcases and furniture, unstrapped water heaters, etc. Know when, where and how to turn off utility valves and switches.

August

Learn Light Search and Rescue

One of the most important things people can do for each other after an emergency is to try to account for everyone. The police and fire departments won't be able to get to everyone quickly. Searching in damaged structures can be dangerous, so team members should learn how to protect themselves from injuries. Also find out what equipment can be used to make the light search and rescue easier.

September

Learn First Aid and CPR

Knowledge of first aid and CPR could be a life saver after any emergency when medical facilities may be damaged or overcrowded. Each team member should be trained in first aid and CPR. The American Red Cross is an excellent source for first aid/CPR information and training classes. Assemble and store a first aid kit that includes the necessities to treat minor injuries that may occur. Keep a kit at home, work, school and in your car.

October

Assess the Damage

Neighborhood, business and school team members should be trained in damage assessment techniques. They should be able to identify hazards such as damaged gas, water, sewage and electrical lines and be prepared to report damage to city or county government. An effective team will help reduce the number of hazards and injuries to family members, neighbors, co-workers and classmates.

November

Plan for Shelter

Following a major earthquake or another disaster, some homes, businesses or schools may be damaged, and some people may not be able to stay in the damaged buildings. Every group should identify a central place where all members can get together, assess their needs, and find out what sheltering options will be available from the American Red Cross or other sources.

December

Plan Your Drill

After you have set up your neighborhood, business and school teams and members have had a few months to learn and prepare for their responsibilities, begin holding drills and exercises so the entire group will feel confident in being able to work together. Problems can be identified during your drill and corrected before a real disaster occurs.

ESP FOCUS

Understand the Threat



WHY?

Earthquakes occur every day in California. They can't be predicted or prevented. But their physical and emotional impacts can be reduced by better individual preparedness.

The San Andreas Fault

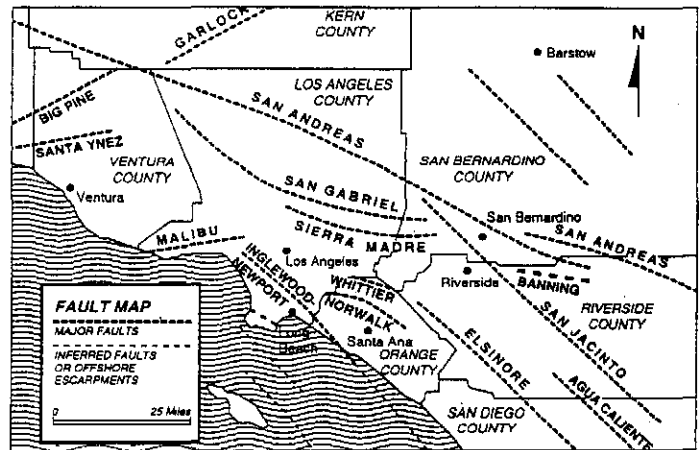
The San Andreas Fault is the longest fault in California. Scientists believe it can cause the largest earthquakes. It's been almost 150 years since the last Southern California earthquake on the San Andreas in 1857. Scientists believe a major earthquake on the fault is likely to occur in the next few decades.

Because Southern California was less populated when the 1857 earthquake occurred, it caused only one death. Today millions of people live near the San Andreas, so a similar earthquake today could cause several hundred deaths.

Other Faults

The San Andreas isn't the only fault that threatens Southern California. Seismologists estimate that there are more than 200 faults that can produce damaging earthquakes in the region.

The map below shows some of the major faults in Southern California that can create magnitude 6 or larger earthquakes.



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JANUARY

Possible Impacts

The 1994 Northridge and 1991 Sierra Madre earthquakes showed that earthquakes in the magnitude 6 range can have serious impacts.

Overall Impacts

A major earthquake could have significant impacts on communities, businesses and schools.

Impact on Communities

Earthquakes affect more than infrastructure. The table below uses information from computer models to show the potential impacts on Southern California residents and housing in hypothetical earthquakes at 2 p.m. on the Elsinore, Rose Canyon, Santa Ynez and Sierra Madre Faults.

Impact on Housing

| Earthquake Impacts | Elsinore Fault | Rose Canyon Fault | Santa Ynez Fault | Sierra Madre Fault |
|---------------------|----------------|-------------------|------------------|--------------------|
| Magnitude | 7.1 | 6.9 | 7.0 | 7.0 |
| Deaths | 88 | 111 | 27 | 300 |
| Injuries | 6,273 | 6,413 | 1,973 | 18,449 |
| Not Damaged | 3,307,879 | 3,529,836 | 2,147,115 | 1,567,531 |
| Slightly Damaged | 419,700 | 260,248 | 174,122 | 676,062 |
| Moderately Damaged | 160,941 | 124,443 | 61,210 | 321,654 |
| Extensively Damaged | 50,781 | 30,298 | 13,610 | 79,562 |
| Destroyed | 14,493 | 7,949 | 2,992 | 20,829 |

Impact on Businesses

Businesses are not immune. Past earthquake impacts have included damage to commercial structures, losses of inventory, and business disruption. The table below lists modeling projections of impacts on businesses from the hypothetical earthquakes cited earlier.

Impact on Businesses

| Earthquake Impacts | Elsinore Fault | Rose Canyon Fault | Santa Ynez Fault | Sierra Madre Fault |
|-----------------------|----------------|-------------------|------------------|--------------------|
| Damaged | 14,516 | 9,193 | 5,427 | 35,791 |
| Destroyed | 397 | 427 | 83 | 1,103 |
| Structural Damage | \$929m | \$709.8m | \$328.1m | \$2.56b |
| Nonstructural Damage | \$1.93b | \$1.85b | \$845.5m | \$6.44b |
| Content Losses | \$1.05b | \$998.7m | \$498.9m | \$3.72b |
| Inventory Losses | \$64.9m | \$45.1m | \$24.7m | \$209.4m |
| Business Interruption | \$2.49b | \$2.5b | \$945.7m | \$7.36b |
| Total Losses | \$6.47b | \$6.1b | \$2.64b | \$20.28b |

m - million b - billion

Impact on Schools

California school buildings have become among the safest structures in the State since the adoption of rigid design and construction standards for public and private schools after the 1933 Long Beach earthquake. As the modeling projections in the accompanying table indicate, many buildings will sustain at least moderate damage. Most, however, will be at least partially functional on the day of the earthquake.

Impact on Educational Institutions

| Earthquake Impacts | Elsinore Fault | Rose Canyon Fault | Santa Ynez Fault | Sierra Madre Fault |
|---------------------|----------------|-------------------|------------------|--------------------|
| Not Damaged | 4,225 | 4,297 | 2,971 | 2,025 |
| Slightly Damaged | 143 | 84 | 45 | 337 |
| Moderately Damaged | 82 | 95 | 29 | 335 |
| Extensively Damaged | 20 | 24 | 5 | 100 |
| Destroyed | 7 | 4 | 0 | 22 |



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ESP FOCUS

Conduct a Meeting

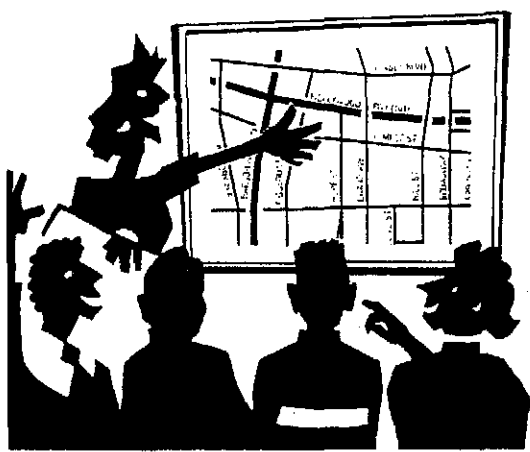
WHY?

The beginning of a new year is a good time to begin your effort. Start today by organizing a meeting with neighbors, co-workers and school officials.

Because earthquakes and other disasters present us with more problems to solve in a fast-paced world, we need to work with our neighbors, co-workers and school officials to prepare for emergencies.

Most cities and counties in California have their own office of emergency services (OES). Your local OES is responsible for making your city's emergency plans and coordinating response.

The reverse side of this Focus Sheet provides tips on conducting an organizational meeting to discuss your emergency plan.



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FEBRUARY

Identify Interested Persons

After you've called your local office of emergency services, find people who might be interested in helping. There are many possible participants within each group. Use the table below as a guide for identifying members of your Planning Committee.

| Neighborhood | Business | School |
|----------------------|----------------------|-------------------|
| Neighbors | Owner | Principal |
| Community Leaders | Risk Manager | Risk Manager |
| Business Owners | Personnel Officer | Faculty Members |
| Fire Department | Dept. Managers | Staff |
| Police Department | Facility Coordinator | Parents |
| Healthcare Providers | Fire Department | Fire Department |
| American Red Cross | Employees | Police Department |
| | Police Department | Students |

Members of the Planning Committee should get together before the first meeting to set goals for their emergency preparedness and response program.

Prepare an Agenda and Goals

Plan a meeting after you've spoken to people who might be interested. Organize the meeting by developing goals and setting an agenda. Some of the goals of the first meeting may be to:

- Discuss the threat of emergencies.
- Stress the need to prepare.
- Inventory supplies, equipment and tools.
- Assess the skills of interested persons.
- Determine dates and times for future meetings.

Contact Others

Invite others who share your interest to participate in preparedness. You can use the script below to help you explain the importance of emergency preparedness and response, what you hope to accomplish and how they can assist in making the group's effort successful.

Hello, my name is _____. I recently learned that we might be on our own for 72 hours or more after a major earthquake or another disaster. I think we need to be better prepared. We're holding a meeting at _____ on _____ in _____.

TIME
DATE LOCATION

Are you interested? My telephone number is: _____.

Discuss the Threat

Invite someone from your local office of emergency services, fire department, law enforcement agency or chapter of the American Red Cross to talk about the threat of emergencies in your area and what you can do to be prepared.

Identify Skills and Supplies

Distribute a questionnaire to identify each person's skills, as well as the equipment, supplies and other resources available. After the meeting, the Planning Committee should review the completed questionnaires and assign people to sections and branches within the emergency response team.



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Inventory Resources

WHY?

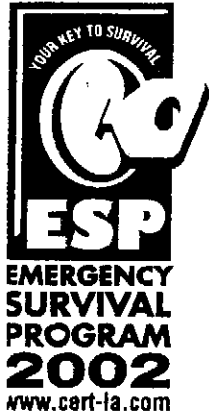
The January 2002 ESP Focus Sheet lists some of the impacts that hypothetical Southern California earthquakes may have on families, neighborhoods, businesses and schools.

In California, local government is the first to respond to emergencies. Additional personnel and equipment from neighboring cities and counties may be available to assist your community if firefighters, law enforcement personnel and other assistance are needed.

After a damaging earthquake or another disaster, individuals, neighborhoods, businesses and schools might be on their own for at least 72 hours.

Your safety and that of your children, neighbors, and co-workers may depend on how well your neighborhood, work or school response teams identify and use available resources.

The reverse side of this ESP Focus Sheet provides tips on resources that emergency response teams can use before an emergency to increase preparedness. Future ESP focus sheets will provide additional information to help your community, business or school to become better prepared.



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M A R C H

Identifying Resources

After a damaging earthquake, you should be prepared to conduct the following activities for at least 72 hours:

- Provide food and water to those who don't have access to or can't access their own emergency supplies.
- Provide basic first aid to those who are injured.
- Conduct light search and rescue operations to locate and remove those who are trapped.
- Assess obvious external damage to buildings and report the information to local officials.

- Listen to the radio for safety information from government officials.
- Establish communications via hand-held short-range radios, amateur radios, etc.

Members of your Planning Committee should review the questionnaires completed at the organizing meeting to identify people who can help during an emergency. The table below lists some of the people who might be key resources for your team.

| Position | Family | Neighborhood | Business | School |
|-----------------------------------|-------------------|---------------------------------------|--|--|
| Team Leader/ Block Captain | Head of household | Neighborhood leader | Owner | Principal |
| Training Coordinator | Parent | Teacher | Training Officer | Assistant Principal |
| Supplies/Resources Coordinator | As applicable | Retired military person | Inventory Chief or Accountant | Faculty or staff member |
| Hazard Reduction | As applicable | Architect, Engineer, Contractor | Risk Manager, Safety Officer, Facility Manager | Risk Manager, Safety Officer, Facility Manager |
| First Aid Coordinator | As applicable | Retired doctor, Retired nurse | Health Officer, Nurse | Doctor, Nurse |
| Personnel Chief | As applicable | Human Resource Coordinator | Human Resource Coordinator | Secretary |
| Search and Rescue Coordinator | As applicable | As applicable | As applicable | As applicable |

Resources

Local fire, law enforcement, medical services and other responders might be overwhelmed and unable to assist you after a damaging earthquake, but they can help you prepare ahead of time to be self-sufficient. The American Red Cross and other volunteer agencies can also provide information about preparedness for earthquakes and other emergencies. Before the next emergency, contact these organizations about educational publications and videos.

You also can ask these agencies about speakers and training courses. Involve experts from these organizations in your planning, training and any drills you may have. Their observations and input will help improve your preparedness and response. Look for these agencies and organizations in the white pages of your telephone directory.

In addition, the following agencies offer information through their web sites on the World Wide Web:

California Governor's Office of Emergency Services
www.oes.ca.gov

Federal Emergency Management Agency (FEMA)
www.fema.gov

American Red Cross
www.redcross.org

Los Angeles Community Emergency Response Team (CERT)
www.cert-la.com



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ESP FOCUS

Form Response Teams



WHY?

A damaging earthquake or another emergency might overwhelm local fire, police, medical and emergency response personnel. As a result, emergency response teams in your neighborhood, at your place of work and at your children's school might have to treat the injured, rescue those who are trapped and assess the damage to neighborhoods, businesses and schools. Included in this Focus Sheet are tips on how to organize a team.

If your neighborhood, office or school doesn't have an emergency response team, form one now. Your local office of emergency services can give you helpful information.

Good Leadership Is Key

Emergency response teams will operate best only if they are organized and have good leadership. The Planning Committee can help develop goals and objectives before the next emergency.

The committee should give a Block or Team Captain the authority to make decisions in the aftermath of an earthquake or another emergency. It's important, however, that the Block Captain work with other leaders and delegate assignments and responsibilities as appropriate. To maintain control, no one person should directly supervise more than 5-7 people.



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A P R I L

Organizational Structure

Your organization can have several teams that are responsible for a particular aspect of preparedness and response. Each team should have a leader who reports to the Block Captain.

The Block Captain is responsible for setting priorities and coordinating the overall response.

The table below describes the responsibilities of key response teams.

| Team | Responsibilities |
|------------------------|--|
| Training Team | Coordinates and tracks training of team members. |
| Supplies Team | Obtains, distributes and tracks tools and equipment. |
| Hazard Reduction Team | Identifies, reduces and eliminates hazards. |
| Search & Rescue Team | Locates and removes those who are trapped in buildings, vehicles, etc. |
| First Aid Team | Assesses and treats basic injuries until professional medical help is available. |
| Damage Assessment Team | Identifies structures with obvious structural damage. |
| Shelter Team | Pre-identifies housing and shelter of displaced neighbors, employees, etc. |



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Provide Training



WHY?

Paramedics, firefighters, and police will not be able to get to everyone immediately after a major disaster. This means you must be more self-sufficient. You must be able to respond quickly and correctly to a disaster and this requires teamwork and training.

The success of your response and recovery from a disaster may depend on your team's knowledge and skills. Properly trained members can make the difference between life and death by treating medical emergencies quickly, putting out small fires, searching for victims, rescuing those that are trapped, and implementing safety procedures in your area.

Team members should learn basic first aid and cardio pulmonary resuscitation (CPR), as well as how to recognize hazards, assess damage and conduct light search and rescue.

The reverse side of this ESP Focus Sheet gives a general overview of what your training should include and the sources available within your community. Use this information to help you implement a training program.

Select a Training Leader

The Planning Committee should select a Training Leader. The Training Leader reports to the Block Captain and will:

- Decide training needs for each position/function.
- Look at the experience, training and needs of each person based on their assignments.
- Identify sources and organize training.
- Conduct drills and exercises.
- Keep a record of training and results of drills.



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M A Y

Look at Training Needs

The Training Leader should find out who has training or experience in first aid and other applicable skills. Each person's training needs depend on their functions in your response plan and the number of people you have available. **At a minimum, everyone should receive training in first aid and CPR. Other areas of training include:**

- Hazard identification and reduction
- Fire suppression
- Light search and rescue
- Damage assessment
- Communications

Depending on the number of people on the emergency response team, the Training Leader might want to cross-train everyone. This will provide the team with several alternate people who have been trained just in case someone is unavailable.

Training Sources

You can probably find the following sources for training within or near your community:

- Chapters of the American Red Cross provide classes on first aid and CPR
- Home improvement stores may provide workshops on structural and nonstructural hazard reduction
- Local fire departments may provide classes on fire suppression and light search and rescue
- Local building and safety departments may provide training on damage assessment
- Local offices of emergency services
- Local police and sheriff's departments
- Local Community Emergency Response Team (CERT), Neighborhood Emergency Response Team (NERT) or other community teams

Coordinate Training

The Training Leader can make training sessions part of regularly scheduled meetings. The leader can coordinate the training session with a particular theme or event. For example, training on fire suppression could be held during October when fire agencies host fire preparedness fairs to commemorate National Fire Prevention Week. Your leader also might consider organizing training sessions with response teams from other organizations.

Test Skills through Training

The Training Leader should plan drills and simple exercises to see if the training has been helpful. These exercises might be as simple as asking members of the First Aid Team to practice first aid on mock victims, members of other teams to practice operating fire extinguishers with the assistance of your local fire department or fire extinguisher servicing company, and the Damage Assessment Team to view photos of previous earthquakes to understand light, moderate and heavy damage.

Track Training

The Training Leader should use a form similar to the one below to track the training received by each team member.

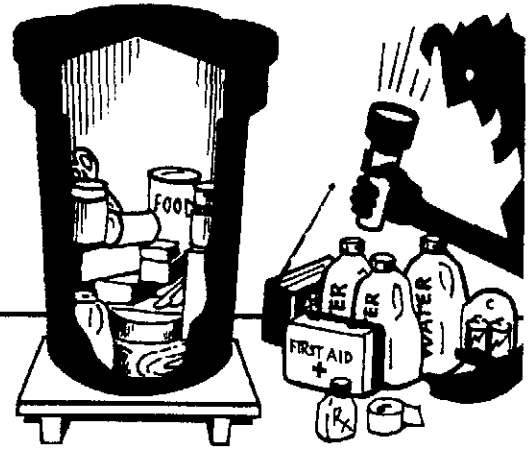
| Training Record | |
|--|----------------|
| Name: _____ | |
| Position: _____ | |
| Training | Date Completed |
| <input type="checkbox"/> First Aid/CPR _____ | |
| <input type="checkbox"/> Fire Suppression _____ | |
| <input type="checkbox"/> Light search and rescue _____ | |
| <input type="checkbox"/> Damage assessment _____ | |
| <input type="checkbox"/> Communications _____ | |
| <input type="checkbox"/> Supplies _____ | |
| <input type="checkbox"/> Shelter _____ | |
| <input type="checkbox"/> Hazard Reduction _____ | |



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Update Emergency Supplies



WHY?

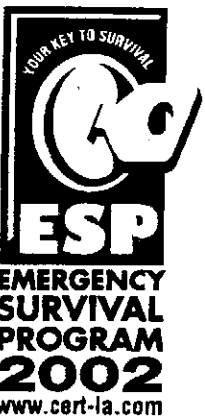
It might be very hard to get water, emergency supplies and equipment after a damaging earthquake because they might be in great demand. Having enough supplies for at least 72 hours is the next step in preparing your home, neighborhood, business or school.

The reverse side of this ESP Focus Sheet features a list of supplies you should have. Future focus sheets will examine other aspects of developing a preparedness and response program.

Select a Supplies Team

After the organizing meeting has been held, the Block Captain and the Planning Committee should select members of and a leader for the Supplies Team. The April Focus Sheet provided tips on how to organize an emergency response team. Someone with a background in purchasing or finance could serve in the Supplies Team.

| | Supplies Leader | Team Members |
|-----------------------|----------------------------|---------------------------------------|
| Home/ Neighborhood | Family member/ neighbor | Family member/ neighbors |
| Business | Purchasing Supervisor | Accounting staff/ Purchasing staff |
| School | Purchasing Supervisor | Accounting staff/ Supplies staff |



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J U N E

Inventory Available Supplies

The Supplies Team makes sure that there's an adequate amount of food, water and other supplies.

Before the next earthquake or other emergency, the Supplies Team should find out which of the supplies listed below are readily available and obtain those that are needed.

| Home/Neighborhood | Business | School |
|--|--|--|
| Drinking Water | Drinking water | Drinking water |
| Water for hygiene, cooking, pets | Water for hygiene and cooking | Water for hygiene and cooking |
| Nonperishable food, pet food | Nonperishable food | Nonperishable food |
| First aid books and supplies | First aid books and supplies | First aid books and supplies |
| Flashlights, extra batteries | Flashlights, extra batteries | Flashlights, extra batteries |
| Search and rescue tools, including an adjustable wrench, crowbar, axe and shovel | Search and rescue tools, including an adjustable wrench, crowbar, axe and shovel | Search and rescue tools, including an adjustable wrench, crowbar, axe and shovel |
| Emergency generator and fuel | Emergency generator and fuel | Emergency generator and fuel |
| Battery-powered radios | Battery-powered radios | Battery-powered radios |
| Blankets | Blankets | Blankets |
| Bullhorns and hard hats | Bullhorns and hard hats | Bullhorns and hard hats |
| Fire extinguishers | Fire extinguishers | Fire extinguishers |
| Thick work gloves | Thick work gloves | Thick work gloves |

Store Supplies

The Supplies Team is also responsible for storing supplies in locations that are secure and easy to reach. Possible options include backpacks, duffel bags, cabinets, cargo containers and trunks.

Purchasing or obtaining equipment: Because obtaining important supplies, tools and equipment may be costly, your team may want to consider creative ways of getting them. These include purchases financed by donations or through fundraisers; or donations from neighborhood stores.

Distributing and keeping track of supplies during the disaster: The Supplies Team will be responsible for making sure those who need supplies such as food and water get them and that members of light search and rescue, damage assessment, first aid and other teams are properly equipped. It is also responsible for replacing used supplies, and making sure tools, equipment and unused supplies are returned.

Safety Tips

- Use clean plastic containers to store water, do not use bleach bottles.
- Store water in cool, dark and dry place, separated from other emergency supplies to prevent leaks and spoilage.
- Label the date of purchase on food/water items that are not marked with an expiration date.



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Reduce Hazards



WHY?

Fewer hazards = fewer injuries!

The majority of injuries caused by earthquakes are due to broken glass and falling objects both indoors and outdoors. Damage to gas lines, water mains, streets, bridges and buildings might impact your community and cause injuries.

The creation of a Hazard Reduction Team at home, in your neighborhood, at work and school can reduce the risk of death, injury and property losses. Take the next step in preparing for earthquakes and other disasters by forming your Hazard Reduction Team.

This ESP Focus Sheet provides basic information about identifying and reducing hazards. Future focus sheets will provide more information about creating a preparedness and response program.

Select a Hazard Reduction Team

The Planning Committee can start the hazard reduction effort by selecting members for a Hazard Reduction Team. Members of the team can include architects or engineers, building inspectors, contractors, electricians, plumbers, etc.

Identify Hazards

It will be their responsibility to identify, reduce and eliminate potential hazards in their areas of expertise. The team can start by doing a thorough hazard hunt to identify and prioritize structural, nonstructural and environmental hazards.



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Common Hazards

Nonstructural hazards can cause serious injuries and result in millions of dollars in property losses. Before the next earthquake, your Hazard Reduction Team should identify the hazards that pose the greatest threat to life and develop a

strategy to eliminate or reduce them. The table below lists common non-structural hazards in homes, apartments, business offices and schools.

| Homes/Apartments | Businesses | Schools |
|--|--|--|
| Beds or desks under or near windows | Tall, heavy pieces of furniture or file cabinets that are not properly bolted or secured | Tall, heavy pieces of furniture or file cabinets that are not properly bolted or secured |
| Computers, stereos, televisions and other appliances that are not properly bolted or secured | Computers, stereos, televisions and other appliances that are not properly bolted or secured | Computers, stereos, televisions and other appliances that are not properly bolted or secured |
| Glass, heavy objects on shelves | Industrial storage racks that are not properly bolted or secured | Industrial storage racks that are not properly bolted or secured |
| Hanging plants or light fixtures that aren't secured | Potted plants, light fixtures or other items that aren't secured | Potted plants, light fixtures or other items that aren't secured |
| Mirrors and pictures over beds and desks, etc. | Heavy or potentially sharp wall decorations that aren't secured | Heavy or potentially sharp wall decorations that aren't secured |
| Propane tanks | Unsecured fire extinguishers | Unsecured fire extinguishers |
| Tall pieces of furniture that aren't secured | Raised computer floors that aren't braced | Aquariums, display cases that aren't secured |
| Unlatched cabinet doors | Unrestrained chemicals | Unrestrained chemicals |
| Water heaters that aren't bolted or braced | Generators, fuel tanks that aren't bolted or braced | Generators, fuel tanks that aren't bolted or braced |

Structural damage resulting from an earthquake can cost tens of thousands of dollars to repair. Identifying and eliminating such hazards can prevent much of the potential damage. Common structural hazards include wood-frame buildings that are not bolted to their foundations and buildings constructed over car ports or open parking areas. Contact a structural engineer or another expert to help you identify and eliminate structural hazards.

Environmental hazards are also a threat to lives and property. They include overhead and downed utility lines, telephone lines, signs, trees, underground gas, sewage, and water lines. Members of the Hazard Reduction Team should work with representatives from local government and utility companies to reduce the risk of injuries and damage from environmental hazards.

Contact your local office of emergency services for more information on structural and nonstructural hazard reduction.



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Learn Light Search & Rescue



WHY?

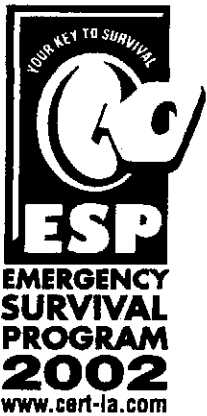
You may have to help in rescue efforts!

A moderate or major earthquake or another disaster near a heavily populated area may overwhelm emergency response agencies initially, leaving residents, communities, businesses and school employees to put out small fires, provide first aid and conduct light search and rescue operations.

If members of your family, friends, co-workers or students were trapped behind doors or under debris or other heavy objects, could you help them without endangering them or yourself?

Light search and rescue operations are designed to provide an initial search of a building or to locate victims with minor or no injuries and help them exit from lightly damaged buildings. Government teams with special equipment and trained search dogs may conduct secondary searches, particularly in moderately and heavily damaged structures. These experts often locate injured or unconscious victims that untrained rescuers cannot see or hear.

Forming a Light Search and Rescue Team is the next step in preparing for future earthquakes and other disasters. This ESP Focus Sheet provides tips on conducting light search and rescue.



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A U G U S T

Before the Next Earthquake

The Planning Committee should select the members of a Light Search and Rescue Team. Once established, the team should:

- Prepare and frequently update a list of neighbors, employees, students, etc.
- Prepare a list of people with special needs and designate team members to check on them after the earthquake or disaster.
- Train in basic light search and rescue. (Training in first aid and CPR also is recommended.)
- Determine signals such as red flags or "HELP" signs to indicate that help is needed and white flags or "OK" signs to indicate that help is not needed.
- Make sure that you have enough flashlights, work gloves, hard hats, sturdy shoes, ladders, crowbars, axes, sledge hammers and communication devices.

After the Earthquake

After an earthquake or another disaster, the Light Search and Rescue Team should:

- Determine if anyone is missing and make a list.
- Check buildings for trapped victims.
- If entering a private home, use caution as pets may be present.
- Make sure that designated team members check on people who have special needs.

Keep a list of all homes, buildings and rooms searched. Note major or minor damage. Include each address, the date, if the home was OK or needed help, and the type of help provided.

Clearly mark each building that has been searched as a "preliminary search" and include the lead searcher's name or organization, the date and time.

Light Search and Rescue Guidelines

1. Never search alone. Plan your search with a partner; communicate with each other often and do not wander.
2. Feel the top and bottom of each door with the back of your hand before entering. Do not enter if it's hot. Open the door carefully. Repeat this at every closed door.
3. Check the door jams, walls and ceilings for cracks and splinters. Broken glass and bowed structures, including windows, could mean that the building may collapse. **Do not enter if the building appears unsafe.** Prepare for aftershocks.
4. Never use candles, matches or lighters. Be aware of natural gas odors. If you smell gas, turn off the gas line located outside. Open the front and back doors and as many windows as possible without going inside. Enter the building only when the odor of gas is gone.
5. Before you enter the building, loudly call out, "Is anyone here?" Listen for an answer. If someone answers, ask where he or she is and the type of help needed. If you don't hear anything, ask that they make some kind of noise. Listen for cries, moans, thumping, banging or other signs.
6. If it's dark, slowly sweep each room with your flashlight before entering. Check the floor and ceiling for holes, falling beams, glass and other hazards. Check under beds and stairs, behind furniture, and inside closets, bathtubs and showers.
7. Maintain contact with the wall, if it's dark. Always follow the wall to return to your original entry point in case you become confused.
8. If you find an injured person, determine the nature of his or her injuries. Do not move a person whose limbs are caught under a heavy object; immediately seek qualified first aid and advanced life-support assistance.

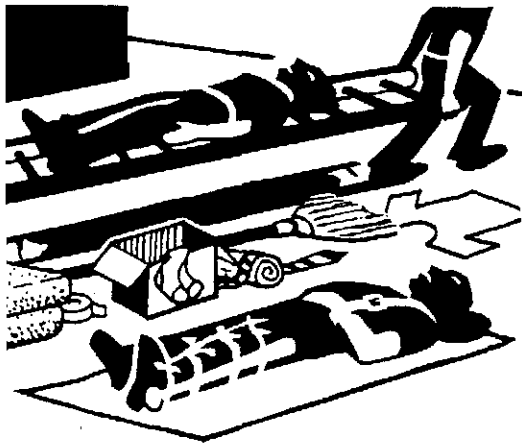
This Focus Sheet was adapted from the OES publication "Organizing Your Neighborhood for Earthquake Preparedness."



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ESP FOCUS

Learn First Aid and CPR



WHY?

The Northridge earthquake caused disruptions at several Southern California hospitals.

Thirty-two of the 142 acute care hospitals in Los Angeles County and two of the eight in Ventura County were damaged by the magnitude-6.7 quake. Damage at five L.A. County hospitals was so bad, they were closed for several days.

A similar earthquake in your area could cause the same type of damage. Although most hospitals are expected to be at least 50-percent functional on the first day after a damaging earthquake, several will have a lot of damage. Modeling projections of the impacts of hypothetical earthquakes on the Elsinore, Rose Canyon, Santa Ynez and Sierra Madre faults are shown in the table below.

| Earthquake Impacts | Elsinore Fault | Rose Canyon Fault | Santa Ynez Fault | Sierra Madre Fault |
|----------------------------|----------------|-------------------|------------------|--------------------|
| Magnitude | 7.5 | 6.9 | 7.0 | 7.0 |
| Hospitals | 265 | 265 | 191 | 206 |
| Destroyed | 0 | 0 | 0 | 0 |
| Moderate or greater damage | 234 | 89 | 158 | 182 |
| >50% Functional on day 1 | 251 | 238 | 175 | 107 |

The earthquake also could injure doctors, nurses and others who normally treat you. As a result, you might have to treat family members, friends and co-workers for cuts, scrapes and other minor injuries.

Help your community when it's needed most by forming a First Aid Team as part of your emergency response team. Provide members with up-to-date training.

This ESP Focus Sheet provides information on forming a First Aid Team and providing first aid.

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Select a First Aid Team

The Planning Committee should work with the Block Captain to select a leader and members of the First Aid Team.

The leader of the First Aid Team can be a retired doctor or nurse or someone who is certified in first aid and cardio pulmonary resuscitation (CPR). (Retired health care professionals are preferable to active professionals since active professionals will be called to duty at the time of the emergency.)

A background in health care isn't required, **but those assigned to this team should know basic first aid and CPR.** Classes are available through your local chapter of the American Red Cross.

Pre-quake Responsibilities

Before the next earthquake, the First Aid Team should:

- Find the closest hospital, clinic or other health care facility and learn about that facility's disaster plan.
- Pick a site for a first aid station to treat and evaluate the injured.
- Plan how to transport the seriously injured to medical facilities.
- In your neighborhood: Ask everyone to keep their medications together, along with a list of their medical conditions.
- Ask everyone to store extra eyeglasses, medications and copies of their prescriptions.
- Ask everyone to maintain first aid kits.
- Work with the Supplies Team to obtain large quantities of first aid supplies for your organization.

Post-quake Responsibilities

After a damaging earthquake, members of the First Aid Team should:

- Meet at the designated location for assignments.
- Find and treat injured persons (team members should try to call an ambulance or the nearest hospital if the victim appears to have a serious injury; if the victim can be moved, team members should transport the victim to the hospital).
- Transport people with minor injuries to your designated first aid station and treat them.
- Help people who appear to be traumatized.
- Make a form that includes vital information and write down all activity (e.g. "sent Mrs. Jones to General Hospital for treatment of broken arm").

Creative Solutions

During your response, the First Aid Team should be prepared to treat those with breathing problems, cuts from flying or broken glass, sprained or broken bones, shock and other minor injuries.

If there's a shortage of first aid supplies and equipment, the First Aid Team might have to find creative ideas to treat people who are injured. Some suggestions are:

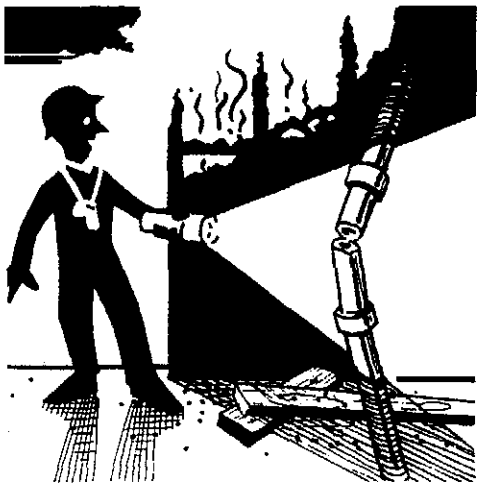
- Sheets, sanitary napkins and disposable diapers as bandages
- Rolled up magazines, broom handles and pillows as splints
- Doors or other large, flat objects as stretchers
- Plastic bags filled with ice cubes to reduce swelling and treat sprains
- Large plastic bags for sanitation



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ESP FOCUS

Assess the Damage



WHY?

After a damaging earthquake, determining the safety of homes, office buildings, schools and other facilities will be a major priority for local and state government.

Forming a Damage Assessment Team is the next step in preparing your home, neighborhood, business, and school for the next earthquake.

The Damage Assessment Team identifies structures with obvious exterior damage. An effective team will reduce the number of hazards and injuries to family members, neighbors, and co-workers.

Damage will vary. The table below shows modeling projections for the number of buildings, and the extent of damage that might result from the potential earthquakes listed.

| Earthquake Impacts | Elsinore Fault | Rose Canyon Fault | Santa Ynez Fault | Sierra Madre Fault |
|--------------------|----------------|-------------------|------------------|--------------------|
| Magnitude | 7.1 | 6.9 | 7.0 | 7.0 |
| No Damage | 3,426,773 | 3,655,156 | 2,231,973 | 1,620,205 |
| Slight Damage | 428,004 | 264,472 | 177,483 | 692,092 |
| Moderate Damage | 166,494 | 128,668 | 63,320 | 338,026 |
| Extensive Damage | 52,379 | 31,835 | 14,128 | 84,965 |
| Complete Damage | 14,912 | 8,395 | 3,086 | 21,974 |

This Focus Sheet provides information on developing a Damage Assessment Team. Future ESP Focus Sheets will examine other issues related to preparedness.



TOYOTA

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OCTOBER

Select a Damage Assessment Team

The Planning Committee should select a Damage Assessment Team.

The Damage Assessment Leader should have training as an architect, engineer or contractor. Members of the team should have, but do not necessarily need, similar training and backgrounds.

Pre-quake Responsibilities

Before the next earthquake, the Damage Assessment Team should:

- Encourage home and building owners to note the current "pre-disaster" conditions of their buildings.
- Survey buildings in the neighborhood to become familiar with the different types of construction and potential hazards.
- Develop a survey form to record the damage after an earthquake. It should list the following hazards:
 - Fires
 - Broken gas lines
 - Broken water lines
 - Fallen power lines
 - Buildings off their foundations
 - Buildings with collapsed walls or ceilings
 - Blocked or jammed doors
 - Toppled or cracked chimneys
 - Broken windows
 - Streets, driveways, lawns with large cracks
 - Trees that have fallen or might fall on a structure
 - Debris blocking the street

Post-quake Responsibilities

After the earthquake, the Damage Assessment Team should:

- Report to the designated meeting place for assignments.
- Begin damage assessments, using a preliminary damage survey form like the sample below.
- Determine obvious external damage only. **Never** enter a building that might be unsafe.
- Report the damage to appropriate authorities, insurance carriers, etc.
- Give the sheltering team the addresses of buildings that are too dangerous to occupy.
- Urge everyone to inventory and record, by photo or video, the damage and losses.
- Direct those who live in or occupy dangerous buildings to the sheltering team.
- Remind everyone about the possibility of aftershocks.

Initial Damage Survey Form

| |
|--|
| Date _____ |
| Damage Assessment Leader _____ |
| _____ Fires _____ Broken gas lines _____ Broken water lines _____ Downed power lines _____ Apts/houses off foundations _____ Apts/houses with collapsed walls or ceilings _____ Blocked or jammed doors _____ Toppled or cracked chimneys _____ Apts/ houses with broken windows _____ Large cracks in streets, driveways _____ Fallen trees on houses _____ Other damage |



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ESP FOCUS

Plan for Shelter



WHY?

The magnitude 6.7 Northridge Earthquake of January 17, 1994 damaged more than 11,300 residential buildings, forcing almost 44,000 people to stay in shelters set up by the American Red Cross and Salvation Army.

A similar earthquake centered in an area with a higher population could severely damage even more residential buildings as the modeling estimates in the table below show:

| Earthquake Damage | Elsinore Fault | Rose Canyon Fault | Santa Ynez Fault | Sierra Madre Fault |
|-------------------|----------------|-------------------|------------------|--------------------|
| None | 3.3m | 3.5m | 2.1m | 1.5m |
| Slight | 50,781 | 30,298 | 13,610 | 79,562 |
| Moderate | 160,941 | 124,443 | 61,210 | 321,654 |
| Extensive | 419,700 | 260,248 | 174,122 | 676,062 |

m - million

Damage to Residential Structures

What would residents in your neighborhood do for housing if they were unable to return to their homes?

What would you do if an earthquake or other emergency forced you and the people you know to remain at work or school for several hours or days?

This ESP Focus Sheet provides information that will help you find other shelter options. Planning for emergency shelter is the next step in getting ready for future earthquakes or other disasters.

Future ESP Focus Sheets will show other aspects of developing your emergency plan and response program.



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N O V E M B E R

Select a Shelter Team

The Planning Committee and the Block Captain should identify members of the Shelter Team.

The Shelter Team will be responsible for finding alternate shelter for those who are unable to remain in their homes, businesses or schools.

Before the next earthquake, the Shelter Team should develop a strategy that identifies:

- A post-earthquake meeting place
- Potential Red Cross shelters
- Alternate modes of shelter
- Transportation sources

Post-earthquake Meeting Places

The Shelter Team should identify a place where displaced people can meet after an earthquake. The location can serve as a pickup point to provide transportation to Red Cross shelters, relatives' homes or other housing sites. Possible meeting places include large open areas and large buildings that are unlikely to have suffered damage.

Red Cross Shelters

Congress has given the Red Cross the responsibility for establishing and operating shelters after disasters. It is important to note, however, that although the Red Cross has listings of designated sites for shelters, some of them might not be useable. After an earthquake, inspections by building officials are necessary to ensure the buildings are safe for use as a shelter. This process could take up to 72 hours. Once potential sites are selected by the Red Cross, communities will be notified through the media. Before the next earthquake, your shelter leader should meet with representatives from your local Office of Emergency Services and Red Cross chapter to discuss policies. For example, with the exception of seeing eye dogs, animals are prohibited from Red Cross shelters.

What to Expect at a Red Cross Shelter

The Red Cross provides mass shelter for disaster victims in facilities such as schools, churches, and auditoriums. Resources provided at Red Cross shelters include:

- Meals
- Physical and mental health services
- Information
- Personal hygiene items
- Bottled water

Persons deciding to stay at a Red Cross shelter should be prepared to bring bedding, personal medications and other special needs items with them.

Alternate Shelter Sites

Not everyone who is displaced can or may want to stay in a shelter setting. The Shelter Team should identify alternatives. Other possible housing sites might include:

- Homes of relatives
- Unoccupied rooms in undamaged buildings
- Parking lots
- Playgrounds

Facilities for Pets

Pets are prohibited from staying in Red Cross shelters. The Shelter Team should work with representatives of your local Office of Emergency Services, Department of Animal Regulation, Humane Society or Society for the Prevention of Cruelty to Animals to identify pet shelters.

Transportation Sources

The Shelter Team should identify those who might not be able to transport themselves to a shelter and develop a list of persons who can provide transportation.



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ESP FOCUS

Plan Your Drill



WHY?

How will your response team perform when an earthquake or another emergency occurs? How well does your plan identify skilled and trained personnel, equipment, supplies, etc., in the event of a disaster? Does everyone on the team understand his or her role and responsibilities?

One way to find out how well your plans and procedures are going to work is to practice them! Plan a drill or an exercise based on a make-believe earthquake or other disaster. Testing your plans this way will help you identify and correct any weaknesses before the real emergency occurs.

This ESP Focus Sheet provides guidance for planning your own drills and exercises. Testing your team's response is the next step in preparedness and may save lives in the next earthquake or other emergency.



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D E C E M B E R

Planning Exercises

While members of your response team receive training in their assignments and work on their pre-earthquake tasks, the Training Leader should begin planning an exercise. An exercise allows you to practice your plan.

The exercise should be designed to provide participants with experience in their roles before an actual emergency, increase their confidence, and identify weaknesses in the plan.

The Tabletop Exercise

Start by planning a tabletop exercise. The exercise should be based on a make-believe earthquake or another disaster chosen by the Planning Committee and should include problems that team leaders and their personnel are likely to face.

To conduct the tabletop:

- Assemble participants around a table in the same room.
- Distribute printed copies of the scenario.
- Read the scenario aloud.
- Read each problem, one at a time.
- Encourage each team to respond as completely as possible to each question.

As solutions and alternatives are discussed and evaluated, remind participants that comments are designed to identify problems and are not meant to criticize individuals.

The Functional Exercise

The next step is planning a functional exercise. Functional exercises provide an opportunity for the various members that comprise your response team to practice their assignments, including make-believe searches, treatment of victims and the actual completion of applicable checklists. To conduct an effective exercise:

- Add new and more challenging problems to the scenario used in the tabletop.
- Schedule separate functional exercises for each team. For example:

| Date | Positions or Team |
|---------|-------------------------|
| Jan. 19 | First Aid and Medical |
| Apr. 24 | Damage Assessment |
| July 27 | Light Search and Rescue |
| Oct. 5 | Communications |

- Explain the purpose and ground rules of the exercise.
- Read the scenario aloud.
- Distribute packets containing new or additional information to be opened at designated times.
- Instruct participants to follow procedures outlined in their packets.
- Instruct participants to dress in appropriate gear, refer to applicable checklists and carry out their post-earthquake functions.
- Begin the exercise.
- Complete the exercise when tasks are complete or after an hour.
- Designate experienced people to observe and evaluate your exercise for strengths and weaknesses.



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- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

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| SOCIAL SECURITY NUMBER (required) | <div style="text-align: right; font-size: x-small;"> 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00 </div> |

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/ LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
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- REGULAR HOURS
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HOURLY TIME SHEET

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TOTAL

6 1/2 Days

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EMPLOYEE'S SIGNATURE (required)

Roméo H. Camozzi

SUPERVISOR'S SIGNATURE (required)

[Signature]

- REGULAR HOURS
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HOURLY TIME SHEET

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EMPLOYEE'S NAME (PRINT LAST, FIRST)
Camozzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

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KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

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TOTAL *6 1/2 Days*

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| EMPLOYEE'S SIGNATURE (required) <i>Romeo H. Camozzi</i> | SUPERVISOR'S SIGNATURE (required) <i>E. Reed</i> |
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- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

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TIME SHEETS MUST BE SUBMITTED
TO PAYROLL ON OR BEFORE
PUBLISHED DUE DATES TO INSURE
PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

Camozzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

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TOTAL 6 - $\frac{1}{2}$ Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

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Romeo H. Camozzi

SUPERVISOR'S SIGNATURE (required)

A. Bell

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

PAYROLL USE ONLY

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TOTAL 6-1/2 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)

Romeo H Camozzi

SUPERVISOR'S SIGNATURE (required)

[Signature]

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

CAMOZZI, Romeo H.

PAYROLL USE ONLY

2001 SEP 11 AM 10:20

SOCIAL SECURITY NUMBER (required)

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|---------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 9-3-01 | SEMS Emerg. Prep | Half Day | 05-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 9-4-01 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 9-5-01 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 9-6-01 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 9-7-01 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 9-10-01 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 9-11-01 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
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TOTAL 7 1/2 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)

Romeo Camozzi

SUPERVISOR'S SIGNATURE (required)

[Signature]

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED
TO PAYROLL ON OR BEFORE
PUBLISHED DUE DATES TO INSURE
PROCESSING FOR THAT MONTH.

01 OCT -9 AM 9:53

EMPLOYEE'S NAME (PRINT LAST, FIRST)

CAMOZZI Romeo H

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

KEY FOR HOURS WORKED:

15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|---------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 10-1-01 | SEMS Emergency Prep | Half Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 10-2-01 | | | | | | | | | | |
| 10-3-01 | | | | | | | | | | |
| 10-4-01 | | | | | | | | | | |
| 10-5-01 | | | | | | | | | | |
| 10-8-01 | | | | | | | | | | |
| 10-9-01 | | | | | | | | | | |
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TOTAL **7- 1/2 Days**
28 Hours

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)
Romeo H Camozzi

SUPERVISOR'S SIGNATURE (required)
[Signature]
Marten

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET
 POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

TIME SHEETS MUST BE SUBMITTED
 TO PAYROLL ON OR BEFORE
 PUBLISHED DUE DATES TO INSURE
 PROCESSING FOR THAT MONTH.

PLEASE FILL IN THIS FORM COMPLETELY

PAYROLL DEPT

EMPLOYEE'S NAME (PRINT LAST, FIRST)
Comozzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY
 2001 NOV -7 PM 12:47

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/ LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|---------|----------------------------|--------------|----------|--------------|------|----------|------------|------------------|--------------|----------------------|
| 11-1-01 | SEMS Emerg. Plan | 8 | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 11-2-01 | " " | 8 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 11-3-01 | " " | 8 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 11-5-01 | " " | 8 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 11-6-01 | " " | 4 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |

TOTAL **36**
 9 1/2 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required) *Romeo Comozzi*

SUPERVISOR'S SIGNATURE (required) *[Signature]*

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

PAYROLL DEPT

2001 DEC -4 PM 2:54

EMPLOYEE'S NAME (PRINT LAST, FIRST)

Camezzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/ LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|---------|---|--------------|----------|--------------|------|----------|------------|------------------|--------------|----------------------|
| 12-1-01 | SEMS - <i>Plans</i> <i>Emergency</i> | 8 | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 12-2-01 | " " | 4 | " | " | " | " | " | " | | |
| 12-3-01 | " " | 8 | " | " | " | " | " | " | | |

TOTAL

20 Hrs

2 1/2 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)

Romeo H. Camezzi

SUPERVISOR'S SIGNATURE (required)

[Signature]

HOURLY TIME SHEET

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

TIME SHEETS MUST BE SUBMITTED
TO PAYROLL ON OR BEFORE
PUBLISHED DUE DATES TO INSURE
PROCESSING FOR THAT MONTH.

PLEASE FILL IN THIS FORM COMPLETELY

EMPLOYEE'S NAME (PRINT LAST, FIRST)

CAMOZZI, Romeo H.

SOCIAL SECURITY NUMBER (required)

-

PAYROLL USE ONLY

KEY FOR HOURS WORKED:

15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

2022 FEB - 5

PAYROLL DEPT

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|------------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 2-1-02 | SEMS - <i>Emergency Prep</i> | 4 | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | 27 | |
| 2-4-02 | " " | 4 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 2-5-02 | " " | 4 | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
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TOTAL 12 Hrs
1.5 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required) *[Signature]*

SUPERVISOR'S SIGNATURE (required) *[Signature]*

HOURLY TIME SHEET

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

Morlen

EMPLOYEE'S NAME (PRINT LAST, FIRST)
CAMOZZI Romeo H.

PAYROLL USE ONLY

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 3-1-02 | SEMS - <i>Emerg Prep</i> | 8-1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | 1-16 | |
| 3-4-02 | " " | 8-1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 3-5-02 | " " | 8-1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
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2007 MAR

PAYROLL

TOTAL **24 hrs**
3 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)
Romeo H. Camozzi

SUPERVISOR'S SIGNATURE (required)
[Signature]

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)
Camozzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

2007 APR - 9
PAYROLL UNIT

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/ LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|------------------|--------------|----------------------|
| 4-1-07 | SEMS - Emerg. Prep | 8 = 1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | 07-23 | |
| 4-3-07 | " | 8 = 1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 4-5-07 | " | 8 = 1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
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TOTAL 24 hrs
3 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

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|---|---|
| EMPLOYEE'S SIGNATURE (required) <i>Romeo Camozzi</i> | SUPERVISOR'S SIGNATURE (required) <i>[Signature]</i> |
|---|---|

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

PAYROLL DEPT

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

PAYROLL USE ONLY

Camozzi, Romeo H.
SOCIAL SECURITY NUMBER (required)

2002 MAY -7 AM 8:06

KEY FOR HOURS WORKED:

15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 5-1-02 | SEMS - Emergency Prep | 8 = 1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 5-3-02 | " | 8 = 1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 5-5-02 | " | 8 = 1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
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TOTAL 24 Hrs
3 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)
Romeo H. Camozzi

SUPERVISOR'S SIGNATURE (required)
[Signature] 5-6-02

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA. 92064-3098

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

PLEASE FILL IN THIS FORM COMPLETELY

EMPLOYEE'S NAME (PRINT LAST, FIRST)

PAYROLL USE ONLY

Camezzi Romeo H

SOCIAL SECURITY NUMBER (required)

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/ LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|------------------|--------------|----------------------|
| 6-5-02 | CEMS- Emerg. Prep | 8 1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | <i>MDL</i> |
| 6-1-02 | ↓ | 8 1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | <i>MDL</i> |
| 6-1-02 | ↓ | 8 1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | <i>MDL</i> |
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TOTAL
24 Hrs
3 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

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|--|---|
| EMPLOYEE'S SIGNATURE (required) <i>Romeo H. Camezzi</i> | SUPERVISOR'S SIGNATURE (required) <i>M. Bond</i> 6-14-02 |
|--|---|

HOURLY TIME SHEET

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PAY PROCESSING FOR THAT MONTH.

Morlon

file

EMPLOYEE'S NAME (PRINT LAST, FIRST)

PAYROLL USE ONLY

Camezzi, Romeo H.

2002 JUL -9 AM 8:52

SOCIAL SECURITY NUMBER (required)

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|--|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 7-1-02 | SEMS - F. ^{part} <i>meing</i> | 8-1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 7-2-02 | ↓ | 8-1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 7-3-02 | ↓ | 8-1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 7-5-02 | ↓ | 8-1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
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TOTAL 32 Hrs -
4 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required) *Romeo H. Camezzi*

SUPERVISOR'S SIGNATURE (required) *[Signature]*

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY.

TIME SHEETS MUST BE SUBMITTED
TO PAYROLL OR BEFORE
PUBLISHED DATES TO INSURE
PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

Camozzi Romeo H.

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

KEY FOR HOURS WORKED:

15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

AUG -9 PM 1.1
AUG 1 2002

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 8-1-02 | SEMS | 8-1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 8-2-02 | SEMS etc. | 8-1 Day | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 8-5-02 | Emergency Planning | 8-1 Day | | | | | | | | |
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RECEIVED FINANCE
AUG 1 8 2002

TOTAL **3 Days**
24 hrs

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)

Romeo H. Camozzi

SUPERVISOR'S SIGNATURE (required)

[Signature]

SUBSTITUTE TEACHER TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

*New Handover
Loss
Emergency Procedures
PAYROLL DEPT*

- REGULAR TERM SUB
- LONG TERM SUB

EMPLOYEE'S NAME (PRINT LAST, FIRST)
Camozzi Romeo H.

PAYROLL USE ONLY

2002 SEP 10 AM 7:46

| DATE | CHECK ONE | | TEACHER FOR WHOM SUBSTITUTED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SECRETARY'S INITIAL |
|--------|-----------|----------|------------------------------|----------|--------------|------|----------|------------|-----------------|--------------|---------------------|
| | HALF DAY | FULL DAY | | | | | | | | | |
| 9-1-02 | | ✓ | SEMS- ^{Job} Emerg. | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 9-2-02 | | ✓ | ↓ Pln. | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| 9-3-02 | | ✓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | | |
| | | | 3 Total Days | | | | | | | | |

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

SIGNATURE OF SUBSTITUTE TEACHER: Romeo Camozzi

Supv Signature: [Signature]

1.11 - Planned
Covers

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

11/1/99

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

EMPLOYEE'S NAME (PRINT LAST, FIRST)
Camezzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

PROJECT YEAR: 99

DATE: OCT-9

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|---------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 10-3-02 | SEMS - Emrg. Pla | 8 - 1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | 99 | |
| 10-4-02 | " | " | " | " | " | " | " | " | | |
| 10-7-02 | " | " | " | " | " | " | " | " | | |
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TOTAL 3 Days (24 Hours)

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required) R. H. [Signature]

SUPERVISOR'S SIGNATURE (required) [Signature]

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

PLEASE FILL IN THIS FORM COMPLETELY

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

PAYROLL USE ONLY

Camezzi Romeo H

SOCIAL SECURITY NUMBER (required)

KEY FOR HOURS WORKED:

15 minutes = .25

30 minutes = .50

45 minutes = .75

60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 12-02 | SFMJ - Emerg | 8 - 1 Day | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 3-02 | " Plsh. | " | " | " | " | " | " | " | | |
| 2-4-02 | " | " | " | " | " | " | " | " | | |
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TOTAL 3 Days

(24 Hrs)

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required)

Romeo H. Camezzi

SUPERVISOR'S SIGNATURE (required)

[Signature]

DEC-05-2002 14:34 PUSD BUSINESS SERVICES

DEC-05-2002 14:34 PUSD BUSINESS SERVICES

DEC-05-2002 14:34 PUSD BUSINESS SERVICES

REGULAR HOURS
OVERTIME HOURS
LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098
PLEASE FILL IN THIS FORM COMPLETELY.

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PAYROLL DEPT. WITHIN THAT MONTH.

P. 02/02
858 513 0957
JAN-21-2003 10:03

EMPLOYEE'S NAME (PRINT LAST, FIRST)
Amozzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

2003 JAN 10 PM 2:23

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|--------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| JAN 03 | SEMS - Emerg. | 1 Day | 013-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 2 | Planning | 1 Day | " | " | " | " | " | " | | |
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TOTAL 2 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

EMPLOYEE'S SIGNATURE (required) *Romeo H. Amozzi*

SUPERVISOR'S SIGNATURE (required) *[Signature]*

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET
 POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH

PLEASE FILL IN THIS FORM COMPLETELY

EMPLOYEE'S NAME (PRINT LAST, FIRST)

CAMOZZI, Romeo

SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

2003 FEB 11
 PAYROLL DEPT
 RA ID: 03

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|----------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| Feb 6-03 | Emerg. | 8 | 03-00 | 0520-315 | 0000 | 7200 | 1900-014 | 612 | | |
| Feb 7-03 | Planning | 8 | " | " | " | " | " | " | | |
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TOTAL *16 - 2 Days*

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

| | | | |
|---------------------------------|----------------------|-----------------------------------|--------------------|
| EMPLOYEE'S SIGNATURE (required) | <i>Romeo Camozzi</i> | SUPERVISOR'S SIGNATURE (required) | <i>[Signature]</i> |
|---------------------------------|----------------------|-----------------------------------|--------------------|

Distribution: WHITE - Payroll YELLOW - School or Department PINK - Employee

PUSD P-27 (Rev. 4/99) ORDER FROM WAREHOUSE

TOTAL P. 02

FEB-12-2003 14:45
 PUSD BUSINESS SERVICES
 BSS 513 0967 P. 02/02

- REGULAR HOURS
- OVERTIME HOURS
- LIMITED TERM HOURS

HOURLY TIME SHEET

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098
PLEASE FILL IN THIS FORM COMPLETELY.

Poway

Martin

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH

PAYROLL DEPT

EMPLOYEE'S NAME (PRINT LAST, FIRST)
CAMOZZI, Romeo H.
 SOCIAL SECURITY NUMBER (required)

PAYROLL USE ONLY

2003 MAR 10 PM 1:46

KEY FOR HOURS WORKED: 15 minutes = .25 30 minutes = .50 45 minutes = .75 60 minutes = 1.00

MAR 9

| DATE | JOB WORKED / PERSON ABSENT | HOURS WORKED | FUND-SUB | RESOURCE-SUB | GDAL | FUNCTION | OBJECT-SUB | SCHOOL LOCATION | PROJECT YEAR | SUPERVISOR'S INITIAL |
|------|----------------------------|--------------|----------|--------------|------|----------|------------|-----------------|--------------|----------------------|
| 5-03 | <i>Emerg</i> | 8.00 | 03-00 | 0512-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 6-03 | <i>Planning</i> | 8.00 | " | " | " | " | " | " | | |
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TOTAL 16.00
2 Days

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

| | |
|---|---|
| EMPLOYEE'S SIGNATURE (required) <i>Romeo Camozzi</i> | SUPERVISOR'S SIGNATURE (required) <i>[Signature]</i> |
|---|---|

TOTAL P. 02

MAR-13-2003 11:05 PUSD PURCHASING DEPT 858 679 8561 P. 02/02

SUBSTITUTE TEACHER TIME SHEET

- REGULAR TERM SUB
- LONG TERM SUB

POWAY UNIFIED SCHOOL DISTRICT 13626 TWIN PEAKS ROAD, POWAY, CALIFORNIA 92064-3098

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

PLEASE FILL IN THIS FORM COMPLETELY

PAYROLL *11/1*

2003 APR - 7 AM 6:50

TOTAL P. 02

EMPLOYEE'S NAME (PRINT LAST, FIRST)

PAYROLL USE ONLY

Camozzi, Romeo H.

SOCIAL SECURITY NUMBER (required)

| DATE | CHECK ONE | | TEACHER FOR WHO SUBSTITUTED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL/ LOCATION | PROJECT YEAR | SECRETARY'S INITIAL |
|---------------|-----------|----------|----------------------------------|----------|--------------|------|----------|------------|------------------|--------------|---------------------|
| | HALF DAY | FULL DAY | | | | | | | | | |
| 1-03 | | ✓ | <i>Program</i> Emerg Planning | 03-00 | 0.512-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 3-03 | | ✓ | " | " | " | " | " | " | " | | |
| <i>2 Days</i> | | | | | | | | | | | |

I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

SIGNATURE OF SUBSTITUTE TEACHER

Romeo H. Camozzi

APR-07-2003 09:17
 PUSD BUSINESS SERVICES
 513 8967
 P. 02 02

- REGULAR TERM SUB
- LONG TERM SUB

PLEASE FILL IN THIS FORM COMPLETELY.

TIME SHEETS MUST BE SUBMITTED TO PAYROLL ON OR BEFORE PUBLISHED DUE DATES TO INSURE PROCESSING FOR THAT MONTH.

EMPLOYEE'S NAME (PRINT LAST, FIRST)

CAMOZZI, Romeo H.

PAYROLL USE ONLY

Martin

SOCIAL SECURITY NUMBER (required)

*MAY 2
3*

| DATE | CHECK ONE | | TEACHER FOR WHOM SUBSTITUTED | FUND-SUB | RESOURCE-SUB | GOAL | FUNCTION | OBJECT-SUB | SCHOOL LOCATION | PROJECT YEAR | SECRETARY'S INITIAL |
|------|-----------|----------|------------------------------|----------|--------------|------|----------|------------|-----------------|--------------|---------------------|
| | HALF DAY | FULL DAY | | | | | | | | | |
| 2-03 | 1 | | Emerg. Prep / Planning | 03-00 | 0512-315 | 0000 | 7200 | 1900-014 | 612 | | |
| 5-03 | 1 | | " | " | " | " | " | " | " | | |
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I CERTIFY THIS REPORT TO BE TRUE AND CORRECT

SIGNATURE OF SUBSTITUTE TEACHER

Romeo Camozzi

MAY-09-2003 14:38 PUSD BUSINESS SERVICES 058 513 0967 P.02/02

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING September 2002

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Marylou K. Wilson

TITLE: PRINCIPAL

DATE: 2002-03

DEPARTMENT/SITE: MIDLAND

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: Marylou K. Wilson

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 9/10/02, 9/22/02, 11/14/02, 12/18/02, 1/15/03, 1/28/03, 2/21/03, 3/11/03
TIME SPENT: 1.75 HRS 4/15/03, 5/6/03, 6/9/03, 9/10/02, 11/14/02, 2/21/03
EMPLOYEES: ALL SCHOOL SITE EMPLOYEES 9/24/02, 3/11/03
Annual Dev

NAME: Mike Masgrove

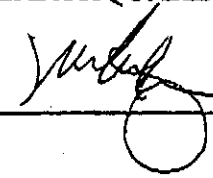
TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Nestwood Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: 

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2001-02

DATE/S OF TRAINING 9/18/02

TIME SPENT: 1.5 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Janet Ciapponi

TITLE: Principal

DATE: 2001-02

DEPARTMENT/SITE: Garden Road Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: Janet Ciapponi

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATES OF TRAINING 10/2/02, 1/8/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Wendy Smith-Rogers

TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Shoal Creek Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: [Handwritten Signature]

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING OCT 15, 29 Nov 5, 2002; Feb 4, 18 March 4 200

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: EARL SCOLL

TITLE: PRINCIPAL

DATE: 2002-03

DEPARTMENT/SITE: DEER CANYON ELEMENTARY

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: 

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 10/23/02 & 3/19/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Dan Lopez

TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Abraxas High School

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE:  _____

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 10/29/02

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Kathleen Marshall

TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Rolling Hills Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: Kathleen Marshall

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 11/05/02 05/19/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Jack Troxell

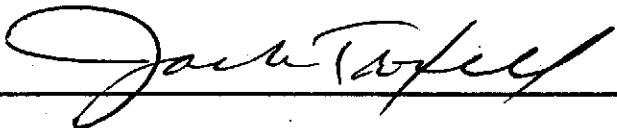
TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Painted Rock School

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: 

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING February 20, 2003

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Maureen Newell

TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Tierra Bonita Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: Maureen Newell

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING March 2003

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Cindy De Clercq

TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Adobe Bluffs Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: Cindy De Clercq

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 4/29/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Rebecca Wardlow

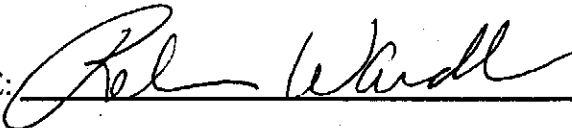
TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Creekside Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: 

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 5/12/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Johnneen Gregg

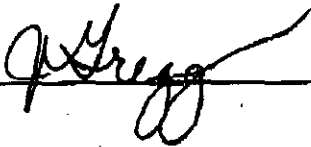
TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Canyon View Elementary

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: 

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES: EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 2/28/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Isaac Estrada

TITLE: Vice Principal

DATE: 2002-03

DEPARTMENT/SITE: Black Mountain Middle School

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES: EARTHQUAKE PREPAREDNESS:

SIGNATURE: Isaac Estrada

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING 9/17/03

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: GARRY ROLLIN

TITLE: ASSISTANT PRINCIPAL

DATE: 2002-03

DEPARTMENT/SITE: BHMS

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: Gollins

CERTIFICATION OF TRAINING
EMERGENCY PROCEDURES:EARTHQUAKE PREPAREDNESS

FISCAL YEAR 2002-03

DATE/S OF TRAINING _____

TIME SPENT: 1.75 HRS

EMPLOYEES: ALL SCHOOL SITE EMPLOYEES

NAME: Sal Embry

TITLE: Principal

DATE: 2002-03

DEPARTMENT/SITE: Sundance Elem

DISTRICT: POWAY UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT
STATEMENT IN COMPLIANCE WITH THE MANDATE EMERGENCY
PROCEDURES:EARTHQUAKE PREPAREDNESS:

SIGNATURE: Sal Embry

DECLARATION OF SERVICE BY EMAIL

I, the undersigned, declare as follows:

I am a resident of the County of Sacramento and I am over the age of 18 years, and not a party to the within action. My place of employment is 980 Ninth Street, Suite 300, Sacramento, California 95814.

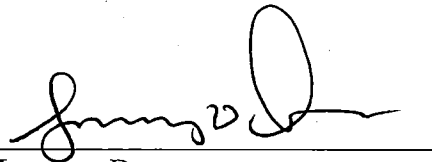
On November 26, 2014, I served the:

Claimant Comments

Emergency Procedures, Earthquakes, and Disasters 05-4241-I-06
Education Code Sections 35295, 35296, 35297, 40041.5 and 40042
Statutes 1984, Chapter 1659
Fiscal Years 2000-2001, 2001-2002 and 2002-2003
Poway Unified School District, Claimant

By making it available on the Commission's website and providing notice of how to locate it to the email addresses provided on the attached mailing list.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct, and that this declaration was executed on November 26, 2014 at Sacramento, California.



Lorenzo Duran
Commission on State Mandates
980 Ninth Street, Suite 300
Sacramento, CA 95814
(916) 323-3562

COMMISSION ON STATE MANDATES

Mailing List

Last Updated: 11/19/14

Claim Number: 05-4241-I-06

Matter: Emergency Procedures, Earthquakes, and Disasters

Claimant: Poway Unified School Districts

TO ALL PARTIES, INTERESTED PARTIES, AND INTERESTED PERSONS:

Each commission mailing list is continuously updated as requests are received to include or remove any party or person on the mailing list. A current mailing list is provided with commission correspondence, and a copy of the current mailing list is available upon request at any time. Except as provided otherwise by commission rule, when a party or interested party files any written material with the commission concerning a claim, it shall simultaneously serve a copy of the written material on the parties and interested parties to the claim identified on the mailing list provided by the commission. (Cal. Code Regs., tit. 2, § 1181.3.)

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