

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
(Formerly King City Joint Union High School District)  
BOARD OF EDUCATION  
REGULAR BOARD MEETING

Tuesday, December 13, 2011

South Monterey County Joint Union High School District Office  
800 Broadway  
King City, CA 93930

BOARD OF EDUCATION

Mike Foster – President  
Debra McAlahney-Dodson - Member  
Raul Rodriguez – Member

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS  
Arturo Siguenza, Greenfield HS

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

*The public may address the Board concerning items that are scheduled for discussion during closed session by completing the Request to be Heard Form provided on the table at the entrance to the meeting room and submitting the card to the Executive Assistant prior to the Board adjourning to closed session.*

*El publico puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos que están enlistados para dialogar durante la sesión a puertas cerrada completando así la forma que se le da a la comunidad para poder hablar durante la sesión, esta forma se encuentra en la entrada de la junta donde se lleva acabo la sesión y entregando esta tarjeta a la Secretaria de el Superintendente antes de que la Mesa Directiva de Educación de por terminada la junta*

CLOSED SESSION: 5:30 PM

- A. Public Employment
- B. Employee Discipline/Dismissal Release
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

E. ANNUAL ORGANIZATIONAL MEETING

1. Swearing in of Elected/Appointed Board Members: Paulette Bumbalough, Mike Foster, and Bob White
2. Election of Board President
3. Election of Clerk of the Board
4. Election of Board Representative to ROP
5. Election of Board Representative to the Monterey County School Boards Association (MCSBA)

6. Adoption of Board Policies and Bylaws for 2012
7. Determine Dates, Times and Locations of the 2012 Regular Board Meeting (Pages 1-2)

- F. PUBLIC COMMENT: *The public may address the Board regarding general school district topics or a specific agenda item. The person wishing to speak must complete a Request to be Heard Form prior to the meeting, indicating whether they wish to address a non-agenda item or a specific item and present it to the Executive Assistant. This is an opportunity to address the Board when that item is acted upon. Unless otherwise determined by the Board/State Administrator, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item.*

*El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de completar la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaria de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se este llevando acabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto especifico entonces habráun limite de 20 minutos en total para cada asunto.*

- G. REPORT FROM STATE ADMINISTRATOR

- H. STUDENT BOARD MEMBER REPORT

- I. BOARD MEMBER COMMENTS

- J. EMPLOYEE ORGANIZATIONS

- K. CONSENT AGENDA

1. Approval of Minutes: November 16, 2011, November 17, 2011, and December 7, 2011 (Pages 3-13)
2. Approval of Personnel Report Dated December 13, 2011 (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**)
3. Approval of Williams Quarterly Report (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**) (Pages 14-15)
4. Approval of KCHS Students Attending the Prom on April 21, 2012 in Alameda on a Yacht (**Linda Grundhoffer, CBO**) (Pages 16-20)
5. Approval of Amended and Restated Joint Powers Agreement for Mission Trails ROP (**Linda Grundhoffer, CBO**) (Pages 21-34)
6. Approval of Resolution 12:11/12 Designating Authorized Agent to Sign School Orders (**Linda Grundhoffer, CBO**) (Pages 35-36)
7. Approval of Monterey and San Benito Counties Property and Liability JPA Agreement and By-Laws (**Linda Grundhoffer, CBO**) (Pages 37-63)
8. SES Contracts for Greenfield and King City High School (**Linda Grundhoffer, CBO**) (Pages 64-80)
9. Approval of Revised Resolution 19:10/11 To Clarify Name Change to South Monterey County Joint Union High School District (**John Bernard, Ed.D., State Administrator**) (Pages 81-82)
9. Approval for the KCHS Cheerleaders to attend Various Cheerleading Competitions (**Bruce Corbett, Principal, King City High School**) (Page 83)
10. Approval for the KCHS Wrestling Team Over Night Trips (**Bruce Corbett, Principal, KCHS**) (Pages 84-85)

- L. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

- M. INFORMATION ITEMS

1. Review of School Site Single Plans (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**) (Pages 86-156)

2. Supplemental Educational Services Application (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services*) (Pages 157-187)
3. Board Policies (First Reading) (*John Bernard, Ed.D., State Administrator*) (Pages 188-348)
  - BP/AR 1114 – District-Sponsored Social Media
  - BP/AR 1240 – Volunteer Assistance
  - BP 2140 – Evaluation of the Superintendent
  - BP 2210 – Administrative Discretion Regarding Board Policy
  - BP 3100 - Budget
  - BP/AR 3280 – Sale or Lease of District-Owned Real Property
  - BP 3290 – Gifts, Grants and Bequests
  - BP/AR 3515.2 - Disruptions
  - AR 3516.3 – Earthquake Emergency Procedure System
  - AR 3542 – School Bus Drivers
  - BP/AR 3550 – Food Services/Child Nutrition Program
  - BP/AR 3553 – Free and Reduced Price Meals
  - BP 4033 – Lactation Accommodation
  - BP/AR 4112.2 – Certification
  - AR 4112.22 – Staff Teaching English Language Learners
  - BP/AR 4127, 4227, 4327 – Temporary Athletic Team Coaches
  - BP/AR 4154, 4254, 4354 – Health and Welfare Benefits
  - AR 4161.8, 4261.8, 4361.8 – Family Care and Medical Leave
  - BP/AR 5121 – Grades/Evaluation of Student Achievement
  - AR 5142.1 – Notices of Missing Children
  - BP/AR 5144 – Discipline
  - AR 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)
  - BP/E 5145.6 – Parental Notifications
  - BP/AR 5146 – Married/Pregnant/Parenting Students
  - BP 5148.2 – Before/After School Programs
  - BP/AR 6141.5 – Advanced Placement
  - BP/AR 6161.1 – Instruction
  - BP 7310 – Facilities
  - BB 9150 – Board Bylaws

N. ACTION ITEMS

1. Approval of First Interim Report (*Linda Grundhoffer, CBO*) (Pages 349-472)
2. Approval of Use of Developer Fees (*Linda Grundhoffer, CBO*) (Pages 473-479)
3. Approval of Community Relations and Communications Plan (*John Bernard, Ed.D., State Administrator*) (Pages 480-485)
4. Approval of 2012-2013 School Calendar (*John Bernard, Ed., State Administrator*) (Pages 486-487)
5. Approval of Resolution #11:11/12 Layoff of Classified Staff – Severe Needs Paraeducators (*Daniel Moirao, Ed.D., Assistant Superintendent Educational Services/Human Resources*) (Pages 488-489)
6. Board Policy (Second Reading) (*John Bernard, Ed., State Administrator*) (Pages 490-603)
  - BP/AR 1113 – District and School Web Site
  - BP/AR 3250 – Transportation Fee
  - AR 3543 – Transportation and Emergencies
  - AR 4112.23 – Special Education Staff
  - AR 4112.4, 4212.4, 4312.4 – Health Examinations
  - BP 4112.42, 4212.42, 4312.42 – Drug and Alcohol Testing for School Bus Drivers
  - BP/AR 5113 – Absences and Excuses
  - BP 5116 – School Attendance Boundaries
  - BP/AR 5116.1 – Intradistrict Open Enrollment
  - BP/AR 5144.1 – Suspension and Expulsion/Due Process
  - BP/AR 6159 – Individualized Education Program
  - BP/AR 6159.1 – Procedural Safeguards and Complaints for Special Education
  - BP/AR 6164.4 – Identification and Evaluation of Individuals for Special Education
  - BP/AR 6171 – Title I Programs
  - BP 6178.2 – Regional Occupational Center/Program

O. SCHOOL REPORTS/UPDATES (Pages 604-614)

1. King City High School, Bruce Corbett, Principal
2. Portola-Butler Continuation High School, Carolyn McCombs, Principal
3. Greenfield High School, Jim Goddard, Principal
4. South Monterey County Charter Independent Study Program, Carolyn McCombs, Principal

P. FUTURE AGENDA ITEMS/MEETING DATES

- January 11, 2012 – Regular Board Meeting at the Greenfield High School  
January 16-17, 2012 – Board CSBA Training at the District Office  
February 8, 2012 – Regular Board Meeting at the District Office

Q. SIGNING OF PAPERS

Q. ADJOURNMENT (TO CLOSED SESSION) (if required)



**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Scheduling of Board Meetings for 2012

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

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**Board Goals:**

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

**Summary:**

As part of the organizational meeting it is required to establish the Board meeting dates for 2012. The majority of the meetings are scheduled for the second Wednesday of the month except for March, April, October, and November.

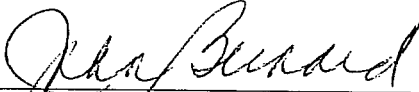
**Recommendation:**

The recommendation is to approve the proposed Board meeting calendar.

**Fiscal Impact:**

Submitted By:

Approved:



John Bernard Ed.D.  
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

**800 Broadway  
King City, CA 93930**

**Phone: (831) 385-0606**

**Fax: (831) 385-0695**

**Memorandum**

DATE: December 13, 2011  
TO: Governing Board of Trustees  
FROM: John Bernard, Ed.D.  
RE: Scheduling of Board Meetings for 2012

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This is a suggestion of dates for the regular board meetings of the South Monterey County Joint Union High School District. Closed session would typically start at 5:30 p.m.

Should the proposed days and times be acceptable to you, the 2012 board meeting calendar would be as follows:

January 11 <sup>th</sup>	6:30 p.m.	Greenfield
February 8 <sup>th</sup>	6:30 p.m.	King City
March 21 <sup>st</sup>	6:30 p.m.	Greenfield
April 17 <sup>th</sup>	6:30 p.m.	King City
May 9 <sup>th</sup>	6:30 p.m.	Greenfield
June 13 <sup>th</sup>	6:30 p.m.	King City
** July 10 <sup>th</sup>	6:30 p.m.	Greenfield
August 8 <sup>th</sup>	6:30 p.m.	King City
September 12 <sup>th</sup>	6:30 p.m.	Greenfield
October 17 <sup>th</sup>	6:30 p.m.	King City
November 13 <sup>th</sup>	6:30 p.m.	Greenfield
December 12 <sup>th</sup>	6:30 p.m.	King City

The board can, by its action, change any of the dates or locations. In addition, special meetings can be scheduled if needed.

**NOTE:**

**\*\* This meeting is being scheduled only if needed.**

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
(Formerly King City Joint Union High School District)  
BOARD OF EDUCATION  
REGULAR BOARD MEETING

Wednesday, November 16, 2011

Minutes

BOARD OF EDUCATION

Mike Foster – President - Present  
Debra McAlahney-Dodson – Member - Present  
Raul Rodriguez – Member - Present

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS  
Arturo Siguenza, Greenfield HS

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 5:31 P.M. There were not any comments from the public. The meeting was adjourned to closed session.

PUBLIC COMMENT

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CLOSED SESSION:

- A. Public Employment
- B. Employee Discipline/Dismissal Release
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters – Transfer/Discipline
  - Recommendation to Expel Student #01:11/12

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 6:30 P.M.

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster reported the decision was made to support the pre-expulsion panel's recommendation to expel student #01:11/12 for the 2011-12 school year.

Approval of Agenda

Dr. Bernard approved the agenda.

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There were not any comments from the public.

#### REPORT FROM STATE ADMINISTRATOR

Dr. Bernard said the Communication Plan will be presented at the December board meeting for approval after the selection of the new board member which will take place tomorrow evening.

The parent survey will be distributed to all students tomorrow with the request they be returned on Friday. The surveys were sent out in different colors to depict the school. They will then be ranked as to parent preference. The ranking will be from one to five with one being the first choice.

Dr. Bernard said he would like to acknowledge the Rustler and Greenfield News for publishing the article from the Board today. Mike Foster, Board President submitted the article. The article will be translated in the next several weeks and published in El Sol. The parent survey will inform the Board of parent communication preference. We want to make sure we are maximizing our resources.

Since the last board meeting auditors from the State Controllers Office were in the office for two weeks. Dr. Bernard acknowledged Linda Grundhoffer and staff who assisted with their many requests. We should know their findings in the next several weeks and anticipate a report in February.

Dr. Bernard acknowledged Linda Grundhoffer for continuing to work for the district for several more months. The CBO process has been extended until after the first of the year.

This week there was a Budget Advisory Committee Meeting in which there was more representation from Greenfield than King City. Dr. Bernard was hoping there will be more King City participates at the next meeting.

#### STUDENT BOARD MEMBER REPORT

Arturo Siguenza reported home coming was a success, the dance was also a success. Their football season ended with 5 wins 4 losses and 1 tie. Five athletes in cross country have qualified for CCS. Randy Sosa will be going to the state finals as well. Volleyball had 5 wins and 4 losses.

They are looking at having the Prom location closer to Greenfield.

Jostens will be on campus next week.

Raul Rodriguez asked where the Prom was held in the last several years. The response was San Francisco and Alameda. Mr. Siguenza said they are considering San Jose for this year.

#### BOARD MEMBER COMMENTS

Raul Rodriguez commented there was a recent incident at Alvarez High School in Salinas during a football game. He felt it was very important we know who belongs on the sidelines. Mr. Rodriguez said he appreciates the Greenfield High School football games are more of a family event.

Debra McAlahney-Dodson said the King City High School Prom was scheduled the same time as the FFA Nationals. For seniors it may be a difficult decision which event they would attend. She asked if there is a master calendar which staff can review to make sure there are not any conflicts. Dr. Bernard said there is a master calendar at King City High School, there should not be any date conflicts. He added the instructors should touch base with administration when scheduling events.

Mike Foster said he appreciated the Site Single Plans and the uniformity from each site. He asked the plans be included on the December agenda so the Board has an opportunity to fully review the information.

Mr. Foster said a clergy council is working with King City. He asked they be included on the December agenda for a presentation. Dr. Bernard asked Mr. Foster if he could contact them and ask them to give him a call.

#### EMPLOYEE ORGANIZATIONS

There were not any comments from the employee organizations.

#### CONSENT AGENDA

1. Approval of Minutes: October 12, October 26, 2011, and November 7, 2011
2. Approval of Personnel Report Dated November 16, 2011
3. Approval of Contract with NTD-HBFL Architecture
4. Approval of MOU with MCOE for Transportation of 3 Special Needs Students
5. Approval of Resolution 7:11/12 New Agreement and Bylaws for the Monterey Educational Risk Management Authority
6. Approval of ROP Cosmetology Contract
7. Approval of Part-time Credit Recovery Teachers
8. Approval of Consulting Agreement Between CSBA and the SMCJUHSD for Board Governance Workshop on January 16 and 17, 2012
9. Approval of Resolution 8:11/12 Resolution in Support of Senate Constitutional Amendment (SCA) 5
10. Approval of Agreement with OdysseyWare Credit Recovery Online
11. Approval of Donations to SMCJUHSD Agriculture Program

Debra McAlahney asked to have items #6 and #11 removed for discussion. Mike Foster said he would like to have item #10 pulled for discussion.

Dr. Bernard approved all of the items on the consent agenda excluding #6, #10, and #11.

#### CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

Debra McAlahney-Dodson said she would like the district to make sure, when they enter into contracts through ROP, there is a job market for that particular profession and to make sure it meets our labor market needs for students in our area.

It was also noted the same owner is listed on both cosmetology contracts. Dr. Moirao responded there can only be a certain number of students enrolled at each school, therefore there are two schools. Debra McAlahney-Dodson added the cosmetology schools have recently been accredited.

Dr. Bernard approved item #6

Mike Foster questioned how the success rate will be determined for the online credit recovery program. Dr. Bernard said students will be working at their own pace, some will finish earlier than others. The measure will be made from how many students reach their goal to speed up their credits.

Ms. McAlahney-Dodson asked if there will be reports regarding the use of the program. Dr. Moirao responded yes.

Mike Foster asked which students are being identified to use the program. The response was students who are 5, 10, or 15 credits behind. The license is for 100 students at one time to be logged into the program. There should be enough licenses to meet the needs of the students. This service is available for students at King City High School, Greenfield High School, and Portola-Butler Continuation High School.

Dr. Bernard approved item #10.

Debra McAlahney-Dodson said the donation of the tractor was very generous and asked Daisy Chavez if there will be an article and picture of the tractor in the paper. Ms. Chavez said there had been an article in the paper addressing the donation. Ms. McAlahney-Dodson said she would propose the organization

making the donation receive a letter of acknowledgement. The fact the organization donates \$40,000 to schools is a generous contribution. Dr. Bernard added, King City High School received equipment and Greenfield High School received need tools. The District needs to accept the items in order for them to be covered for insurance purposes as well as district maintenance.

Dr. Bernard said the organization will be acknowledged.

Dr. Bernard approved item #11.

#### INFORMATION ITEMS

##### Update on Schools and District Website

Cristina Jimenez reviewed the new design of the district website. District events will be included, as well as flash items for current events. The parent survey is on line. The parent survey is on line as well as the Special Ed survey which Jo Quinn has developed.

Greenfield High School has hired a company to design their website. Mr. Goddard has been providing information to be included on their website.

Jo Ellen Johnsen, a student from King City High School, has created the KCHS school website. Ms. Johnsen stated the school website had not been updated since 2002. A new home page was designed; the academic page was being updated first. The next focus will be the links; basically the entire website is being reconstructed.

Cristina Jimenez said Mr. Munoz and his students should be acknowledged for updating the school website.

Mike Foster thanked the students; communication has been a key issue the Board has been addressing.

##### Williams Settlement Legislation-First Quarterly Report

John Sims said the first quarter report regarding facilities is in the board packet.

Mr. Sims handed out the 4<sup>th</sup> quarter report from last year to the Board. Those items which had been completed in the 4<sup>th</sup> quarter report would not show on the current 1<sup>st</sup> quarter report. The report has some target dates.

A Facility Inspection must take place before school; this is done by an outside agency. This information is sent to the county as part of the county Williams report. The items which were not completed would be included on the Williams 1<sup>st</sup> quarterly report. This is the baseline for the district for the current school year on items to be completed.

The 2<sup>nd</sup> quarter report will be coming in February.

Debra McAlahney-Dodson asked if the walk through on August 11 created the report. Mr. Sims responded yes.

Mr. Sims said those items that were not completed in the 4<sup>th</sup> quarter report, but were completed when the FIT inspection took place, would not show on the 1<sup>st</sup> quarter report.

Mr. Sims added some items have been carried over because they are costly.

##### Cash Flow Report from July 2011 through October 31, 2011

Ms. Grundhoffer said we are holding our own. Hopefully there will be a couple of hundred thousand dollars left at the end of the year. We will have to see what happens in December. Next month when the First Interim Report is presented more will be covered.

Debra McAlahney-Dodson asked were the loan balance is showing. Ms. Grundhoffer said on page 1, of her report is listed under receipts, all other financing.

Debra McAlahney-Dodson asked if this is the worst case scenario. Ms. Grundhoffer responded we will keep our expenditures within the revenue. There may be problem if we don't get our money from the state. If the tridders hit or there are more deferrals our - 6 -report will change.

Revenue and Expenditure Report from July 2011 through October 31, 2011

Ms. Grundhoffer said this will be reviewed in more detail with the First Interim Report which will be covered in December. The triggers from the state will affect our budget. We will not know until mid-year. Dr. Bernard added many of the state triggers will affect negotiations. He added, the next newspaper article will be addressing the triggers.

District Professional Development Plan

Dr. Moirao said student achievement is the priority. Several teachers have been in the initial planning at both sites and are now coaches. We actually started in July. Another group will start training in a couple of weeks. They are discussing best practices amongst themselves.

Debra McAlahney-Dodson asked if a date has been set yet. Dr. Moirao said the math teacher from King City High School, Mr. Schierer, has met with the teacher at Chalone Peaks. Dr. Moirao added the funding for this will be coming from the GEAR-UP program.

Supplemental Education Services

Dr. Moirao said, because both schools are in Program Improvement (PI) and using Title I funding we must provide services to the lower performing students. We have been informed we may be able to utilize our own staff to provide these services rather than contract out. Last year students at GHS received a laptop through the program they were contracted through. Title I will provide \$795 per students, therefore that is what is being charged by outside contractors. We could provide those services for a lot less money which would allow us to use the remaining money elsewhere.

We should know by February if we are approved.

Mike Foster asked what services are provided. Dr. Moirao responded mainly tutoring.

The question was asked if this service is for all students, the response was yes, as long as the school is receiving Title I funding.

Board Policies (First Reading)

BP/AR/E 1113 – District and School Web Sites  
BP/AR 3250 – Transportation Fee  
AR 3543 – Transportation Safety and Emergencies  
AR 4112.23 – Special Education Staff  
AR 4112.4, 4212.4, 4312.4 – Health Examinations  
BP 4112.42, 4212.42, 4312.42 – Drug and Alcohol Testing for School Bus Drivers  
BP/AR 5113 – Absences and Excuses  
BP 5116 – School Attendance Boundaries  
BP/AR 5116.1 – Intradistrict Open Enrollment  
BP/AR 5144.1 – Suspension and Expulsion/Due Process  
BP/AR 6159 – Individualized Education Program  
BP/AR 6159.1 – Procedural Safeguards and Complaints for Special Education  
BP/AR 6164.4 – Identification and Evaluation of Individuals for Special Education  
BP/AR 6171 – Title I Programs  
BP 6178.2 – Regional Occupational Center/Program

Dr. Bernard said these policies will be coming back in December as a second reading.

Mike Foster suggested on BP 1113, District and School Web Sites, to change the word “encourage” to wants or directs.

Debra McAlahney-Dodson said she does have some feedback on several policies and will give Dr. Bernard her recommendations.

ACTION ITEMS

Approval of School Sites Single Plan

Dr. Moirao said since we receive Title I funds we are required to have a local agency plan. Our current plan expires in 2013, but since we are in PI we r - 7 -> submit an addendum.

Dr. Moirao thanked Janet Sanchez-Matos and teachers for assisting in their single plan. He added each site needed to submit their own plan.

Janet Sanchez-Matos gave a quick over view. The purpose of the plan is to reduce the achievement gap between students. The money is already there for the license, tools, etc. This is all based on data. The teachers see how their plan is to support the district plan. The goals were taken back to the departments and discussed during collaboration time. Both the math and English departments have set more realistic goals and not the higher goals set by the state. The plan was created based on data from the last several years. There has been significant growth at the school the last several years.

Their School Site Council met today and approved the plan and budget.

Debra McAlahney-Dodson asked if there was going to be a conflict since realistic goals were set rather than the higher state goals. Ms. Sanchez-Matos said based on past experience there should not be a conflict.

Janet Sanchez-Matos said the WASC goals are what is driving everything. This will force us to review the WASC goals as well. The last couple of pages of the plan are the practices we are currently doing. The teachers are looking at their own data as well.

Debra McAlahney-Dodson said she wanted to acknowledge Ms. Sanchez-Matos for her hard work in putting the plan together and working with the community and teachers.

Daniel Moirao said there will be a federal audit in February and a lot of documents will be reviewed.

Bruce Corbett said on page 2, of the King City High School plan, is a listing of their goals and how those goals will be reached. He said during the district professional development day staff from MCOE reviewed leadership for accelerated results. Principals are finding ways to create solutions with other principals in other districts.

The Results Room at King City High School has been a great resource and tool to evaluate the data. The focus is for those students who have the most need. The WASC visitation committee suggestions are being utilized, we are moving forward to share best practices. Webinars are a very popular tool.

The Science Department has addressed the lower performing students, curriculum is not the answer. They are looking at different ways to reach the students. The Science Department will be going to Soledad in December to review this program which seems to be successful for them, and share with our staff.

Debra McAlahney-Dodson asked what this program would be like for our students. Mr. Corbett said it would eliminate the textbook and would be a highly interactive program for the students. Students would be constantly engaged in science. This has proved to be successful for other schools that are in Program Improvement.

Mike Foster asked how long Soledad has been using the program. The response was this is the first year, it was a bold move and there may have been some resistance at first.

Mr. Corbett said this will be piloted in the Science Department only. The teachers have all agreed to this and realize there needs to be a change. If the program is successful it may be branched out in other areas.

The online USA test prep program has proved to be successful. Student and teachers can log on anytime to use the program and review what is being utilized.

Debra McAlahney-Dodson asked what funding source is being used for the program. The response was, it comes from different budgets.

The comment was made, if we are improving on our API scores, why are we still in Program Improvement. API scores are what California uses to determine student improvement; Title I Funds are used for this. We need to close the gap between the students and have a higher graduation rate.



Approval of School Improvement Grant

Dr. Bernard distributed the revised grant to the Board. It is felt we need to better understand our student population and their learning styles. This grant is based on the needs we heard from teachers. We should know if we will receive the grant by February. Greenfield High School is the primary school but King City High School can also be included as well. GHS is in Tier I and KCHS in Tier III. We also need to demonstrate how the district will sustain itself after the grant is over.

Dr. Bernard approved the grant.

Approval of Resolution 9:11/12 Bilingual Seal

Dr. Bernard said there are approximately 50 other districts who issue bilingual seals. He acknowledged the Salinas Union School District for sharing their template. Those students who have completed 4 years of instruction and receive an A or B or pass the AP test or pass a district established foreign language at proficient or higher would be recognized at graduation as well as having a medallion on their diploma. The information would be given to sites for distribute to the seniors.

Debra McAlahney-Dodson said this is a definite job skill.

Dr. Bernard said this would not apply to our ASL program because it is not a 4 year program.

Dr. Bernard approved the resolution.

Board Policy (Second Reading)

BP/AR 0450 – Comprehensive Safety Plan  
BP 1100 – Communication with the Public  
AR/E 1312.4 – Williams Uniform Complaint Procedures  
BP/AR 3311 - Bids  
BP/AR 3513.3 - Tobacco-Free Schools  
BP 4020 – Drug and Alcohol-Free Workplace  
AR 4117.11, 4317.11 – Preretirement Part-Time Employment  
AR 4117.14 – Postretirement Employment  
BP/AR 4161.9, 4261.9, 4361.9 – Catastrophic Leave Program  
BP 5030 – Student Wellness  
BP/AR 5113.1 – Chronic Absence and Truancy  
BP/AR/E 5125.1 – Release of Directory Information  
BP/AR 5131.62 – Tobacco  
BP/AR 5131.7 – Weapons and Dangerous Instruments  
BP/AR 5141.31 – Immunizations  
BP/AR 5145.2 – Freedom of Speech/Expression  
BP 6111 – School Calendar  
BP/AR 6143 – Courses of Study  
BP/AR/E 6146.1 – High School Graduation Requirements  
BP/AR 6146.11 – Alternative Credits Toward Graduation  
BP/AR 6159.2 – Nonpublic, Nonsectarian School and Agency Services for Special Education  
BP/AR 6159.3 – Appointment of Surrogate Parent for Special Education Students  
BP/AR 6163.2 – Animals at School  
BP/AR 6173 – Education for Homeless Children  
BP/AR 6179 – Supplemental Instruction

Dr. Bernard said these policies were reviewed at the October board meeting and are presented for final approval.

Debra McAlahney-Dodson said she was pleased to see law enforcement was included in BP/AR 0450.

Dr. Bernard approved the second reading of the policies. He added it has taken us 2 ½ years to bring our policies up to date. After the December board meeting all mandatory policies will have been updated.

## SCHOOL REPORTS/UPDATES

### Greenfield High School

Jim Goddard announced there is new student art work at the La Plaza Bakery. The third progress reports have just been mailed. Parents are being reminded final exams will be given before winter break.

They are looking at a rewards system similar to KCHS to be implemented in the spring of 2012.

Debra McAlahney-Dodson asked what the purpose of the card is for. Mr. Goddard said it would give students free admission to sporting events, dances, etc. They will also be looking at students who have made the most improvements.

Greenfield Rotary will be recognizing students quarterly for achievements.

Pat Hardin has recorded 3,000 students having used the library with 331 books check out since the beginning of the school year.

Mr. Goddard said on November 7 he sent out a newsletter with the activities for the month. This is something he will be doing at the first of every month. A parent has volunteered to translate the letter in Spanish.

Greenfield High School was well represented by both students and parents at the Budget Advisory Committee meeting. The information from these meetings are being shared with Leadership.

Arturo Siguenza added student groups are being formed as a result of the committee.

Mr. Goddard said it has been a good season for sports. Randy Sosa is moving on to the state finals. He will be competing November 26.

The new Athletic Director will be coming on board soon.

The students will be doing a food tasting in December.

### South Monterey County Charter Independent Study Program

Carolyn McCombs said they had a demonstration of the Odyssey online credit recovery system. It is very interactive and easy to follow.

Their current student waiting list has been cleared.

They are inviting students from the Independent Study Program to attend any guest speaker presentations at Portola-Butler Continuation High School.

They will have a coat drive for the needy; any usable coats would be appreciated.

### King City High School

Bruce Corbett said James Schierer has hosted a county wide session to study the new math standards which are coming out. He is pleased to have received word the Chevron Corporation will be making a \$20,000 donation for science technology and math. He is very impressed with what Ms. Benjamin is doing. They are trying to promote science and technology among women.

They are beginning to establish the Every 15 Minute program during the spring at KCHS. Their School Site Council met and approved their single plan and budget.

The Boy Scouts will be rededicating the memorial in front of King City High School at 8:00 A.M. on Friday, November 18, 2011. He thanked the Boy Scouts and volunteers for donating their time and improving the area.

Mr. Corbett said there will be a play this Friday and Saturday entitled Rock Star Vampire and invited all to attend.

Mike Foster asked what the Chevron donation would be used for. Mr. Corbett said it can be used for items such as tools, calculators, etc. for the classroom.

They are planning their first academic goals awards assembly in March of 2012, some of the Chevron money will be used for that event.

Debra McAlahney-Dodson asked if the Chevron money is geared toward energy. Mr. Corbett said the use of the money is very broad. \$40,000 can be awarded toward an aspiring teacher.

Portola-Butler Continuation High School

They have 7, 5<sup>th</sup> year students who are graduating. There are a minimum of 8 students who will be returning to their original school site. There will also be some students graduating early.

One of their students wrote a letter to an author informing him how touched he was with his book; the author wrote a personal letter back to him. The student was extremely proud of receiving the letter.

Katie Trujillo has been doing an outstanding job filling in for Mr. Hitchcock

A gang awareness presentation will be given on Friday, November 18.

Debra McAlahney-Dodson asked if the students at Portola-Butler have access to the ROP program. Daniel Moirao responded accommodations can be made, such as cosmetology classes.

Future Agenda Items/ Meeting Dates

December 13, 2011 – Regular Board Meeting at the District Office

January 16-17, 2012 – CSBA Training at the District Office

Signing of Papers

Dr. Bernard signed appropriate papers.

Adjournment

Mike Foster adjourned the meeting at 8:20 PM.

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John Bernard, Ed.D., State Administrator

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Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
(Formerly King City Joint Union High School District)  
BOARD OF EDUCATION  
*SPECIAL BOARD MEETING*

Thursday, November 17, 2011

Minutes

BOARD OF EDUCATION

Mike Foster – Present

Debra McAlahney - Present

Raul Rodriguez – Present

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 6:00 P.M.

Flag Salute

Mike Foster led in the flag salute.

**PUBLIC COMMENT:** The public may address the Board regarding general school district topics or a specific agenda item. The person wishing to speak must complete a Request to be Heard Form prior to the meeting, indicating whether they wish to address a non-agenda item or a specific item and present it to the Executive Assistant. This is an opportunity to address the Board when that item is acted upon. Unless otherwise determined by the Board/State Administrator, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item.

El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de completar la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaría de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se este llevando acabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto especifico entonces habrán limite de 20 minutos en total para cada asunto.

There were not any comments from the public.

ACTION ITEM

Interview and Appointment to Complete the Term of a Vacant Board Member Position

Paulette Bumbalough and Sharon Hornlein, applicants for the vacant Board position, were requested to respond to a series of questions from the Board. The vote was to select Paulette Bumbalough to complete the term vacated by Rita Tavernetti.

Adjournment

The meeting was adjourned at 6:38 PM.

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John Bernard, Ed.D., State Administrator

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Date

SOUTH MONTEREY COUNTY HIGH SCHOOL DISTRICT  
(Formerly King City Joint Union High School District)  
BOARD OF EDUCATION  
SPECIAL BOARD MEETING

Wednesday, December 7, 2011

Minutes

BOARD OF EDUCATION

Mike Foster – Excused Absence  
Debra McAlahney-Dodson - Present  
Raul Rodriguez – Present

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS  
Arturo Siguenza, Greenfield HS

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION:

Call to Order

Debra McAlahney-Dodson called the meeting to order at 12:00 P.M.

Flag Salute

Debra McAlahney-Dodson led in the flag salute.

PUBLIC COMMENT

*The public may address the Board concerning items that are scheduled for discussion during closed session by completing the Request to be Heard Form provided on the table at the entrance to the meeting room and submitting the card to the Executive Assistant prior to the Board adjourning to closed session.*

*El publico puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos que están enlistados para dialogar durante la sesión a puertas cerrada completando así la forma que se le da a la comunidad para poder hablar durante la sesión, esta forma se encuentra en la entrada de la junta donde se lleva acabo la sesión y entregando esta tarjeta a la Secretaría de el Superintendente antes de que la Mesa Directiva de Educación de por terminada la junta.*

There were not any comments from the public.

The meeting recessed to closed session at 12:01 P.M.

CLOSED SESSION:

Student Matters – Transfer/Discipline

- Recommendation to Expel Student #03:11/12
- Recommendation to Expel Student #04:11/12
- Recommendation to Expel Student #05:11/12
- Recommendation to Expel Student #07:11/12

OPEN SESSION:

Report of Closed Session Action

Debra McAlahney-Dodson reported Student #03:11/12 was removed from the closed session agenda.

The Board supported the recommendation from the expulsion panel to expel Student #04:11/12 through the 2011-2012 school year, Suspend the expulsion for Student #05:11/12, and expel Student #07:11/12 through the 2011-2012 school year.

Adjournment

Debra McAlahney-Dodson adjourned the meeting at 12:30 P.M.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Quarterly Williams Report

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

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Board Goals:

- X Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- X Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Crisis Long-Term Solution
- Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

By law, the South Monterey County Joint Union High School District must report quarterly during every academic year to the Board it's compliance with the Williams-Valenzuela lawsuit. Attached is the second report for the school year.

Recommendation:

Approve the Williams-Valenzuela report as required by Education Code.

Fiscal Impact:

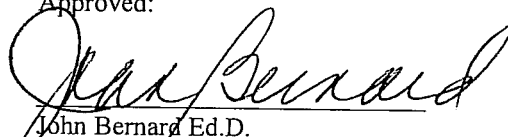
None

Submitted By:

Daniel Moirao, Ed.D.

Asst. Superintendent, Human Resources  
Educational Services

Approved:

  
John Bernard Ed.D.  
State Administrator

# Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: South Monterey County Joint Union High School District

Person completing this form: Daniel Moirao, Ed.D.

Title: Assistant Superintendent, Educational Services and Human Resources

Quarterly Report Submission Date:  
(Please check one)

- ☐ October 2010  
☒ January 2012  
☐ April 2011  
☐ July 2011

Date for information to be reported publicly at governing board meeting: December 13, 2011

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

John Bernard, Ed.D.

Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

December 13, 2011

Date

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
**GOVERNING BOARD**

**SUBJECT:** King City High School Students Attending the Prom on April 21, 2012 in Alameda on a Yacht      **MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Students (approximately 150) will be departing King City High School on Saturday, April 21 at approximately 4:00 pm and traveling by bus to Alameda, CA, accompanied by 12 adult chaperones. They will be boarding deck 3 yacht in Alameda and sailing on the bay for the duration of the prom. Students will board the yacht at 8:00 pm. The prom will end at midnight with all students and chaperones boarding the busses and return to King City on Sunday morning at approximately 3:30am.

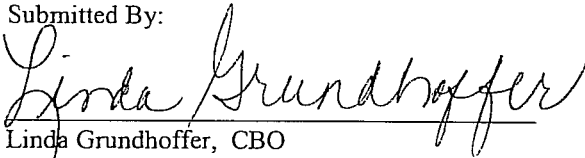
Recommendation:

Approve the contract with Commodore Cruises and Events, for the Prom for King City High School


Fiscal Impact:

\$13,500 paid by attending students

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
John Bernard Ed.D.  
State Administrator



## ACCOMMODATION AGREEMENT

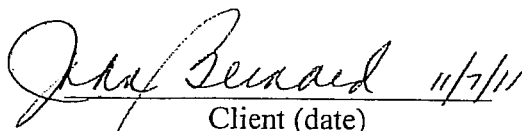
This agreement is made between:  
South Monterey County Joint Union High School District

"Client," and Commodore Cruises & Events of Alameda, CA, "Company," whereby Company agrees to waive its policy of requiring that deposits be increased to 50% of expected total fees within one hundred and twenty days of events. At times Company has multiple requests for a particular yacht and date. Your reservation guarantees your yacht & date.

Client recognizes and agrees that Company's business is its yachts and their available dates and that this agreement is an accommodation of Client by Company. This agreement recognizes that Client, i.e. a school or club, relies upon ticket purchases by those who will attend the function and that these purchases usually are made only shortly before the event takes place.

In the event of a cancellation, **for whatever reason/reasons**, Company, in order to remain viable, must retain the 50% deposit that has been collected as liquidated damages, unless another Client may be found for that yacht, date, and time. In the case at hand, Client agrees to pay this 50% of contracted fees, should it cancel the event, irrespective of the reason/reasons and irrespective of its lack of ticket sales. Your reservation removes a yacht from the market and compensation must be paid, at least in the amount of the agreed liquidated damages amount.

Client agrees to make payments towards charter fees as ticket sales progress. Should the event be cancelled, Client agrees to pay collection charges, should they be incurred.

  
Client (date)

\_\_\_\_\_  
Company (date)



# Food Beverage Proposal / Contract

2394 Mariner Square Drive, Alameda, CA, 94501

Phone: 510-337-9000 / Fax: 510-373-5488

**Client Name:** King City High School; Adriana Veysey (advisor)  
**Phone Number:** 831-385-5461 **Email:** veysey04@gmail.com  
**Event Type:** Prom **Event Planner:** Brienne Buhagiar  
**Cruise Date:** Saturday, April 21, 2012 **Dock:** Alameda  
**Boarding Time:** 7:45 PM **Dockside Time:**  
**Cruise Time:** 8:00 PM to 12:00 AM **Estimated Guest Count:** 150-200  
**Yacht Selection:** Fume Blanc Commodore **Guest Minimum Requirement:** 150

<b>Package Details</b>	<b>Includes 4 hour cruise</b>			
<b>Dinner Tier Option</b>	<b>Prom Package</b>	150	@ \$90.00	\$13,500.00
<b>Children Price - Ages 3-11</b>			@ \$45.00	
<b>Hors D'oeuvres</b>		150	@	
<b>Bar Options</b>	<b>Hosted Sodas and Juices</b>	150	@	Included
<b>Wedding Cake</b>		150	@	
<b>Seated Service</b>		150	@	
<b>Each Additional Guest at</b>	<b>\$90.00</b>			
<b>Subtotal -- Food &amp; Beverage</b>				<u>\$13,500.00</u>
<b>Service Charge, Sales Tax, and Port Fees</b>		25%		<u>Included</u>
<b>Total - Food &amp; Beverage with Tax and Service Charge</b>				<u>\$13,500.00</u>

**Special Client**

**NOTE:**

**Package Add-Ons**

DJ Service	Commodore DJ		Included.
Linen Option	Standard	@	Included
Ceremony Fee	n/a		
Floral Package	n/a		
Casino Package	n/a		
Docking Fee	Included in Alameda		
Other Vendor			

**Total Package Add-Ons**

**Event Total**

**Refundable Security Damage Deposit**

**Grand Total**

\$13,500.00

\$13,500.00

**Deposit Schedule:**

**Deposit Amount:** 25% of estimated total due to reserve date:

**Additional Deposit:** 25% of estimated total, 4 months prior

**Event Balance Due Two Weeks Prior:**

*Amount Paid / Date*

\$3,375.00

\$3,375.00

\$6,750.00

To confirm, sign, date, and return to Commodore Events:

*(Signature)*

*11/7/11*  
(Date)

We are not able to hold dates without deposits. Therefore - 18 - quote is subject to change.

ASB Minutes  
October 26, 2011

Call to Order: Meeting called to order by ASB President Hillary Hughes at 2:08 p.m. in Room #132.

Roll Call: ASB Secretary Kevin Guerra, ASB Vice President Jo Ellen Johnsen, ASB President Hillary Hughes, Marisol Sanchez, and Kyoko Usui.

Old Business:

- a.) Prom Deposit: Motion to approve expenditure of 25% deposit of Prom Fee for retainer of Yacht for the date of April 25, 2012. Amount \$3,375.00 due now, \$3,375.00 due in December, \$675.00 due April 1, 2012. Moved by Marisol Sanchez, second by Jo Ellen Johnsen. Motion passed.

Approve Clubs:

- a.) Science Club
- b.) Bon Voyage Club

Motion to approve both clubs moved by Kevin Guerra and second by Jo Ellen Johnsen. Motion passed.

Adjournment:

There being no further business, motion to adjourn meeting moved by Kevin Guerra and second by Jo Ellen Johnson. Meeting adjourned by ASB President Hillary Hughes at 2:09 p.m.

Respectfully Submitted,



ASB Secretary  
Kevin Guerra

ASB Minutes  
October 26, 2011

Call to Order: Meeting called to order by ASB President Hillary Hughes at 2:08 p.m. in Room #132.

Roll Call: ASB Secretary Kevin Guerra, ASB Vice President Jo Ellen Johnsen, ASB President Hillary Hughes, Marisol Sanchez, and Kyoko Usui.

Old Business:

- a.) Prom Deposit: Motion to approve expenditures of 25% deposit of Prom Fee for retainer of Yacht for the date of April 21, 2012. Amount \$3,375.00 due now, \$3,375.00 due in December, \$675.00 due April 1, 2012. Moved by Marisol Sanchez, second by Jo Ellen Johnsen. Motion passed.

Approval of Clubs:

- a.) Science Club
- b.) Bon Voyage Club

Motion to approve both clubs moved by Kevin Guerra and second by Jo Ellen Johnsen. Motion passed.

Adjournment:

There being no further business, motion to adjourn meeting moved by Kevin Guerra and second by Jo Ellen Johnsen. Meeting adjourned by ASB President Hillary Hughes at 2:09 p.m.

Respectfully submitted,



ASB Secretary

Kevin Guerra

Amended: 11/4/11

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
**GOVERNING BOARD**

**SUBJECT:** Approval of Amended and Restated Joint Powers Agreement for Mission Trails ROP

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The Mission Trails Regional Occupational Program Joint Powers Authority has amended and restated portions of its agreement with seven districts in Monterey County. The major changes came in the ADA, Revenue and Allocation section due to State funding changes and in the Withdrawal and Admission sections.

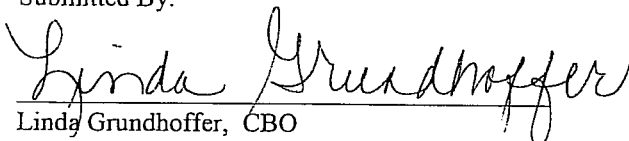
Recommendation:

Approve the amended and restated agreement with Mission Trails Regional Occupational Program Joint Powers Authority.

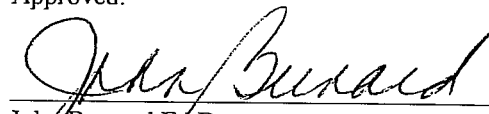
Fiscal Impact:

None

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
John Bernard Ed.D.  
State Administrator

**AMENDED AND RESTATED  
JOINT EXERCISE OF POWERS AGREEMENT  
FOR THE MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM**

This is an amended and restated joint exercise of powers agreement ("Agreement") by and between the CARMEL UNIFIED SCHOOL DISTRICT, GONZALES UNIFIED SCHOOL DISTRICT, MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT, NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT, SOLEDAD UNIFIED SCHOOL DISTRICT, SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT (each, a "party" or "participating districts") and SALINAS UNION HIGH SCHOOL DISTRICT ("party" or "lead LEA") and collectively, the "parties" or "participating districts"). The effective date of this Agreement is November 2, 2011.

**RECITALS**

WHEREAS, the Parties previously entered in a Joint Exercise of Powers Agreement by which they created and established the Mission Trails Regional Occupational Program to develop, administer, and operate a regional occupational program ("ROP") throughout Monterey County; and

WHEREAS, the Parties now find it desirable to amend and restate that agreement to provide further clarity and conformity with administration of this Agreement.

NOW, THEREFORE, the Parties agree as follows:

**TERMS AND CONDITIONS**

1. ESTABLISHMENT. The parties to this Agreement have determined and declared that it is in the best public interest that these parties cooperate in the establishment of a Regional Occupational Program pursuant to Section 52300 through 52331 of the Education Code.

Section 52301 provides: "The county superintendent of schools of each county, with the consent of the State Board of Education, may establish and maintain, or with one or more counties may establish and maintain, at least one regional occupational center, or regional occupational program, in the county to provide education and training in vocational courses. The governing boards of any school district maintaining high schools in the county may, with the consent of the State Board of Education and of the county superintendent of schools, cooperate in the establishment and maintenance of a regional occupational center, or regional occupational program, except that if such a school district also maintains five hundred (500) or more schools its governing board may establish and maintain one or more regional occupational center, or regional occupational program, without such restrictions. A regional occupational center or regional occupational program may be established by two or more school districts maintaining high schools through the use of the staff and facilities of a community college or community colleges serving the same geographic area as the school districts maintaining the high schools, with the consent of the State Board of Education and the county superintendent of schools. The establishment and maintenance of a regional occupational center, or occupational program, by two or more school districts may be undertaken pursuant to Article 1 (commencing with Section 6500 of Chapter 5 of Division 7 of Title 1 of the Government Code). If a school district or school districts establish and maintain such a regional occupational center, or regional occupational program, pursuant to this

chapter, the county superintendent of schools may, with the consent of the State Board of Education, establish and maintain a separate regional occupational center or centers, or regional occupational program or programs."

It is the purpose of the parties to this Agreement to provide education in occupational areas and to enable a broader curriculum in said area while avoiding unnecessary duplication of courses and expensive training equipment.

2. TERM: The term of this Agreement shall be on a fiscal year basis to be automatically renewed from year to year subject to the provisions herein contained.
3. LOCATION: Each participating district will choose the site or sites for all regional occupational programs it will conduct.
4. CAPITAL INVESTMENT: It is hereby mutually agreed that each participating district has or will make initial capital investments as necessary and desirable for all regional occupational programs that they plan to operate.
5. ADMINISTRATION:

- a. It is agreed that there shall be an administrative body to be known as the ROP Board ("Board"), which will be the policy-making body and governing board of the JPA. The Board shall consist of two representatives from each of the participating districts, one of whom shall be a governing board member selected by and serving on the governing board of such district, and one of whom shall be an officer or employee of the participating district appointed by the superintendent of that participating district. The Board shall select its own officers, except that the superintendent of the Salinas Union High School District or designee shall serve as Chairperson of the Board. All of the powers of the JPA, except as may be expressly delegated to others pursuant to the provisions of applicable law, this Agreement or by direction of the Board, shall be exercised by and through the Board. Members of the Board shall not receive compensation for serving on the Board.

The Board may adopt bylaws for the conduct of meetings, the selection of a chair and vice chair, and any other matters necessary to perform its duties pursuant to this Agreement. The Board shall establish the time, place, and date of its regular meetings. A majority of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn meetings from time to time.

The Board shall appoint a chief executive officer of the JPA, to be known as the Director. Said Director shall be accountable to the Board for the operation of the programs that are a part of the regional occupational program. Serving at the will of the Board and subject to its policies, rules, regulations and instructions, the Director shall have the powers described in this Agreement and those delegated and assigned by the Board, including without limitation:

- (i) To enforce all orders, rules and regulations adopted by the Board relating to the regulation, operation or control of educational programs, funds, facilities, and properties of the JPA.

(ii) To act as the Secretary of the Board. The Board may, at any time, appoint someone other than the Director as the Secretary of the Board in accordance with applicable law.

- b. Unless the Board directs otherwise, the JPA will be housed at offices made available for that purpose by the Salinas Union High School District. It is agreed that the participating districts shall share the administrative costs of the JPA. This would include the Director's salary, the secretary's salary, and that portion of office, travel and equipment expenses as well as fees for consultation including attorney and auditing expenses furnished by Salinas Union High School District and directly related to the overall administration of the JPA.

It is agreed that the Salinas Union High School District will pay 50% of these administrative costs, and the remaining 50% will be prorated to the other participating districts based on the actual ROP ADA reported on the annual ADA summary, submitted the previous year of the Agreement. These administrative costs are to be determined prior to the time that the annual budget is submitted to the Board for final adoption, but with the provision that the affected salary adjustments as made by the Salinas Union High School District for its officers and employees providing services to the JPA will be a part of the accepted budget.

Payment of the JPA's budgeted administrative costs is authorized to be made by transfers of funds to be processed through the Monterey County Office of Education.

- c. The JPA shall have an administrative council that shall carry out the daily operations of the ROP programs. Such council shall consist of the participating district superintendent or his or her representative and the ROP Coordinator of each of the participating districts. The Director shall meet with the council members individually and as a group to carry out the daily operations of the ROP.
- d. Meetings. The Board shall hold at least six (6) regular meetings each year. The dates times and locations of regular meetings shall be set annually by resolution of the Board. The Board may also hold special meetings. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of Title 5, Division 2, Part 1, Chapter 9 (Sections 54950 et seq.), of the California Government Code, or as said chapter may be modified by subsequent legislation

Except as otherwise provided or permitted by law, all meetings of the Board shall be open and public. The Board shall keep minutes of its meetings and transmit to the Board minutes of the meetings.

The director shall convene meetings of participating districts business officials prior to each regular Board meeting. The superintendent of each participating district shall designate the business official to represent the participating district. The purpose of the business officials meeting will be to review and set business-related agenda items for the next regular Board meeting. Such agenda items would include allocation reports, ADA reports, proposed contracts and agreement and any other fiscally relevant items. Meetings of the business officials shall be open and public unless otherwise provided. The director will provide a report of the each business officials meeting to the Board at its next regular meeting.



The director shall convene at least six (6) meetings of the administrative council (as described in section 5c). The purpose of the administrative council, whose members will be known as District Coordinators, will be to provide for the daily operations of the ROP.

- e. Treasurer. There shall be a Treasurer of the JPA. Initially, the Treasurer of the JPA shall be the Monterey County Treasurer. The Board may, at any time, appoint someone other than the Monterey County Treasurer as the Treasurer of the JPA in accordance with applicable law.
  - f. Controller. There shall be a Controller of the JPA. Initially, the Controller of the JPA shall be the Manager of Fiscal Services of the Salinas Union High School District. The JPA may, at any time, appoint someone other than the Manager of Fiscal Services of the Salinas Union High School District as the Controller of the JPA in accordance with applicable law. The Controller shall draw warrants to pay demands against the JPA when such demands have been approved by the Board or by any other person authorized to so approve such by this Agreement or by resolution of the Board. The Controller shall perform such duties as are set forth in this Agreement and such other duties as are specified by the Board. There shall be strict accountability of all funds and reporting of all receipts and disbursements. The Controller shall establish and maintain such procedures, funds and accounts as may be required by sound accounting practices. The books and records of the JPA in the hands of the Controller shall be open to inspection at all reasonable times by representatives of the parties to this Agreement.
  - g. Unless the Board directs otherwise, the JPA's annual fiscal year shall be from July 1 through the following June 30.
6. **ADMISSION AND RETENTION:** Any pupil eligible to attend a high school of any district party hereto is eligible to attend the regional occupational programs, subject to the following:
- a. General admission requirements as established by the administrative body in concurrence with the participating districts.
  - b. Preference for entrance into regional occupational program classes will be given to students from the operating districts.
  - c. Entrance into regional occupational programs for students from other than the operating district shall be on a space-available basis.

Retention of pupils in the regional occupational program shall be governed by the policies established by the administrative body with the concurrence of the participating districts.

Mission Trails Regional Occupational Programs, the parties hereto or contracting agents, will not discriminate on the basis of race, color, national origin, sex, handicap or age, in employment, enrollment or attendance, in any of its educational programs and activities. Provisions will be made to accommodate students of limited English proficiency or physical handicap in all vocational programs.

7. **CONTRACTING WITH OUTSIDE AGENCIES:** It is hereby agreed and stipulated by each of the participating parties hereto that any of the participating districts may contract with a community college, non-profit organization or private agency for facilities and/or instruction if the needs of the students would best be served in this manner, and if it is in the best interest of the ROP. Contracts affecting more than a single district shall be approved by the Board before being approved by a participating district.
8. **PRORATION OF COST:**
  - a. Participating districts shall establish and submit a budget for each program that is a part of the regional occupational program. This budget will be submitted to the Director by June 1. The format for the budget will be uniform for all districts.
  - b. The district of attendance shall report and collect the ADA.
  - c. In the event that a student attends an ROP program in a participating district ("District of Attendance") that is not the student's district of residence ("District of Residence"), the District of Attendance shall pay the District of Residence \$700 per-ADA for each such enrolled student. This money is for transportation, counseling and administration of the students.
  - d. Each participating district shall maintain strict accountability of all funds and shall provide the JPA with two reports-one in February and a final report as of June 30, and shall provide for the reporting all receipts, ADA and disbursements.
9. **GENERAL FUND ACCOUNT:**
  - a. Establishment. A general fund reserve account shall be established by the Board in the Monterey County Treasury. The fund shall be titled "Mission Trails General Fund Reserve Account". It shall serve as a depository for the excess JPA funds carried by individual districts at the end of the fiscal year and payable to the JPA.
  - b. Revenues Excess funds deposited in the JPA's General Reserve Account in accordance with (a.) above shall be transferred back in equal amounts (plus any interest which may be earned on such amounts) by the Board to those districts making deposits to the Reserve Account. Such transfer shall be made within 180 days of the commencement of the fiscal year.
10. **AUDIT:**
  - a. JPA Audit - The JPA is responsible for compliance with the requirements of Education Code Section 41023 (effective January 1, 1989). Education Code Section 41023 requires that all JPA's consisting solely of school districts are subject to the same audit reporting requirements applicable to local educational agencies (primarily Education Code Sections 14505 and 41020). The JPA shall fulfill these requirements through the individual audits performed by each participating district as described below.
  - b. District Audit - Each participating district will be responsible at its expense, for compliance with requirements of Education Code Section 41020 for annual financial

audits and reports covering regional occupational programs conducted by the district, in accordance with the standards set forth in the publication Standards and Procedures for Audits of California Local Educational Agencies. The audit report may be included in the regular annual financial audit of the district; however, the regional occupational program operations must be listed as a separate account, including, but not limited to, enumeration of all income and expenditures, ADA accounting, tax levies and any exceptions, comments or recommendations in the summary of the report. The positive statement (accountant's report) concerning the regional occupational program may be part of the auditor's general positive statement. The regional occupational program account should have a separate listing in the table of contents for easy reference and audit review.

#### 11. ADA, REVENUE AND ALLOCATIONS

a. Initial Allocation of ROP Funds

The Director and Controller will issue an initial report showing anticipated state revenue ("ADA revenue") and anticipated allocation thereof for the upcoming fiscal year to participating districts by April 15 of the preceding fiscal year. Initial revenue limit projections will be based on each district's individual ADA cap. Initial allocations enable participating districts to plan and budget for their ROP classes. Each participating district is responsible for monitoring its ROP ADA at P1, P2 and P3 relative to its ADA revenue cap to ensure that its funding is not reallocated due to ADA performance under-cap.

b. Temporary Reallocation of ADA Revenue

At the end of each fiscal year, the Board will reallocate any unused ADA revenue for the ending fiscal year. The Board may, in its discretion, select one of the following options to temporarily reallocate unused ADA revenue amongst participating districts:

**b1. Base Revenue Limit per-ADA Calculation When Total Annual JPA ADA Exceeds JPA Cap and All Districts Have Annual ADA That Meets or Exceeds Cap:** When the JPA's ADA at P-3 exceeds the established cap on the JPA's ADA and each district in the JPA exceeds the individual cap on ADA for that fiscal year, the base revenue limit amount will be calculated by adding the total state funded revenue limit amount and the total local excess revenue divided by the JPA's total ADA revenue for the fiscal year.

Each district will be allocated excess funds based on its individual ADA multiplied by the per-ADA base revenue limit. The per-ADA base revenue limit amount will be determined by adding the total state approved base revenue limit and local excess revenue and dividing by the JPA's ADA revenue cap. (See example in Appendix 1, Table b1)

**b2. Base Revenue Limit per-ADA Calculation When Total Annual JPA ADA Exceeds JPA Cap but not All Districts Have Annual ADA That Meets or Exceeds Cap:** When the JPA's ADA at P-3 exceeds the established cap on the JPA's ADA and one or more participating districts have not achieved their individual caps on ADA for that fiscal year, and one or more participating districts have exceeded their individual caps on ADA for that fiscal year, the base revenue limit amount will be calculated by adding the total state funded revenue limit amount and the total local excess revenue divided by the JPA's total ADA cap.

In this scenario, the Board will temporarily reallocate unused revenue from districts that have not achieved the cap on their ADA as follows. The JPA will total the ADA revenue for all districts that have not achieved their individual ADA caps. With respect to districts that have exceeded their individual ADA caps, the JPA will total the aggregate excess ADA of all such districts, and determine what percentage of the aggregate excess ADA each such district has generated. The JPA will then reallocate to each district that has exceeded its individual ADA cap a pro rata share of the unused ADA revenue based on the percentage of excess ADA generated by each such district. The JPA will also determine a temporary revised ADA cap for each participating district by subtracting the unused ADA from districts below and adding it to those districts above their individual caps. The revised caps will be multiplied by the per-ADA based revenue limit amount. (See example in Appendix 1, Table b2)

**b3. Base Revenue Limit per-ADA Calculation When Total Annual JPA ADA is below JPA Cap and some or all districts have Unused ADA:** In any year when the JPA's total ADA at P-3 is below the JPA's ADA cap, the base revenue limit per-ADA will be calculated by adding total State funding to local excess revenue and dividing the sum by the JPA's total annual P-3 ADA. Since in this scenario there will be no need for temporary reallocation, each district will be funded based on their P-3 ADA, following certification of the P-3 (Annual Report of Attendance). (See example in Appendix 1, Table b3)

The reallocation of revenue is authorized to be made by a transfer made through the Monterey County Office of Education.

c. Excess Funding

In the event the state determines it has unused ADA at the state level and excess funds are granted to the JPA, such funds will be allocated to districts that have exceeded their individual ADA caps on a pro rata basis. If the excess funds are based on an ADA factor that is different than the excess ADA reported by the JPA, those districts with excess ADA will receive the excess funding based on a percentage of the excess ADA times the total excess funding.

d. Permanent ADA Reallocation

When a participating district does not reach its ADA CAP in two consecutive years ("Reallocation District"), the Board is authorized to reallocate in the third year a portion of the Reallocation District's ADA CAP to the other participating districts that are over their CAP's in the second year.

The amount to be reallocated will be calculated as follows: the JPA shall calculate the difference between the Reallocation District's CAP ADA and actual ADA for each of the two consecutive years for which the Reallocation District did not reach its CAP ADA. The JPA shall then calculate 50% of the smallest of the two differences, and round that number down to the nearest whole number.

The reallocation to the participating districts that are over their CAPs will be made on the basis of a ratio of the total of the ADA over the CAP for all the districts over their CAP's in the prior year.

It is agreed that once a participating district is within ten (10) ADA of its CAP, there will not be a permanent reallocation of the unused ADA.

Two consecutive years is defined as being under the CAP for two years in a row. The cycle would then start over and repeat as long as a district is under its CAP.

The reallocation will be performed as soon as possible after the annual ADA is compiled from the participating districts.

e. Reduction in Funding Allocation

The Board may apply a percentage decrease to all districts' in the form of allocation or ADA CAP in response to a State ROP funding decrease.

f. CalWORKS and ADA Funded Grants and Entitlements:

Monies received for such grants and entitlements are restricted to only those districts who qualify for the grants and entitlement. These would include grants and entitlements which draw ADA from the same pool of ADA as MTROP. Since these grants have an impact on the ADA/Cap calculation, the calculation for such grants and entitlements will be calculated and distributed before the ROP base allocation is calculated. Once the ADA for these grants have been determined and paid by the grants/entitlement, the grant/entitlement ADA will be deducted from the ROP ADA base for each of those districts who received funding under this category. This will eliminate the "double dipping" of districts so that ADA can only be counted once as either a grant/entitlement recipient or as a base allocation recipient.

g. State Deferrals & Local Excess Revenue

When the initial budget for the ROP is projected for the budget year, state deferred apportionment amounts and local excess revenue amounts will be included with the budget information provided to participating districts. The amount of the deferral and local excess revenue will be shown in separate columns so as to ensure that these amounts are not included in initial allocations to districts. The actual transfer of the deferred amounts will not take place until the full apportionment for the prior year is received by all participating districts.

h. Year-end Closing

Participating districts will be required to submit P3 annual report of attendance by July 15 of the following fiscal year. Year-end closing information will be provided to participating districts as soon as the P-3 (Annual Report of Attendance) is received by the JPA, but no later than August 1 of the following fiscal year. Adjustments resulting from the July recertification for the prior year will be calculated and a fund

transfer will be done to post corresponding adjustments to participating districts. The P3 annual report of attendance and allocations will be distributed and reviewed by the Board at the first meeting of the following fiscal year.

i. Adjustments to ADA Reporting

Any changes in annual (P3) ADA reported by a district after August 1 of the following fiscal year will be submitted to the JPA Board for review separately from the P3 report. Upon JPA approval of the ADA changes, an adjustment will be made to the ~~member~~ participating districts' allocations in the following year. Increase or decrease to the district's allocation will be based on the prior year per-ADA revenue limit allocation.

12. TRANSPORTATION: Each participating district is to provide transportation at its expense for students transported to another participating district's program.
13. LIABILITY: It is hereby agreed and stipulated by each of the participating parties hereto, as authorized by Section 895.6, Government Code, that each participating party shall assume total liability for injury to its participating students due to any negligent or wrongful acts or omissions occurring in the performance of this Agreement, without right of indemnification or contribution from each of the other participating parties. In this connection it is further stipulated, recognized and agreed that the County Superintendent of Schools is not a party to this Agreement, but is a consenting agency required by Section 52301, Education Code.
14. MEDIATION: It is mutually agreed hereby that whenever an unresolved dispute arises as to any matter concerning the operation or program of the regional occupational program, it shall be submitted to the administrative council and participating district business officials for discussion and a recommended decision to the Board. The Board shall adopt a final decision regarding the dispute.
15. WITHDRAWAL: It is hereby agreed that withdrawal by any participating district shall be on an orderly basis.

a. Preliminary Notice of Withdrawal

Any participating District considering withdrawal from this Agreement must provide a Preliminary Written Notice to all Participating Districts, the Board, and Director no later than May 31 effective June 30 of the following fiscal year. The Preliminary Withdrawal Notice shall be in the form of a resolution adopted by the withdrawing Participating District's governing board. The Preliminary Withdrawal Notice must describe with particularity the withdrawing party's reasons for its intent to withdraw. The Director shall submit the withdrawing party's reasons for withdrawal to the mediation process outlined in Section 14 of this Agreement.

b. Actual Notice of Withdrawal

After exhausting the dispute resolution process provided in this Agreement, a Participating District may withdraw from this Agreement by giving written notice to all Participating Districts, the MTROP Board and Director no later than December 31 of the fiscal year preceding withdrawal. The withdrawing Participating District must notify all of the Participating Districts' governing boards, the MTROP Board, and the Director, no later than December 31 of its intent to withdraw effective June 30 of the current fiscal year. The written withdrawal notice shall be in

the form of a resolution adopted by the withdrawing Participating District's governing board. In order to constitute adequate and sufficient actual notice of withdrawal under this Agreement, the resolution shall affirmatively state that the withdrawing district shall withdraw effective June 30 of the current fiscal year. A resolution stating that the withdrawing district "may" withdraw shall not satisfy this section.

- c. Land, improvements and equipment purchased for the occupational programs shall be the property of and remain with the withdrawing district.
16. **ADMISSION:** A public school district not currently served by MTROP may apply for admission to the JPA. The application to become a participating district would need to be submitted in the form of a letter and specify the number of students in grades 9-12, ROP courses to be offered and include a copy of a resolution to apply for admission to the JPA by the applying district's Board of Trustees along with a copy of the district's Career Technical Education Plan. The applying district also would need to provide a written plan on how it would adhere to ROCP guidelines as set forth by the California Department of Education. The completed application for admission to the JPA would be considered along with its expected fiscal impact on the JPA and voted upon by the MTROP Board. The Board may set specific terms or requirements for admission to the JPA. A 2/3 approval vote would be required for approval.
17. **ASSIGNMENT:** Neither the JPA nor any participating district shall assign or subcontract any of its obligations, rights, or duties under this Agreement without prior written consent of the other parties. Any assignment or subcontract made without such prior written consent shall be void.
18. **NOTICES:** Notices and other communications under this Agreement to the participating districts shall be sufficient if delivered to the clerk of the governing board of each participating district.
19. **VENUE:** Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey.
20. **COUNTERPARTS:** This Agreement may be signed in one or more counterparts, each of which when signed, irrespective of the date signed and delivered, will be deemed to constitute one instrument. Facsimile signature pages transmitted to other parties to this Agreement shall be deemed equivalent to original signatures on counterparts.
21. **ENTIRE AGREEMENT:** This Agreement, including all attached Exhibits, if any, contains the entire understanding between the parties concerning the matters described in this Agreement. This Agreement supersedes all prior understandings, negotiations, agreements, representations, correspondence and documents relating to the matters contained in this Agreement.
22. **SEVERABILITY:** The provisions of this Agreement are severable. The invalidity or unenforceability of any one provision in this Agreement shall not affect the other provisions.

23. INTERPRETATION: The participating districts acknowledge that this Agreement in its final form is the result of the combined efforts of the participating districts and that, should any provision of this Agreement be found to be ambiguous in any way, such ambiguity shall not be resolved by construing this Agreement in favor of or against any participating district, but rather by construing the terms in accordance with their generally accepted meaning.
24. WAIVER: The waiver of any breach of any term, covenant, or condition shall not be deemed to be a waiver any subsequent breach of the same, or any other term, covenant, or condition herein contained.
25. WARRANTY OF AUTHORITY. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.
25. AMENDMENTS: This Agreement may be amended by mutual agreement of all districts party hereto.



IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of November 2, 2011.

CARMEL UNIFIED SCHOOL DISTRICT  
of Monterey County

SALINAS UNION HIGH SCHOOL  
DISTRICT of Monterey County

By \_\_\_\_\_  
Superintendent

By \_\_\_\_\_  
Superintendent

GONZALES UNIFIED SCHOOL  
DISTRICT of Monterey County

SOLEDAD UNIFIED SCHOOL DISTRICT  
of Monterey County

By \_\_\_\_\_  
Superintendent

By \_\_\_\_\_  
Superintendent

MONTEREY PENINSULA UNIFIED  
SCHOOL DISTRICT of Monterey County

SOUTH MONTEREY COUNTY JOINT UNION HIGH  
SCHOOL DISTRICT of Monterey County

By \_\_\_\_\_  
Superintendent

By \_\_\_\_\_  
State-appointed Trustee

NORTH MONTEREY COUNTY UNIFIED  
SCHOOL DISTRICT of Monterey County

MONTEREY COUNTY SUPERINTENDENT  
OF SCHOOLS, as consenting agency only

By \_\_\_\_\_  
Superintendent

By \_\_\_\_\_  
Superintendent

Appendix 1

Table b1

10-11 State Allocation	
Revenue Limit Calculation	SAMPLE
State Allocation	\$8,152,142
ROP ADA Cap	2,682.40
JPA Per ADA Allocation	\$3,039.12

District	CAP ADA	P-3 Annual ADA	Allocation Based on \$3,039.12	State's Allocation June 2011	Difference JPA and State Allocation
Carmel	266	270	\$ 808,042	\$ 811,815	\$ (3,773)
Gonzales	67	70	\$ 203,712	\$ 176,286	\$ 27,426
Soledad	90	100	\$ 274,129	\$ 566,342	\$ (292,213)
King City	137	140	\$ 415,570	\$ 423,717	\$ (8,147)
Monterey	671	680	\$ 2,037,853	\$ 1,675,404	\$ 362,449
North Mty. Co.	162	165	\$ 490,849	\$ 556,703	\$ (65,854)
Salinas	1,291	1,300	\$ 3,921,987	\$ 3,941,875	\$ (19,888)
Total	2,682	2,725	\$ 8,152,142	\$ 8,152,142	\$ 0

Table b2

10-11 State Allocation	
Revenue Limit Calculation	June 2011
State Allocation	\$8,152,142
ROP ADA Cap	2,682.40
JPA Per ADA Allocation	\$3,039.12

District	CAP ADA	P-3 Annual ADA	Over Under	Percentage share of excess	Temporary ADA Reallocation	Revised Funded ADA	Allocation Based on \$3,039.12	State's P-3 Allocation June 2011	Difference JPA and State's P-3
Carmel	266	260	(6)			260	\$ 790,567	\$ 811,815	\$ (21,248)
Gonzales	67	99	32	23%	31	98	\$ 296,875	\$ 176,286	\$ 120,589
Soledad	90	150	60	43%	57	148	\$ 448,390	\$ 566,342	\$ (117,952)
King City	137	120	(17)			120	\$ 364,695	\$ 423,717	\$ (59,022)
Monterey	671	650	(21)			650	\$ 1,975,430	\$ 1,675,404	\$ 300,026
North Mty. Co.	162	209	47	34%	46	207	\$ 629,238	\$ 556,703	\$ 72,535
Salinas	1,291	1,200	(91)			1,200	\$ 3,646,947	\$ 3,941,875	\$ (294,928)
Total	2,682	2,688	6	100%	134	2,682	\$ 8,152,142	\$ 8,152,142	\$ -

Total Excess 139  
Total unused 134  
Difference 6  
(Difference will not be funded)

Table b3

10-11 State Allocation	
Revenue Limit Calculation	June 2011
State Allocation	\$8,152,142
ROP P-3 ADA	2,506.38
JPA Per ADA Allocation	\$3,252.56

District	CAP ADA	P-3 Annual ADA	Allocation Based on \$3,252.56	State's P-3 Allocation June 2011	Difference JPA and State's P-3
Carmel	266	260	\$ 846,087	\$ 811,815	\$ 34,272
Gonzales	67	79	\$ 257,082	\$ 176,286	\$ 80,796
Soledad	90	140	\$ 456,138	\$ 566,342	\$ (110,204)
King City	137	106	\$ 343,925	\$ 423,717	\$ (79,792)
Monterey	671	620	\$ 2,017,268	\$ 1,675,404	\$ 341,864
North Mty. Co.	162	181	\$ 589,754	\$ 556,703	\$ 33,051
Salinas	1,291	1,120	\$ 3,641,887	\$ 3,941,875	\$ (299,988)
Total	2,682	2,506	\$ 8,152,142	\$ 8,152,142	\$ (0)

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT: AUTHORIZED SIGNATURES**

**MEETING: December 13, 2011**

**AGENDA SECTION:**

**X ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Annually the district must convey to the Monterey County Office of Education the persons authorized to sign any and all orders, in the name of the district, to draw on the funds of the district.

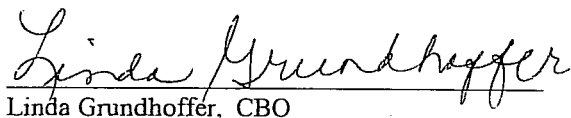
Recommendation:

Approve Resolution #12 11-12

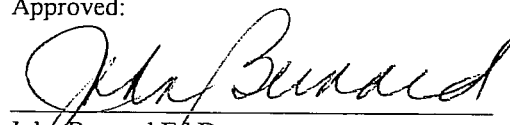
Fiscal Impact:

None

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
John Bernard Ed.D.  
State Administrator

## To Sign School Orders

- 36 -

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
**GOVERNING BOARD**

**SUBJECT:** Approval of Monterey & San Benito Counties  
Property and Liability JPA Agreement and By-Laws

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The district originally approved the revised agreement and by-laws at its meeting on August 11, 2010. However, since our name change the JPA has requested the documents be approved again as the South Monterey County Joint Union High School District.

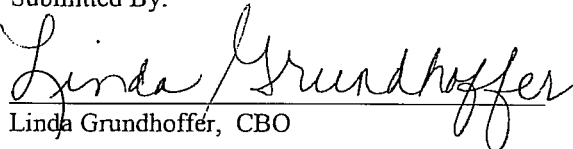
Recommendation:

Approve the amended agreement and by-laws

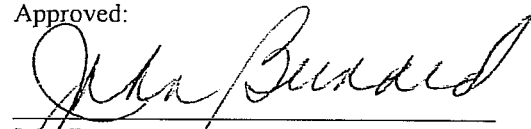
Fiscal Impact:

None

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
John Bernard Ed.D.  
State Administrator

JOINT EXERCISE OF POWERS AGREEMENT

MONTEREY & SAN BENITO COUNTIES PROPERTY/LIABILITY

JOINT POWERS AUTHORITY

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### JOINT EXERCISE OF POWERS AGREEMENT

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## JOINT EXERCISE OF POWERS AGREEMENT

### TO ESTABLISH, OPERATE, AND MAINTAIN A JOINT PROGRAM FOR LIABILITY AND PROPERTY DAMAGE PROTECTION

THIS AGREEMENT is entered into pursuant to the provisions of the Joint Exercise of Powers Act, Title 1, Division 7, Chapter 5, Article 1 (Sections 6500, et seq.) of the California Government Code between the public educational agencies signatory hereto, and also those which may hereafter become signatory hereto, for the purpose of operating an agency to be known and designated as the Monterey & San Benito Counties Property/Liability Joint Powers Authority, hereinafter designated as the "Authority".

#### WITNESSETH:

- WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Powers Agreement to accomplish the purposes hereinafter set forth; and
- WHEREAS, the development, organization, and implementation of such an Authority is of such magnitude that it is desirable for aforesaid parties to join together in this Joint Powers Agreement in order to accomplish the purposes hereinafter set forth; and
- WHEREAS, the signatories hereto have determined that there is a need, by public educational agencies, for a joint program for liability and property damage protection; and
- WHEREAS, it has been determined by such signatories that a joint program for liability and property damage protection is of value on an individual and mutual basis; and
- WHEREAS, A joint program for liability and property damage protection can adequately serve the needs of all of such signatories; and
- WHEREAS, Title 1, Division 7, Chapter 5, Article 1, of the California Government Code authorizes joint exercise by two or more public agencies of any power common to them; and
- WHEREAS, it is the desire of the signatories hereto to jointly provide for a joint program for liability and property damage protection for their mutual advantage and concern; and
- WHEREAS, it is the desire of the signatories hereto to study and from time to time to incorporate other forms of risk management into a joint program such as that described herein.
- WHEREAS, the original Joint Powers Agreement to Establish Operate and Maintain a Self-Insurance Program has been in effect since June 29, 1980 and this revised Joint Powers Agreement supersedes the original agreement, as amended; and



NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, each of the parties hereto does agree as follows:

**1. CREATION OF THE JOINT POWERS ENTITY**

A Joint Powers Entity, separate and apart from the public educational agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Monterey & San Benito Counties Property/Liability Joint Powers Authority (hereinafter referred to as the "Authority").

**2. TERM OF THE AGREEMENT**

This Agreement shall be effective upon the execution hereof by the parties or by their duly authorized representatives and shall supersede and replace any Agreement or Agreements between the parties relating to the Authority. This Agreement shall continue in effect until lawfully terminated as provided herein. In the event of a reorganization of one or more of the public educational agencies participating in this Agreement, the successor in interest or successors in interest to the obligations of any such reorganized public educational agency may be substituted as a party or as parties to this Agreement.

**3. PURPOSE OF THE AUTHORITY**

The Authority is established for the purposes of administering this Agreement, pursuant to the Joint Powers provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage claims against the members of the public agencies who are members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding other joint programs.

**4. POWERS OF THE AUTHORITY**

The governing board of the Authority shall be wholly separate and apart from the governing boards of the Member Districts, and the Authority shall be wholly separate and apart from said Member Districts. The Authority shall have the power and authority to exercise any power common to the public educational agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives set forth herein. Pursuant to Section 6509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public educational agency having the same status as a Member District or Joint Powers Authority, except as otherwise provided in this Agreement.

## 5. FUNCTIONS OF THE AUTHORITY

- (a) To provide a Joint program and system, as stated in the memorandum of coverage and given to each member, for liability and property damage claims against the members of the Authority and as such, to perform, or contract for the performance of, the financial administration, policy formation, claim service, legal representation, safety engineering, and other development as necessary for the payment and handling of all liability and property damage protection claims against members. Said payment and handling for any member shall be for all liability and property damage claims filed and arising out of facts occurring during the period of membership in the Authority. The Authority shall not pay or handle for a member any liability and property damage protection claims which arise out of facts occurring before membership or after termination of membership in this Joint Powers Authority.
- (b) To pursue any member's right of subrogation against a third party when at the discretion of the Authority the same is appropriate.
- (c) To enter into contracts.
- (d) To obtain appropriate insurance coverage in the amount as determined by the Executive Committee.
- (e) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a self-insurance program, for liability and property protection including, but not limited to, the acquisition of facilities and equipment necessary, the employment of personnel, and the operation and maintenance of a system for the handling of the joint program.
- (f) To incur debts, liabilities, and obligations necessary to accomplish the purposes of this Agreement.
- (g) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.
- (h) To invest surplus reserve funds as deemed appropriate by the Executive Committee as subject to law.
- (i) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other joint programs.
- (j) To sue and be sued in the name of the Authority.
- (k) To review the Agreement and Bylaws every three (3) years.
- (l) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.

**6. BYLAWS**

The Authority shall be governed pursuant to those certain Bylaws, a copy of which is attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.

Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement. All amendments must be approved by two-thirds (2/3) vote of the members of the Board of Directors. before the amendment shall become effective. Such amendments shall be binding upon all members of the Authority. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

**7. MEMBERSHIP IN THE AUTHORITY**

- (a) Each party to this Agreement must be eligible for membership in the Authority as defined in the Bylaws and shall become a member of the Authority on the effective date of this Agreement, except as provided herein below. Each party which becomes a member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.
- (b) Upon approval of two-thirds (2/3) vote of the Board of Directors, any school district, community college district, county superintendent of schools or board of education, regional occupational center or program, Joint Powers Authority comprised solely of public educational entities, or other public educational agencies that are not party hereto but desire to join the Authority created hereby, may become a member hereof by executing a copy of this Agreement whereby said school district, community college district, county superintendent of schools or board of education, regional occupational center or program, Joint Powers Authority comprised solely of public educational entities, or other public educational agencies agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.
- (c) Each member, as a party to this agreement, certifies that it intends to and does contract with all other members as parties to this agreement and, with such other members as may later be added as parties to this agreement. Each member also certifies that removal of any party from this agreement shall not affect this agreement or the member's obligations hereunder.
- (d) Public educational agencies applying for membership in the Monterey & San Benito Counties Property/Liability JPA on or after July 1, 2009, shall be subject to the following conditions:

- I. Submission of a formal letter requesting membership.
- II. The Executive Committee will review the request and make a recommendation to the Joint Powers Authority Board. Applicant shall become a member upon approval of two-thirds (2/3) vote of the members of the Board of Directors.
- III. Following the Joint Powers Authority Board decision, the Executive Committee will request an executed copy of the Joint Powers Agreement and together with a resolution formally adopted by the applicant's Board of Trustees.

**8. RESPONSIBILITIES OF MEMBERS**

- (a) Timely payment of premiums and assessments.
- (b) Provision of accurate and timely underwriting data.
- (c) Assistance with investigation and resolution of claims.
- (d) Participation in risk management and loss control programs.

The member shall be ultimately responsible for any portion of claims charged or chargeable against the District as determined by the Authority. In the event of leaving the Authority, the District shall be required to fund, upon departure, its share of any liabilities incurred during membership in the program.

Each member shall have such other responsibilities as are established by the Authority.

**9. WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP**

Any party to this Agreement, which has completed three (3) consecutive years as a member of the Authority may voluntarily terminate this Agreement as to itself and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.

A member may be involuntarily terminated from the Authority upon two-thirds (2/3) vote of all the remaining members of the Board of Directors, as provided by the Bylaws. Such removal from membership shall operate to terminate the Agreement as to such party.

**10. TERMINATION OF AGREEMENT**

This Agreement may be terminated at the end of any fiscal year by affirmative vote of two-thirds (2/3) of the members of the Board of Directors; provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of claims, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

**11. DISPOSITION OF PROPERTY AND FUNDS**

In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by all public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of as provided by the Bylaws.

In the event a member withdraws from this Agreement, any property interest of that member remaining in the Authority following discharge of all obligations shall be disposed of as provided for by the Bylaws.

**12. AMENDMENTS**

This Agreement may be amended at any time with a subsequent written Agreement signed by two-thirds (2/3) of members of the Board of Directors. Any such amendment shall be effective upon the date of final execution thereof, unless otherwise provided by this amendment.

**13. SEVERABILITY**

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

**14. LIABILITY**

Pursuant to the provisions of (Sections 895, et seq.,) the California Government Code, the members are jointly or severally liable upon any liability which is otherwise imposed by law upon any one of the members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement.

If a member or the Authority is held liable upon any judgment for damages caused by such an act or omission and makes payments in excess of it's pro rata share on such judgment, such member or the Authority is entitled to contribution from each of the other members that are parties to the Agreement. A member's pro rata share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.

The Authority may insure itself, to the extent deemed necessary or appropriate by the Executive Committee against loss, liability, and claims arising out of or connected with this Agreement.

**15. ENFORCEMENT**

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and judgment is rendered against a member, the member shall pay all costs

incurred by the Authority, including reasonable attorney's fees as fixed by the court.

#### 16. DEFINITIONS

Unless the context requires otherwise, the terms used herein and in the Bylaws shall have the following meanings:

- (a) "Authority" shall mean the Monterey & San Benito Counties Property and Liability Joint Powers Authority created by this Agreement.
- (b) "Board of Directors" shall mean the governing board of the Authority established by the Bylaws to direct and control the Authority.
- (c) "Contribution" shall mean money paid by a member to the Authority.
- (d) "Executive Committee" shall be the committee established by the Bylaws to conduct the business of the Authority.
- (e) "Joint Program" shall mean the group purchasing of Insurance, or the pooled purchase of Excess Insurance with the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance.
- (f) "Liability" shall mean comprehensive general liability, property damage liability, automobile liability, personal injury liability, and errors and omissions liability as further defined in the memorandum of coverage.
- (g) "Member" shall mean an individual school district, community college district, regional occupational center or program, the county board of education or county superintendent of schools, or joint powers authority comprised solely of public educational agencies which belong to the Authority. The term "member" shall not exclude withdrawn members with respect to their ongoing obligations for the policy years they participated.
- (h) "Memorandum of Coverage" shall mean the document stating the type of program and the scope of liability and property damage protection coverage as adopted by the Board of Directors.
- (i) "Obligations", shall include, but not be limited to, all payments required by law, together with all reserves which have been established for the purpose of paying incurred claims together with any other legal obligations incurred by the Authority pursuant to this Agreement.
- (j) "Program Year" shall mean one year of the Joint Program separate from each and every other Program Year and shall operate on fiscal year from July 1<sup>st</sup> through June 30<sup>th</sup>, or as otherwise determined by the Authority.

- (k) "Property Damage" shall mean damage to real or personal property owned or held by a member as further defined in the memorandum of coverage.
- (l) "Pro-rata Share" shall mean each member's financial contribution in proportion to the total of all members' contributions for each program year.
- (m) "Public Educational Agency" shall mean a school district, community college district, regional occupational program/center or program, county board of education or superintendent of schools or joint powers agency/authority consisting of one or more of the foregoing and serving the interests of public entities.
- (n) "Reserves" shall mean those parts of member contributions held by the Authority to make future liability and property damage payments as respects to claims that have been incurred but are unpaid.
- (o) "Subrogation" shall mean the recovery of payments, which the Authority has made on behalf of a member. Subrogation monies received are the property of the Authority.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Name of Entity: \_\_\_\_\_

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

By: \_\_\_\_\_

Title: \_\_\_\_\_

BY:  
TITLE:  
DISTRICT: ALISAL UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: AROMAS-SAN JUAN UNIFIED SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: BRADLEY UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: BRADLEY UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: CARMEL UNIFIED SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: CHUALAR UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: GONZALES UNIFIED HIGH SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: GRAVES SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: GREENFIELD UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: HOLLISTER SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: JEFFERSON ELEMENTARY SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: KING CITY UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: LAGUNITA SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: MISSION UNION SCHOOL DISTRICT  
BY:  
TITLE:  
DISTRICT: MONTEREY COUNTY OFFICE OF EDUCATION



BY:  
TITLE:  
DISTRICT: NORTH COUNTY JOINT UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: N. MONTEREY COUNTY UNIFIED SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: PACIFIC GROVE UNIFIED SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: PACIFIC UNIFIED SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SALINAS CITY SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SALINAS UNION HIGH SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SAN ANTONIO UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SAN ARDO UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SAN BENITO HIGH SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SAN LUCAS UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SANTA RITA UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SOLEDAD UNIFIED SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: SOUTH MONTEREY COUNTY UNION HIGH SCHOOL  
DISTRICT

BY:  
TITLE:  
DISTRICT: SPRECKELS UNION SCHOOL DISTRICT

BY:  
TITLE:  
DISTRICT: WASHINGTON UNION SCHOOL DISTRICT

EXHIBIT "A" BYLAWS

MONTEREY & SAN BENITO COUNTIES PROPERTY/LIABILITY

JOINT POWERS AUTHORITY

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**EXHIBIT "A" BYLAWS**

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## EXHIBIT "A"

### BYLAWS

#### MONTEREY & SAN BENITO COUNTIES PROPERTY/LIABILITY JOINT POWERS AUTHORITY

##### PREAMBLE

The Monterey & San Benito Counties Property/Liability Joint Powers Authority ("Authority") is established for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage protection for the public educational agencies who are members hereof, and to provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding programs of insurance and self-insurance.

##### ARTICLE I

##### BOARD OF DIRECTORS

- A. Board of Directors is hereby established to direct and control the Authority.
- B. Each member of the Authority shall be entitled to appoint to the Board of Directors one representative and one alternate who shall be designated in writing. Said representative and said alternate must be an employee of the member and shall serve at the pleasure of the member by whom appointed. Only the designated representative or designated alternate may represent a member, and each shall be invited to attend all meetings of the Board of Directors. The designated representative and designated alternate may invite members of their agencies' staffs or consultants to attend meetings of the Board of Directors in an advisory capacity only.
- C. Each member shall have one vote, which may be cast only by the designated representative who is in physical attendance, or by the designated alternate who is in physical attendance if the designated representative is absent. No proxy or absentee votes shall be permitted.
- D. The Board of Directors may conduct regular, adjourned regular, special, and adjourned special meetings, provided, however, that will hold at least one (1) regular meeting each fiscal year. The date, time, and place for each such regular meeting shall be adopted by the Board of Directors, which shall be publicly posted prior to the meeting on a public bulletin board to be designated by the Board of Directors and filled with each member of the Authority. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, et. seq.), of the California Government Code, as said Act may be modified

by subsequent legislation, and as the same may be augmented by rules of the Board of Directors not inconsistent therewith. Except as otherwise provided or permitted by law, all meetings of the Board of Directors shall be open and public. The Board of Directors shall cause minutes of its meetings to be kept, and shall promptly transmit to the members of the Authority true and correct copies of the minutes of such meetings.

- E. The Board of Directors shall designate a specific location at which it will receive notices, correspondence, and other communications, and shall designate one of its members as an officer for the purpose of receiving service on behalf of the Authority. The Authority shall comply with the provisions of Sections 6503.5 and 53051 of the Government Code requiring the filing of a statement with the Secretary of State.
- F. The Board of Directors shall have the power, authority and duty to handle all aspects of liability and property damage claims against members of the Authority. All expenditures of funds shall be authorized by the Authority.
- G. The Board of Directors shall directly or by contract provide for services required to effectively implement all aspects of this joint program.

## ARTICLE II

### RULES OF THE BOARD OF DIRECTORS

- A. The Board of Directors may establish rules governing its own conduct and procedure, and have such expressed or implied authority as is not inconsistent with or contrary to the laws of the State of California, these Bylaws, or the Joint Powers Agreement.
- B. A quorum for the transaction of business by the Board of Directors shall consist of two-thirds (2/3) of the active members of the Authority.
- C. No one serving on the Board of Directors shall receive any salary or compensation from the Authority.

## ARTICLE III

### EXECUTIVE COMMITTEE

- A. There shall be a seven (7) member Executive Committee comprised of a President, Vice President, Treasurer, Secretary, and three elected Members at Large.
- B. The Members at Large shall be elected by the majority vote of the members of the Executive Committee and shall serve a term of two years. In the event of a vacancy occurring, the vacancy shall be filled by the

majority vote of the members of the Executive Committee to complete the unexpired term.

- C. The Executive Committee shall be responsible for the ongoing operations of the Authority and is empowered to implement and enforce the Agreement and Bylaws and other such rules the Authority may adopt.
- D. The Executive Committee may conduct regular, adjourned regular, special, and adjourned special meetings, provided, however, that it will hold at least four (4) regular meetings each fiscal year. Such meetings may be held concurrent with Board of Director meetings. The date, time, and place for each such regular meeting shall be adopted by the Executive Committee, which shall be publicly posted prior to the meeting on a public bulletin board to be designated by the Executive Committee and filed with each Member of the Authority. All meetings of the Executive Committee shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, et seq.), of the California Government Code, as said Act may be modified by subsequent legislation, and as the same may be augmented by rules of the Executive Committee not inconsistent therewith. Except as otherwise provided or permitted by law, all meetings of the Executive Committee shall be open and public. The Executive Committee shall cause minutes of its meetings to be kept, and shall promptly transmit to the Members of the Authority true and correct copies of the minutes of such meetings.
- E. The powers of the Executive Committee include:
  - 1. Appoint and dissolve working committees from its active membership or by contracting for services of others in keeping with the Joint Powers Agreement and these Bylaws.
  - 2. The power, authority and duty to handle all aspects of liability and property damage claims against members of the Authority arising out of facts occurring during membership. All expenditures of funds shall be authorized by the Executive Committee.
  - 3. Directly or by contract provide for services required to effectively implement all aspects of this joint program.
  - 4. Recommend admission of new members to the Board of Directors.
  - 5. To determine contributions and the method by which contributions will be paid to the fund. Premium shall be based upon ADA, numbers and types of vehicles, loss history, unusual exposures, total insured values, and miscellaneous coverage risks, which are included. The Executive Committee shall also provide for additional assessments during the year, if necessary or appropriate, to allow for increased costs and expenses as may occur.
  - 6. The Executive Committee shall ensure that a complete and accurate system of accounting of the fund shall be maintained at all times consistent with established auditing standards and accounting procedures. The Executive Committee shall determine the manner in which liability and property damage claims shall be processed.

Such processing shall conform to all provisions of law now in effect or later enacted.

7. Approve special property and/or liability coverage for Members.
8. Review of the JPA Agreement and Bylaws every three (3) years.
9. Any other powers necessary to conduct the business of the Authority unless such power is specifically reserved for the Board of Directors.

#### ARTICLE IV

##### RULES OF THE EXECUTIVE COMMITTEE

- A. The Executive Committee may establish rules governing its own conduct and procedure, and have such expressed or implied authority as is not inconsistent with or contrary to the laws of the State of California, these Bylaws, or the Joint Powers Agreement.
- B. A quorum for the transaction of business by the Executive Committee shall consist of a majority of the members of the Executive Committee.
- C. Each member of the Executive Committee shall be entitled to one vote, which may be cast only by the designated representative who is in physical attendance, or the designated alternate who is in physical attendance, if the designated representative is absent. No proxy or absentee votes shall be permitted. Except as otherwise provided by law, the Joint Exercise of Powers Agreement or in these Bylaws, a vote of the majority of the members of the Executive Committee shall be sufficient to constitute action provided that a quorum is present.
- D. No one serving on the Executive Committee shall receive any salary or compensation from the Authority.
- E. The Executive Committee may approve reimbursement for expenses incurred at its discretion.

#### ARTICLE V

##### OFFICERS

- A. The officers of the Authority shall be elected by the majority vote of the members of the Executive Committee. The principal officers shall be a President, a Vice President, Treasurer, and Secretary, and each shall serve a term of two years. Any person elected or appointed as an officer may be removed at any time, with or without cause. All vacancies however arising may be filled at any time during the program year and shall be approved by the majority vote of the members of the Executive Committee.
- B. The President shall be the chief executive officer and shall have general supervision and direction of the business of the Authority,



shall see that all orders and resolutions of the Authority are carried into effect, and shall be a member of all committees appointed by the Authority. The President shall have other powers and perform such other duties as may be prescribed from time to time by the Authority.

C. The Vice President shall have such powers and perform such duties as may be prescribed from time to time by the Authority or the President. In the absence or disability of the President, the Vice President shall be vested with all the powers and authorized to perform all the duties of the President.

D. The Treasurer shall be the chief financial officer of the Authority and shall assume the duties described in Sections 6505.1 and 6505.5 of the California Government Code, as follows:

1. Receive and receipt for all money of the Authority and place it in an approved depository to the credit of the Authority.
2. Be responsible for the safekeeping and disbursement of all money of the Authority.
3. Pay, when due, out of money of the Authority, all legitimate and verifiable sums payable by the Authority, only when warrants authorized by the Treasurer and drawn by the Auditor-Controller of Monterey County or from a commercial account in a financial institution approved by the Authority.
4. Verify and report in writing on the first day of July, October, January, and April of each year, or as soon as possible thereafter, to the Authority, the amount of money held for the Authority, the amount of receipts since the last report, and the amount paid out since the last report.
5. Custodian of Authority property.
6. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by law or by the Authority or the President.

E. The Secretary shall attend all meetings of the Authority and record all votes and the minutes of all proceedings in a book to be kept for that purpose. The Secretary shall give, or cause to be given, notice of all meetings of the Authority when notice is required by law or these Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by law or by the Authority or the President.

## ARTICLE VI

### MEMBERSHIP IN THE AUTHORITY

A. Membership in the Authority shall be open to any California public educational agency which has been duly approved by the Board of Directors and is party to the Agreement and Bylaws.

## ARTICLE VII

### FINANCE

- A. The Authority shall operate on a fiscal year from July 1<sup>st</sup> through June 30<sup>th</sup>.
- B. The Authority shall annually, if possible on or before September 1<sup>st</sup>, adopt a budget showing each of the purposes for which the Authority will need money and the estimated amount of money that will be needed for each such purpose for the ensuing fiscal year. A copy of the budget shall be transmitted to each of the members of the Authority.
- C. The Authority shall review their Capital Target Policy annually.
- D. Each member shall pay to the Authority each fiscal year the annual contribution calculated and adopted by the Authority pursuant to subparagraph D of this Article.
- E. The annual contributions as calculated for each member of the Authority shall be determined as follows:
  - 1. Member's pro rata share of the cost of the Authority's joint program as per the memorandum of coverage.
  - 2. Member's pro rata share of the General Fund of the Authority as determined by the Executive Committee.
  - 3. A pro rata share of all other costs as determined by the Executive Committee.
  - 4. Member's pro rata share shall be determined based upon each member's prior year's average daily attendance, loss history, number and types of vehicles, total insured values, unusual exposures and other information relative to providing coverage for the member.
  - 5. Since the amount required to fulfill claim obligations cannot be known precisely in advance, assessments, reserve requirements, and other financial parameters of the Authority's operation must necessarily be initially established and subsequently maintained by means of estimates. The amount calculated and billed to a member in the initial policy year is this estimate amount. Any interim transactions and their effects of the Authority notwithstanding, it is mutually agreed by the Authority and each of its members, that all members participating in the Authority for any period of time will jointly and severally be liable for payment of any assessments, premiums, and other amounts necessary to meet any benefit, expense or other lawful obligation of the Authority arising from that period of time related to the self-insured program.
  - 6. Accordingly, a member's obligation for its pro rata share of the policy year liabilities never expires. This joint and several liability will apply without limitation as to the amount, and without any restriction as to when any portion of the obligation

is identified. Specifically, any members who terminate their participation in the Authority, voluntarily or involuntarily, will remain jointly and severally liable for payment of any Authority obligations attributable to their period of membership, regardless of when part or all of these obligations become known. Termination of membership in the Authority will only serve to cancel the member's participation in future policy years but the obligation for policy years where the member participated does not expire.

7. For purposes of self-insured programs, a member's share will be calculated on a 'pro rata' share basis. See Joint Exercise Powers of Agreement 16. DEFINITIONS (1).
- F. Should the total obligations of the Authority exceed the total assets, the members may be assessed a pro rata share of the additional contribution as determined by the Executive Committee.
- G. A General Fund shall be established and maintained to receive monies, pay operating expenses, hold reserves and pay claims of the Authority. The Authority shall accept and deposit all monies received by it including monies from any of the following sources:
  1. Member contributions, including deposit premiums, assessments and any other charges.
  2. Interest and other investment income.
  3. Refund of insurance premiums.
  4. Subrogation recoveries.
  5. Grants from any public agency or private company.

#### ARTICLE VIII

##### MEMORANDUM OF COVERAGE

- A. As soon as practicable following the effective date of each program year, the Authority shall distribute to members the Memorandum of Coverage.
- B. The memorandum of Coverage shall contain:
  1. The basis of premium contributions.
  2. The scope of protection provided for liability and property damage.
  3. Other terms and conditions, which the Authority may consider necessary.

## ARTICLE IX

### ACCOUNTS AND RECORDS

- A. The Treasurer of Monterey County is the designated depository of the Authority.
- B. The Authority is strictly accountable for all funds received and dispersed by it, and to that end, the Authority shall establish and maintain such funds and accounts as may be required by good accounting practice or by any provision of law or any resolution of the Authority. Books and records of the Authority in the hands of the Secretary/Treasurer shall be open to inspection at all reasonable times by representatives of the members. The Authority, as soon as practical after the close of each fiscal year, shall give, or cause to be given a complete written report of all financial activities for such fiscal year to each member of the Authority.
- C. The Authority shall make, or contract with a Certified Public Accountant to make, an annual audit of the accounts, records, and financial affairs of the Authority. In each case the minimum requirements of the audit shall be those prescribed by the State Controller for special districts under Section 26909 of the California Government Code and shall conform to the generally accepted auditing standards and accounting principles. When such an audit of accounts and reports is made by a Certified Public Accountant, a report thereof shall be filed as a public record with each of the members of the Authority, and also with the Auditor-Controller of Monterey County.

## ARTICLE X

### RISK MANAGEMENT

- A. The Authority shall develop suggested guidelines for risk management practices. Each of the members hereby agrees to implementation in its agency, the guidelines of risk management practices developed by the Authority.

## ARTICLE XI

### WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

- A. Any member having completed three (3) complete consecutive years as a member of the Authority, may withdraw from its status as a member and party to the Joint Powers Agreement at the end of any fiscal year by notifying the Authority in writing, prior to December 31<sup>st</sup> of that fiscal year.
- B. The withdrawing member shall continue to be responsible for the amount of any costs, liabilities, assessments, or contingencies required because of claims related to the policy years in which they have participated as described in ARTICLE VII. E. 5 and 6.

- C. A member may be involuntarily terminated from the Authority upon a two-thirds (2/3) vote of all the remaining members of the Board of Directors. Involuntary termination shall have the effect of eliminating the party as a signatory of the Joint Powers Agreement and as a member of the Authority, effective at the end of the fiscal year in which the action is taken or upon such other date as the Board of Directors may specify, but in no case less than sixty (60) days after notice of involuntary termination is given. However, involuntary termination does not terminate a member's rights or obligations to jointly indemnify other members for the programs and policy years in which they participated and to fund contributions or assessments as described in ARTICLE VII. E. 5 and 6.
- D. Grounds for involuntary termination include, but are not limited to, the following:
1. Failure or refusal to abide by the Agreement or these Bylaws.
  2. Failure or refusal of a member to abide by an amendment which has been adopted by the Authority as provided in the Agreement or these Bylaws.
  3. Failure or refusal to pay contributions or assessments to the Authority as provided in the Agreement or Bylaws.
  4. Failure to comply with risk management or safety programs implemented by the Authority.
  5. Failure of a member to disclose a material fact to the Authority or its Manager, whereby said material fact constitutes fraud, misrepresentation or concealment for the purposes of obtaining coverage with the Authority.

## ARTICLE XII

### DISPOSITION OF PROPERTY AND FUNDS

- A. In the event of dissolution of the Authority, the complete rescission, or other final termination of Joint Powers Agreement by all members or other public educational agencies then a party to the Agreement, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of pursuant to a plan of retrospective calculation adopted by the Executive Committee which shall then determine, with the objective of returning to each member or other agency which is then or was theretofore a party during the six-month period immediately preceding the termination of the Agreement, a proportionate return on the contributions made to such properties by such parties. Notwithstanding the foregoing, no asset may be divided or returned until all outstanding obligations of the Authority have been provided for or a paid-up contract has been entered into which will remove further obligation from the Authority.
- B. The current fair value of the Authority properties shall be determined by the Executive Committee. If a withdrawing or terminating member disagrees with the current fair value of Authority properties as

determined by the Executive Committee, the current fair value of said properties shall be determined by an independent appraiser selected by the Executive Committee.

- C. If the Executive Committee determines a dividend or return of contributions is to be declared, such dividend or return of contribution shall be computed pursuant to the retrospective plan adopted by the Executive Committee.

#### ARTICLE XIII

##### INVESTMENT OF SURPLUS FUNDS

- A. The Authority shall have the power to invest or cause to be invested in compliance with Section 6509.5 of the California Government Code, such reserve surplus funds as are not necessary for the immediate operation of the Authority in such securities as allowed by Section 53601 of the California Government Code.
- B. The level of cash to be retained for the actual operation of the Authority shall be determined by Executive Committee.

#### ARTICLE XIV

##### AMENDMENT

- A. Amendment to these Bylaws may be proposed by any member of the Authority.
- B. All amendments to these Bylaws must be approved by a two-thirds (2/3) vote of the members of the Board of Directors before the amendment shall become effective. Such amendments shall be binding upon all members of the Authority. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

#### ARTICLE XV

##### SEVERABILITY

- A. Should any portion, term, condition, or provision of these Bylaws be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

ARTICLE XVI

EFFECTIVE DATE

- A. These Bylaws shall become effective immediately upon the effective date of the Joint Powers Agreement.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

**GOVERNING BOARD**

**SUBJECT:** SES Contracts for Greenfield and King City High Schools

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

---

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The district is required to provide a state approved program of academic support. Avanza was used last year and had great success. Both high schools are entering into an agreement with Avanza for services for the 11-12 year.

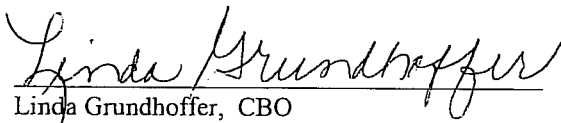
Recommendation:

Approve both the Greenfield and King City contracts


Fiscal Impact:

Dependent on number of students served

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
John Bernard Ed.D.  
State Administrator



**SES – King City HS**

**EDUCATIONAL SERVICES AGREEMENT**

THIS EDUCATIONAL SERVICES AGREEMENT (“Agreement”) is entered into as of the effective date marked below (the “Effective Date”), by and between Avanza Inc., a Delaware Corporation with offices at 155 East Main Ave., Suite 170, Morgan Hill, CA 95037 (“Avanza”)

South Monterey County Joint      , a California public school district  
Union HS District  
\_\_\_\_\_  
(Name)

800 Broadway, King City, CA 93930  
\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(“District”)

on behalf of the following schools:

King City HS  
\_\_\_\_\_  
(Names of Schools)

\_\_\_\_\_  
(collectively, the “Schools”).

2011-2012  
\_\_\_\_\_  
(School Year)

June 2012  
\_\_\_\_\_  
Date School Year Ends

## AGREEMENT

THEREFORE, in consideration of the mutual promises in this Agreement, Avanza and District agree as follow:

1. Avanza's Performance of Targeted Intervention Services.

- a. The Services. Avanza shall provide services (the "Services") in the form of a state approved program of academic support. The Services will consist of tutoring; ongoing assessment of basic academic skills in mathematics, reading, writing, and grammar; academic skill-building; and training in technology skills for students identified as eligible by the District. Avanza agrees to provide a personalized learning plan for each participant, assessment and content software, and regular progress reports to parents and the District. Avanza shall provide computers for the Program at a ratio of one computer for every student (or one computer for every 2 students participating within a family).
- b. Student Participation. The parties shall structure the Program to limit student participation to those students identified as eligible by the District.
- c. Student to Instructor Ratio. Avanza agrees to provide qualified instructors for each scheduled section of the Program at a ratio of three (3) students per instructor.
- d. Session Schedule and Number of Sections. Each student will be able to create a session schedule for the number of sections offered per School. The parties may modify such schedule with the mutual consent of both parties. The Program will be offered after school hours. The initial tutoring session of 2 hours with students and parents may be offered at a school site; in subsequent sessions, the students will access from home. These sessions will be 1.5 hours in length, and services will be available up to seven days a week.
- e. Development of Individual Student Progress Plans. Avanza shall consult with the District and parents of each enrolled student and shall develop, for each such student, a progress plan consisting of a statement of specific achievement goals for the student, a statement concerning how the student's progress will be measured, and a timetable for improving achievement. For students with disabilities, such timetable shall be consistent with a student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act. Avanza shall

provide periodic updates of students' progress through quarterly verbal, written, and/or Web-based reports.

- f. Content of Instruction. Avanza shall make the Program's content and instruction reasonably consistent with the District's and California's curriculum and aligned with California's student academic achievement standards. Avanza shall take reasonable steps to exclude from the Program any content and instruction that advances any religious belief or partisan political positions.
- g. Notifications Concerning Student Conduct. Avanza shall contact the District if it believes that enrolled students and/or their parents are not treating its personnel or other students with respect, or otherwise are not acting in an appropriate manner.
- h. Avanza will provide materials necessary for tutoring. Avanza will provide students with a computer, workbook, headset and dial-up internet access which students can use for the duration of the program. Families must have a working land telephone line to access the program. Students will need these materials to log into their scheduled session and receive tutoring. In families with two or more participating students, one computer will be provided for every two students. Upon successfully completing the sessions, students may keep their materials including the workbook and computer.

## 2. District's Responsibilities.

- a. Resources, Facilities, and Operating Environment. The District shall provide the following resources, facilities, and operating environment.
  - i. Classrooms and Internet Connectivity. The District shall provide a sufficient number of classrooms with sufficient space in which to hold the initial meetings with parents.
- b. Individual Student Progress Plans. The District shall cooperate and consult with Avanza and the parents of each enrolled student in connection with the development of a progress plan for such student, as described in Section 1(e).

- 3. Compensation. The District shall pay to Avanza the amount set forth in Exhibit B as the "Total Contract Fee" as compensation for the Services provided under this Agreement. Exhibit B describes the basis of such compensation. Upon execution of this Agreement, Avanza shall send the District a monthly invoice, on the first date of the next month, for an amount based on the attendance and hourly rate.

The District shall make full payment of the invoiced amount within thirty (30) days from the date of the invoice. Any invoiced amount that is not paid when due shall bear interest at the rate of one and one-half percent (1 ½%) per month, or the maximum allowable rate, beginning on the thirty-first (31<sup>st</sup>) day following the date of the invoice. Avanza shall be entitled to cease work if any of its invoices are past due until all past due invoices are paid. The District shall pay all of Avanza's reasonable costs and expenses (including, but not limited to, reasonable attorneys' fees) to enforce Avanza's rights to payment under this Section.

4. Term and Termination. The term of this Agreement shall begin on the Effective Date and shall end on the "Date School Year Ends" set forth above, unless earlier terminated under this Section. Either party may terminate this Agreement upon thirty (30) days' written notice to the other party in the event that the other party materially breaches, defaults, or fails to comply with any term or provision of this Agreement, provided that the other party fails to cure the same within such thirty (30) day period.
5. Effect of Termination. The provisions of Sections 5, 6, 10, 11, 13, 14, 15, and 16 shall survive the expiration or termination of this Agreement. Expiration or termination of this Agreement shall not relieve the District of its obligations to pay for Services rendered before such expiration or termination. If this Agreement is terminated prior to its expiration, Avanza shall be entitled to a pro rata portion of the Total Contract Fee based on ratio of the number of sessions of Services actually performed by Avanza to the number of anticipated sessions in the entire term of this Agreement.
6. Relationship of Avanza and District. Avanza and its employees and/or contractors shall perform the provisions of this Agreement as independent contractors and shall not be considered agents of District, nor shall Avanza's personnel be considered employees of District. Nothing contained in this Agreement shall be construed to (i) constitute the parties as partners, joint ventures, co-owners, or otherwise as participants in a joint or common undertaking, or (ii) allow either party to create or assume any obligation on behalf of the other party for any purpose whatsoever. Avanza acknowledges (a) that its employees and/or contractors are not entitled to any benefits accorded to District's employees, including workers' compensation, disability insurance, vacation, or sick pay, and (b) that it shall be responsible for providing its personnel with disability, workers' compensation, or other insurance.
7. Background Checks. Avanza shall comply with the provisions of California Education Code Section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of

criminal background investigations of its employees. Avanza shall not permit any employee to have direct contact with District students until such time as it has verified that the employee has not been convicted of a felony, as defined in California Education Code Section 45122.1. Avanza's responsibility shall extend to all paid and unpaid personnel, including employees, subcontractors, agents, and employees or agents of subcontractors who have direct contact with District students.

8. Nondiscrimination. Avanza certifies that it does not discriminate on the basis of sex, race, color, religious creed, national origin, age, sexual orientation, gender identity, disability, or marital status in its employment practices. Avanza also certifies that it will comply with all applicable provisions of the Americans with Disabilities Act and the California Fair Employment and Housing Act in its performance under this Agreement.
9. Rules and Regulations. This Agreement is subject to all rules and regulations of the District's Governing Board and all federal, state, and local laws, ordinances, and regulations, including but not limited to all health, safety, and civil rights laws, and all rules and procedures for protecting equipment, facilities, and property used by Avanza under this Agreement, and Avanza agrees to comply with all such applicable laws.
10. Student Privacy. Avanza shall maintain the confidentiality and privacy of students' personal information, and shall not disclose the identity of any student eligible for or receiving supplemental educational services under this Agreement without the written permission of such student's parents.
11. Indemnities. Contractor shall hold harmless and indemnify the District, its officers, agents, Board members, and employees from and against any and all actions, claims, losses, damages, suits, or other proceedings, including payment of reasonable attorneys' fees, which may arise as the result of performing the services under this Agreement, caused by any act or omission of Contractor or anyone directly or indirectly employed by Contractor.
12. Insurance. Avanza shall maintain during the term of this Agreement commercial general liability insurance with an aggregate limit of liability of \$3,000,000, workers' compensation insurance per statutory regulation, and employer's liability insurance.
13. Notices. All notices and communications required or permitted under this Agreement shall be in writing and sent to the postal address, e-mail address, or facsimile set forth on the signature pages hereto (which may be changed by a party by notice to the other party). Notices via e-mail shall not be effective unless

receipt is acknowledged by the other party via a return e-mail or return receipt. Notices shall be deemed to be given (a) on the date of service if served by e-mail or facsimile, (b) on the third business day after mailing if mailed by certified or registered mail, postage prepaid and properly addressed, or (c) on the immediately following business day if sent overnight by a nationally-known courier service.

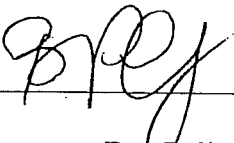
14. Force Majeure. Except with respect to payment obligations, neither party shall be liable for any damages or penalty for any delay in performance of, or failure to perform, any obligation hereunder or for failure to give the other party prior notice thereof, if such delay or failure is due to civil disturbances, military or national emergencies, natural disasters, acts of God, or other similar causes beyond that party's reasonable control.
15. Attorneys' Fees. The prevailing party in any legal action brought by one party against the other and arising out of this Agreement shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including without limitation court costs and reasonable attorneys' fees.
16. Miscellaneous. This Agreement, including the Appendices hereto, constitutes the entire agreement and understanding between the parties and supersedes all prior agreements, whether oral or written, between the parties with respect to the subject matter of this Agreement. No amendment, modification, or waiver of any provision of this Agreement shall be effective unless the same shall be in writing and signed by an authorized representative of each party. The failure of a party at any time to require performance of any obligation of the other party shall not affect its right to enforce any provision of this Agreement at a later time, and the waiver of any rights arising out of any breach shall not be construed as a waiver of any rights arising out of any prior or subsequent breach. Neither party may assign this Agreement, delegate the duties hereunder, or subcontract for the performance of obligations hereunder without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon, and inure to the benefit of, the parties and their permitted successors or assigns. The unenforceability of any provision or provisions of this Agreement shall not render unenforceable or impair its remainder. If any provision of this Agreement is deemed invalid or unenforceable in whole or in part, this Agreement shall be deemed amended to delete or modify, as necessary, the offending provision to render it valid, enforceable, and, insofar as possible, consistent with the original intent of the parties. The headings in this Agreement are solely for the convenience of reference and shall not be given any effect in the construction or interpretation of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears thereon and all of which together shall constitute one and

the same instrument. This Agreement shall be governed by the internal laws of the State of California exclusive of its conflicts-of-law principles. All disputes relating to or arising out of this Agreement shall be resolved in a state or federal court located in California and the parties consent to the jurisdiction of such courts.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the Effective Date below.

AVANZA INC.

DISTRICT:

By: 

Name: Ben Politzer

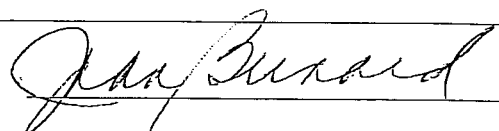
Title: CIO/VP

Address: 155 East Main Ave., Suite 170  
Morgan Hill, CA 95037

Voice: (408) 782-5045

Fax: (408) 782-5073

E-Mail: bpolitzer@extremelearn.com

By: 

Name: John Bernard

Title: State Administrator

Address: 800 Broadway  
King City, CA 93930

Voice: 831/385-0606

Fax: 831/385-0695

E-Mail: busoffice@kingcity.k12.ca.us

Effective Date: 12/9/2011

## APPENDIX A

### CALENDAR OF SCHEDULED SERVICES

Instructional Calendar to be developed in conjunction with the school Principals. Services are to commence by January 2012 and will end no later than June 30, 2012.

## APPENDIX B

### BASIS OF COMPENSATION

Rate per hour per student: \$50

Hours per section: 1.5 hours (except initial meeting which is 2 hours)

Hours per student: 20

Number of students: 37

Total Contract: \$35,520



**SES—Greenfield-HS**

**EDUCATIONAL SERVICES AGREEMENT**

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South Monterey County Joint      , a California public school district  
Union HS District  
\_\_\_\_\_  
(Name)

800 Broadway, King City, CA 93930  
\_\_\_\_\_  
(Address)

\_\_\_\_\_  
("District")

on behalf of the following schools:

Greenfield HS  
\_\_\_\_\_  
(Names of Schools)

\_\_\_\_\_  
(collectively, the "Schools").

2011-2012  
\_\_\_\_\_  
(School Year)

June 2012  
\_\_\_\_\_  
Date School Year Ends

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criminal background investigations of its employees. Avanza shall not permit any employee to have direct contact with District students until such time as it has verified that the employee has not been convicted of a felony, as defined in California Education Code Section 45122.1. Avanza's responsibility shall extend to all paid and unpaid personnel, including employees, subcontractors, agents, and employees or agents of subcontractors who have direct contact with District students.

8. Nondiscrimination. Avanza certifies that it does not discriminate on the basis of sex, race, color, religious creed, national origin, age, sexual orientation, gender identity, disability, or marital status in its employment practices. Avanza also certifies that it will comply with all applicable provisions of the Americans with Disabilities Act and the California Fair Employment and Housing Act in its performance under this Agreement.
9. Rules and Regulations. This Agreement is subject to all rules and regulations of the District's Governing Board and all federal, state, and local laws, ordinances, and regulations, including but not limited to all health, safety, and civil rights laws, and all rules and procedures for protecting equipment, facilities, and property used by Avanza under this Agreement, and Avanza agrees to comply with all such applicable laws.
10. Student Privacy. Avanza shall maintain the confidentiality and privacy of students' personal information, and shall not disclose the identity of any student eligible for or receiving supplemental educational services under this Agreement without the written permission of such student's parents.
11. Indemnities. Contractor shall hold harmless and indemnify the District, its officers, agents, Board members, and employees from and against any and all actions, claims, losses, damages, suits, or other proceedings, including payment of reasonable attorneys' fees, which may arise as the result of performing the services under this Agreement, caused by any act or omission of Contractor or anyone directly or indirectly employed by Contractor.
12. Insurance. Avanza shall maintain during the term of this Agreement commercial general liability insurance with an aggregate limit of liability of \$3,000,000, workers' compensation insurance per statutory regulation, and employer's liability insurance.
13. Notices. All notices and communications required or permitted under this Agreement shall be in writing and sent to the postal address, e-mail address, or facsimile set forth on the signature pages hereto (which may be changed by a party by notice to the other party). Notices via e-mail shall not be effective unless

receipt is acknowledged by the other party via a return e-mail or return receipt. Notices shall be deemed to be given (a) on the date of service if served by e-mail or facsimile, (b) on the third business day after mailing if mailed by certified or registered mail, postage prepaid and properly addressed, or (c) on the immediately following business day if sent overnight by a nationally-known courier service.

14. Force Majeure. Except with respect to payment obligations, neither party shall be liable for any damages or penalty for any delay in performance of, or failure to perform, any obligation hereunder or for failure to give the other party prior notice thereof, if such delay or failure is due to civil disturbances, military or national emergencies, natural disasters, acts of God, or other similar causes beyond that party's reasonable control.

15. Attorneys' Fees. The prevailing party in any legal action brought by one party against the other and arising out of this Agreement shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including without limitation court costs and reasonable attorneys' fees.

16. Miscellaneous. This Agreement, including the Appendices hereto, constitutes the entire agreement and understanding between the parties and supersedes all prior agreements, whether oral or written, between the parties with respect to the subject matter of this Agreement. No amendment, modification, or waiver of any provision of this Agreement shall be effective unless the same shall be in writing and signed by an authorized representative of each party. The failure of a party at any time to require performance of any obligation of the other party shall not affect its right to enforce any provision of this Agreement at a later time, and the waiver of any rights arising out of any breach shall not be construed as a waiver of any rights arising out of any prior or subsequent breach. Neither party may assign this Agreement, delegate the duties hereunder, or subcontract for the performance of obligations hereunder without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon, and inure to the benefit of, the parties and their permitted successors or assigns. The unenforceability of any provision or provisions of this Agreement shall not render unenforceable or impair its remainder. If any provision of this Agreement is deemed invalid or unenforceable in whole or in part, this Agreement shall be deemed amended to delete or modify, as necessary, the offending provision to render it valid, enforceable, and, insofar as possible, consistent with the original intent of the parties. The headings in this Agreement are solely for the convenience of reference and shall not be given any effect in the construction or interpretation of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears thereon and all of which together shall constitute one and

the same instrument. This Agreement shall be governed by the internal laws of the State of California exclusive of its conflicts-of-law principles. All disputes relating to or arising out of this Agreement shall be resolved in a state or federal court located in California and the parties consent to the jurisdiction of such courts.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the Effective Date below.

AVANZA INC.

DISTRICT:

By: 

By: 

Name: Ben Politzer

Name: John Bernard

Title: CIO/VP

Title: State Administrator

Address: 155 East Main Ave., Suite 170  
Morgan Hill, CA 95037

Address: 800 Broadway  
King City, CA 93930

Voice: (408) 782-5045

Voice: 831/385-0606

Fax: (408) 782-5073

Fax: 831/385-0695

E-Mail: bpolitzer@extremelearn.com

E-Mail: busoffice@kingcity.k12.ca.us

Effective Date: 12/9/2011

## APPENDIX A

### CALENDAR OF SCHEDULED SERVICES

Instructional Calendar to be developed in conjunction with the school Principals. Services are to commence by January 2012 and will end no later than June 30, 2012.

## APPENDIX B

### BASIS OF COMPENSATION

Rate per hour per student: \$50

Hours per section: 1.5 hours (except initial meeting which is 2 hours)

Hours per student: 20

Number of students: 37

Total Contract: \$35,520



**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Approval of Revised Resolution 19:10/11  
District Name Change

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

---

Board Goals:

- \_\_\_\_\_ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- \_\_\_\_\_ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- \_\_\_\_\_ Develop/Sustain Fiscal Crisis Long-Term Solution
- \_\_\_\_\_ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- \_\_\_\_\_ Ensure that Facilities are Safe for Staff and Students
- X   Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

On June 22, 2011 a resolution was approved to change the name of the district from King City Joint Union High School District to South Monterey County High School District.

The Bitterwater-Tully Union School District is located in San Benito County with a King City address. As a result our district receives students from a feeder district outside of the county therefore "Joint Union" needs to be included in the district name.

Recommendation:


The recommendation is to approve the name change.

Fiscal Impact:

Minimal

Submitted By: \_\_\_\_\_

Approved:

  
\_\_\_\_\_  
John Bernard Ed.D.  
State Administrator

**RESOLUTION OF THE GOVERNING BOARD OF THE SOUTH MONTEREY COUNTY JOINT UNION HIGH  
SCHOOL DISTRICT**

***REVISED RESOLUTION # 19:10/11***

**Resolution to Support the Name Change From the South Monterey County High School District to the  
South Monterey County Joint Union High School District**

**WHEREAS**, the South Monterey County Joint Union High School District encompasses 47% of South Monterey County, including the communities of Arroyo Seco, Bitterwater-Tully, Bradley, Fort Hunter-Liggett, Greenfield, King City, Lockwood, San Antonio, San Ardo, and San Lucas,

**WHEREAS**, the Bitterwater-Tully Union School District, with a King City address, is located within San Benito County,

**WHEREAS**, school districts that receive students from feeder districts outside of the county are to include "Joint Union" in their name,

**BE IT RESOLVED** that the South Monterey County High School District is renamed South Monterey County Joint Union High School District to reflect the geographical region within the county.

**PASSED AND ADOPTED** by the State Administrator on December 13, 2011.

---

John Bernard, Ed.D., State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
**GOVERNING BOARD**

**SUBJECT:** Approval for the KCHS Cheerleaders to Attend  
Various Cheerleading Competitions

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☐ INFORMATION

**X ACTION/CONSENT**

---

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The King City High School Varsity Cheerleaders would like to attend USA (United Spirit Association) and JAMZ cheer competitions this school year. Board approval is being requested for the team to travel to the following competitions:

January 7, 2012	Stockton, CA
January 14, 2012	Antioch, CA
January 15, 2012	Murrieta, CA or Davis, CA
January 21, 2012	Yorba Linda, CA or Agoura Hills, CA
February 11, 2012	Sparks, NV
February 24, 2012	Las Vegas, NV
March 30-April 1, 2012	Anaheim, CA

Each squad member will pay for all competition fees and lodging. District approved drivers will transport and chaperone the teams to and from competition using private vehicles.

Recommendation:

The recommendation is to approve the completion dates.

Fiscal Impact:

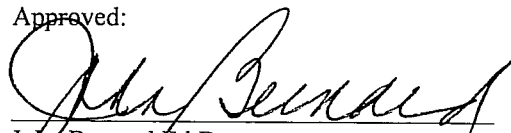
None

Submitted By:



Nicole Garcia  
KCHS Cheer Advisor/Coach

Approved:



John Bernard Ed.D.  
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

**GOVERNING BOARD**

**SUBJECT:** Approval for the KCHS Wrestling Team  
Over Night Trips

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ **ACTION**

☐ **INFORMATION**

☒ **ACTION/CONSENT**

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

A maximum of 14 students will be participating in various wrestling tournaments from December 9, 2011 through March 3, 2012. Mike Ciccarelli, the Head Wrestling Coach, is requesting permission for the students to travel out of the area which would require overnight lodging.

Depending on the number of students participating, there will be 2 coaches and 2 parents chaperoning. The school vans and/or approved personal vehicles will be the means of transportation. The tournament fees are paid out of the Athletic budget and hotels are paid from fundraisers.

Recommendation:

The recommendation is to approve the overnight trips.

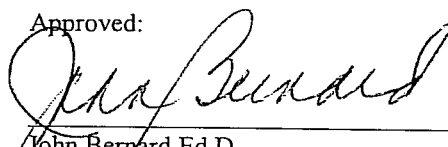
Fiscal Impact:

None

Submitted By:

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Approved:



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John Bernard Ed.D.  
State Administrator



November 1, 2011

TO: The SMC Joint Union High School District  
FROM: Mike Ciccarelli  
KCHS Head Wrestling Coach

Varsity wrestling tournaments are typically two day events with early morning weigh-ins. Of course, this requires overnight trips, which in turn require board approval. Our tournaments that require overnight stays are:

The Chukchansi Invitational in Madera on 12/9,10

The Calif. Coast Classic at Aptos HS on 12/20,21

The Atascadero Revolution in Atascadero on 1/6,7

The Jim Root Invitational at Prospect HS in Saratoga on 1/15

The C.I.T. (California Invitational Tournament) at Morro Bay HS on 1/20,21

The Colt Invitational at El Camino HS on 2/4

Post Season:

The Central Coast Section Championships in San Jose on 2/24,25

The California State Championships in Bakersfield on 3/2,3

Thank You,

A handwritten signature in black ink that reads "Mike Ciccarelli". The signature is written in a cursive, flowing style.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Review of School s Site Single Plans

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

---

Board Goals:

- \_\_\_\_\_ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- \_\_\_\_\_ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- \_\_\_\_\_ Develop/Sustain Fiscal Crisis Long-Term Solution
- \_\_\_\_\_ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- \_\_\_\_\_ Ensure that Facilities are Safe for Staff and Students
- X   Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The sites single plans were presented at the November Board meeting. At the request of the Board President, they are included again to allow the Board the opportunity to fully review the information and ask questions.

Recommendation:


Fiscal Impact:

Submitted By:

---

Approved:

  
\_\_\_\_\_  
John Bernard Ed.D.  
State Administrator

# 2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT



**Greenfield High School**  
South Monterey County  
Joint Union High School District

The District Governing Board  
approved this revision of the School  
Plan on: 11/16/2011

**Principal:**  
James Goddard

**Address:**  
225 S. El Camino Real  
Greenfield, California 93927-

**Phone:**  
(831) 674-2751

**Email:**

**Website:**  
[www.kingcity.k12.ca.us](http://www.kingcity.k12.ca.us)



Greenfield High 2011-12  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Mathematics</b>			
<b>WASC Goal 1A: Improve schoolwide student achievement in mathematics</b>			
Modify Instructional Pacing Guides	8/3/2011	6/1/2012	\$62,273
Close achievement gap with English Learners (WASC Schoolwide Critical Area for Follow-up #3)	8/3/2011	6/1/2012	\$55,766
<b>WASC Goal 1B: Improve 10th grade student achievement on the Mathematics portion of the CAHSEE</b>			
Update benchmarks	8/3/2011	6/1/2012	\$62,273
<b>English-Language Arts</b>			
<b>WASC Goal 1C: Improve schoolwide student achievement in English-Language Arts.</b>			
Instructional Pacing Guides, Benchmark Assessments to raise student achievement	8/3/2011	6/1/2012	\$0
<b>WASC Goal 1D: Improve 10th grade student achievement on the ELA portion of the CAHSEE</b>			
CAHSEE Students on track for Graduation	8/3/2011	6/1/2012	\$0
<b>WASC Goal 1E: Close the achievement gap with English Learners (WASC Follow up #3)</b>			
Correct Identification and Placement of English Learners	8/3/2011	6/1/2012	\$55,766
<b>WASC</b>			
<b>WASC Goal 2: Refinement and modification of benchmark and curriculum maps</b>			
Use data to drive instruction (WASC Schoolwide Critical Area for Follow-up #4)	8/3/2011	6/1/2012	\$62,273
<b>WASC Goal 3: Collaboration time for vertical and horizontal articulation</b>			
Focus on research based instructional strategies (WASC Schoolwide Critical Area for Follow-up #5)	8/3/2011	6/1/2012	\$0
Articulate interdistrictly and intradistrictly	8/3/2011	6/1/2012	\$0
<b>WASC Goal 4: Increase sense of ownership, responsibility, and belonging at Greenfield HS</b>			
Regularly share student performance with parents (WASC Schoolwide Critical Area for Follow-up #1)	8/3/2011	6/1/2012	\$0
Increase student participation in educational development	8/3/2011	6/1/2012	\$0
Increase parent/guardian involvement	8/3/2011	6/1/2012	\$0
<b>Total Annual Expenditures @ Current Site Plan: \$228,350.00</b>			



Greenfield High 2011-12  
Single Plan For Student Achievement Report

## Goals

### Form A: Planned Improvements in Student Performance

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

#### Goal Area : Mathematics

#### Goal Title : WASC Goal 1A: Improve schoolwide student achievement in mathematics

By June 2012, student data will indicate a 9.2% increase from 31.8% to 40% as measured by the 2010-2011 CST Mathematics results through the continued implementation of Greenfield High School's standards based curriculum.

#### Strategic Goal:

Identify students at the cusp of proficiency and provide supplements in weakest areas.

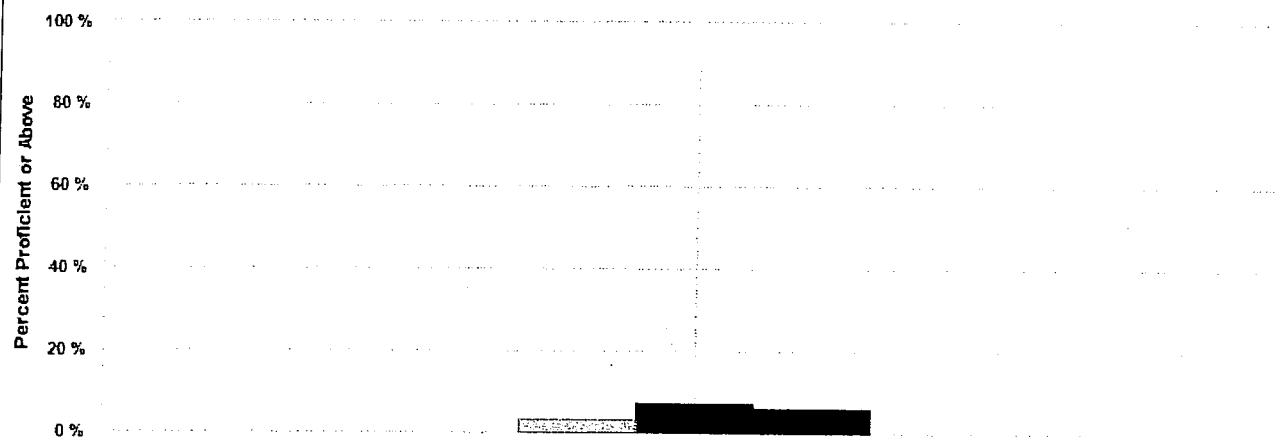
#### Intensive Goal:

Identify students in these categories and send parent letters requesting support for after school tutoring.

What data did you use to form this goal (findings from data analysis)?

The Annual Yearly Progress (AYP) data was used to form this goal.

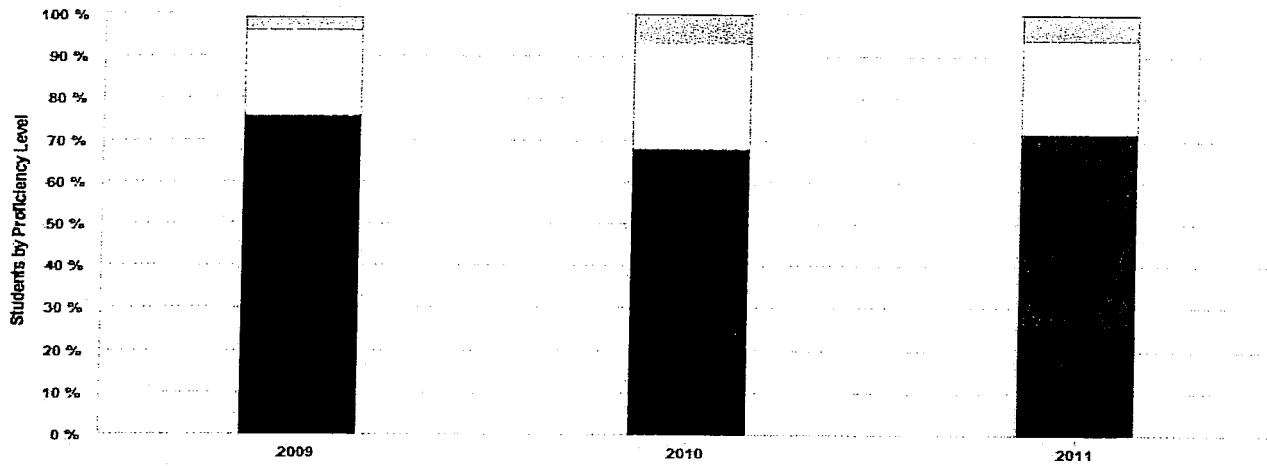
King City Joint Union High School District  
Greenfield High School  
CST Algebra I  
2009 to 2011 Students Percent Proficient or Above



CST Algebra I	
2009 %	3 %
2009 #	11
2010 %	7 %
2010 #	20
2011 %	6 %
2011 #	13

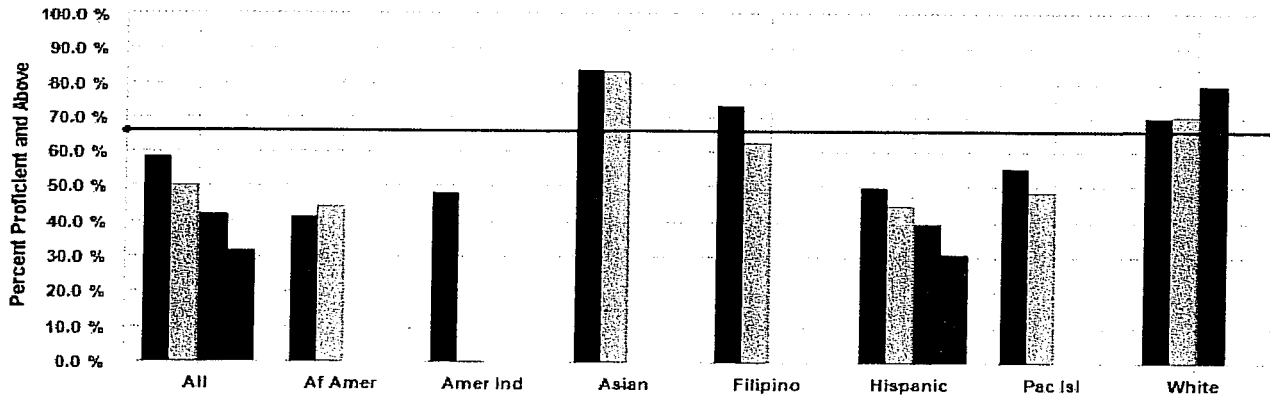
Greenfield High 2011-12  
Single Plan For Student Achievement Report

King City Joint Union High School District  
Greenfield High School  
CST Algebra I  
2009 to 2011 Students by Proficiency Level



	2009	2010	2011
Far Below Basic %	32 %	20 %	26 %
Far Below Basic #	115	57	55
Below Basic %	44 %	48 %	46 %
Below Basic #	158	136	97
Basic %	20 %	25 %	22 %
Basic #	72	71	46
Proficient %	3 %	7 %	6 %
Proficient #	11	20	13
Advanced %	0 %	0 %	0 %
Advanced #	0	0	0

Greenfield High School Comparisons  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2011 Mathematics



2011 AYP Percent Proficient Target 66.1 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	58.4 %	41.4 %	48.1 %	83.9 %	73.4 %	49.6 %	55.3 %	70.1 %
California #	2,166,808	102,983	12,378	263,701	70,578	952,349	11,786	690,881
Monterey County %	50.4 %	44.4 %	0.0 %	83.1 %	62.8 %	44.5 %	48.4 %	70.5 %
Monterey County #	19,001	245	530	389	12,511	44	4,131	
South Monterey County High School District %	42.0 %				39.3 %		79.3 %	
South Monterey County High School District #	191				161		23	
Greenfield High School %	31.8 %				30.9 %			
Greenfield High School #	68				64			

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

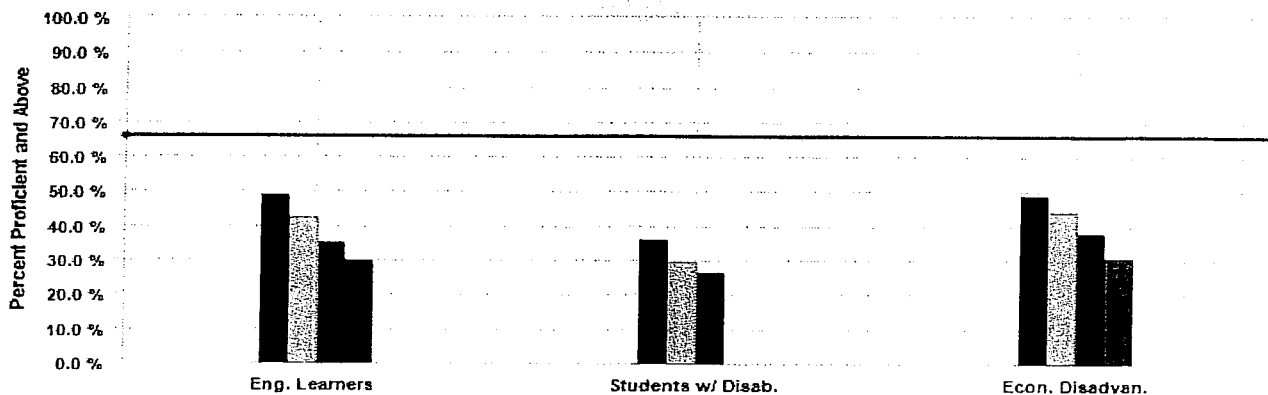
How does this goal align to your Local Educational Agency Plan goals?

The LEA plan identifies specific issues causing low achievement and designates a plan to address the issues in order to attain the growth indicated in this goal. The primary issues mentioned in the LEA plan is the transitioning of English learners. The lack of fluency is negatively affecting the attainment of the growth targets.

What did the analysis of the data reveal that led you to this goal?

The data revealed that the performance of our primary subgroups (hispanic, socio-economically disadvantaged, English learners) regressed. This regression is significant because these subgroups constitute a majority of our student population.

**Greenfield High School Comparisons  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2011 Mathematics**

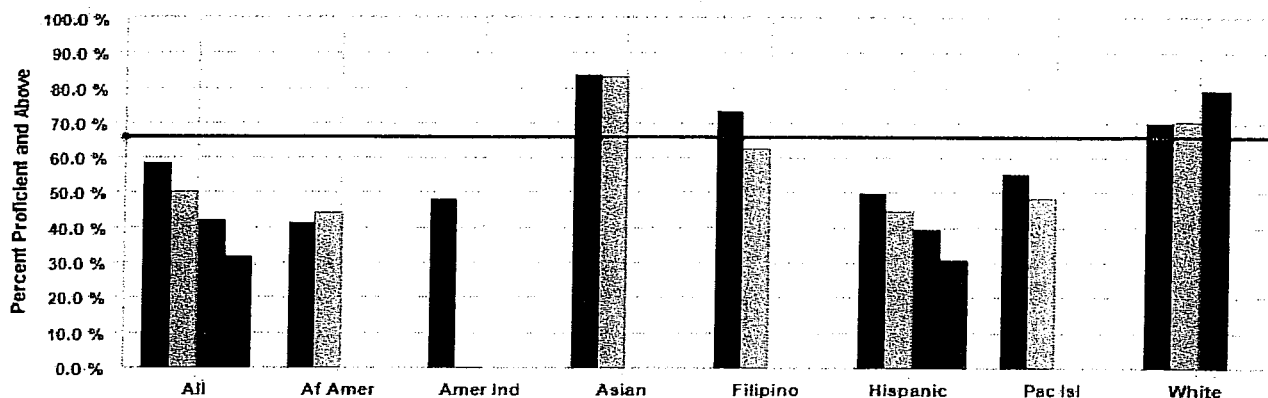


2011 AYP Percent Proficient Target 66.1 %

	Eng. Learners	Students w/ Disab.	Econ. Disadvan.
California %	48.8 %	36.2 %	49.0 %
California #	611,563	152,891	1,082,590
Monterey County %	42.7 %	29.6 %	44.3 %
Monterey County #	8,994	1,090	12,042
South Monterey County High School District %	35.4 %	26.7 %	38.3 %
South Monterey County High School District #	109	8	134
Greenfield High School %	30.1 %		31.1 %
Greenfield High School #	45		56

Greenfield High 2011-12  
Single Plan For Student Achievement Report

Greenfield High School Comparisons  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2011 Mathematics



2011 AYP Percent Proficient Target 66.1 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	58.4 %	41.4 %	48.1 %	83.9 %	73.4 %	49.6 %	55.3 %	70.1 %
California #	2,166,808	102,983	12,378	263,704	70,578	952,349	11,786	690,881
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South Monterey County High School District #	191					161		23
Greenfield High School %	31.8 %					30.9 %		
Greenfield High School #	68					64		

Which stakeholders were involved in analyzing data and developing this goal?

The math department and administration of Greenfield High School analyzed and developed this goal.

Who are the focus students?

All students enrolled in a mathematics course at Greenfield High School will be included in this goal.

What is the expected growth?

The target goals for each group represent the percentage of increase measured from the proficient level.

- Socioeconomically Disadvantaged: from 31.1% to 41.1% for a growth of 10%
- Hispanic: from 30.9% to 40.9% for a growth of 10%
- English Learner: from 30.1% to 40.1% for a growth of 10%

- Algebra I: from 6% to 10% for a growth of 4%
- 9th grade: from 9% to 14% for a growth of 5%
- 10th grade: from 0% to 3% for a growth of 3%
- 11th grade: from 4% to 7% for a growth of 3%

- Geometry: from 9% to 15% for a growth of 6%
- 9th grade: from 43% to 48% for a growth of 5%
- 10th grade: from 3% to 7% for a growth of 4%
- 11th grade: from 4% to 7% for a growth of 3%

- Algebra II: from 18% to 24% for a growth of 6%
- 10th grade: from 31% to 38% for a growth of 7%
- 11th grade: from 7% to 12% for a growth of 5%

- Summative High School Mathematics: from 17% to 25% for a growth of 8%
- 11th grade: from 17% to 25% for a growth of 8%

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

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What data will be collected to measure student achievement?

- Standards based benchmark assessments per mathematics course
- Mathematics California Standards Test (CST)
- California High School Exit Exam (CAHSEE)
- Greenfield High School Subject Diagnostic Test Results

Student Data disaggregated by:

- Grade Level
- Mathematics course
- Ethnic Designation
- Socioeconomic Disadvantage
- English Learners

What process will you use to monitor and evaluate the data?

- 1) Tests will be administered.
- 2) Tests will be scored.
- 3) Data will be disaggregated and analyzed by math teachers.
- 4) Weak areas will be identified.
- 5) It will be determined whether the weak areas need to be re-taught or simply reviewed.
- 6) Revised assessments will be administered to determine if there is improvement in weak areas.

Actions to improve achievement to exit program improvement (if applicable).

#### Action Title: Modify Instructional Pacing Guides

#### Means of Achievement: Alignment of instruction with content standards

Tasks :

- Modify quarterly benchmarks for each grade level
- Collaboration time
- Review CST data
- Review benchmark data
- Practice released test questions
- After school tutoring from teachers and peers

Measures :

- Pacing and assessment guide for each grade level
- Analysis of scores for quarterly benchmarks
- Principal and Vice Principal walk through observations

People Assigned :

- All Math teachers
- Principal
- Vice Principal

Start Date : 8/3/2011

Completion Date : 6/1/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Software Licenses	\$62,273

**Action Title: Close achievement gap with English Learners (WASC Schoolwide Critical Area for Follow-up #3)**

**Means of Achievement: Alignment of instruction with content standards**

Tasks :

- Students are placed Algebra 1 or Geometry SDAIE classes if they are enrolled in an ELD class.
- Students may be placed in an Algebra 1 or Geometry SDAIE class if they are mainstreamed from a Special Ed class.

Measures :

- 10% increase in CST scores

People Assigned :

- State Administrator
- Assistant Superintendent
- Director of Educational Services
- Principal
- Assistant principals
- Math teachers
- Counselor

Start Date : 8/3/2011

Completion Date : 6/1/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries and Benefits for Math Support classes	\$55,766

Greenfield High 2011-12  
Single Plan For Student Achievement Report

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**Goal Area - Mathematics**

**Goal Title : WASC Goal 1B: Improve 10th grade student achievement on the Mathematics portion of the CAHSEE**

By June 2012, Greenfield High School's student data will indicate a 6% increase in the passing rate for 10th grade students in the Mathematics portion of the California High School Exit Exam (CAHSEE):

**Strategic Goal:**

**Interventions:**

- Standard Based Curriculum
- After School Tutoring

**Person(s) Responsible:**

- Teachers
- Counselors
- Students

**Methods to Access and Evaluate Evidence:**

- California Standards Test (CST) Data
- California High School Exit Exam (CAHSEE) Results
- Grades
- Greenfield High School Algebra 1 Diagnostic Test Results

**Resources:**

- Supplemental Materials for basic educational needs (graphing calculators, protractors, compasses, etc.)
- State Adopted mathematics curriculum
- Supplemental materials for state adopted texts in all courses
- Substitutes for Collaboration time
- Mobile/wireless computer lab for Mathematics only use
- Specifically Designed Academic Instruction in English (SDAIE) curriculum and materials
- Smart Boards/Mimeo-Board and Programs for all math teachers
- Document cameras and projectors
- Enrichment Activities

**Program Funding:**

- Department budget
- School Site Council

**Intensive Goal:**

**Interventions:**

- Standard Based Curriculum
- After School Tutoring
- Algebra 1 Support Classes
- Algebra Readiness + Support classes

**Person Responsible:**

- Teachers
- Counselors
- Students

**Methods to Access and Evaluate Evidence:**

- California Standards Test (CST) Data
- California High School Exit Exam (CAHSEE) Results
- Grades
- Greenfield High School Algebra 1 Diagnostic Test Results

**Resources:**

- Supplemental Materials for basic educational needs (graphing calculators, protractors,

## Greenfield High 2011-12 Single Plan For Student Achievement Report

compasses, etc.)

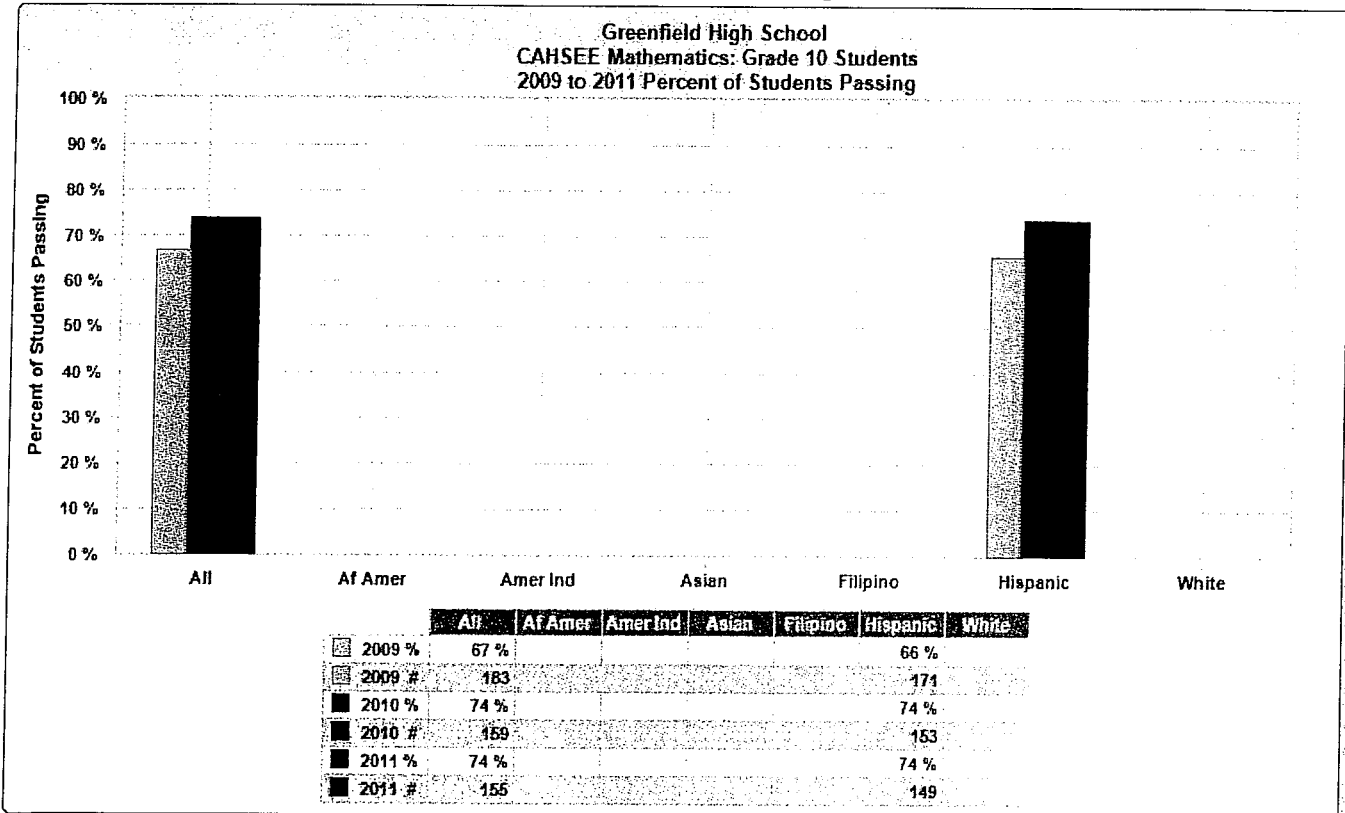
- State Adopted mathematics curriculum
- Supplemental materials for state adopted texts in all courses
- Substitutes for Collaboration time
- Mobile/wireless computer lab for Mathematics only use
- Specifically Designed Academic Instruction in English (SDAIE) curriculum and materials
- Smart Boards/Mimeo-Board and Programs for all math teachers
- Document cameras and projectors
- Enrichment Activities

Program Funding:

- Department budget
- School Site Council

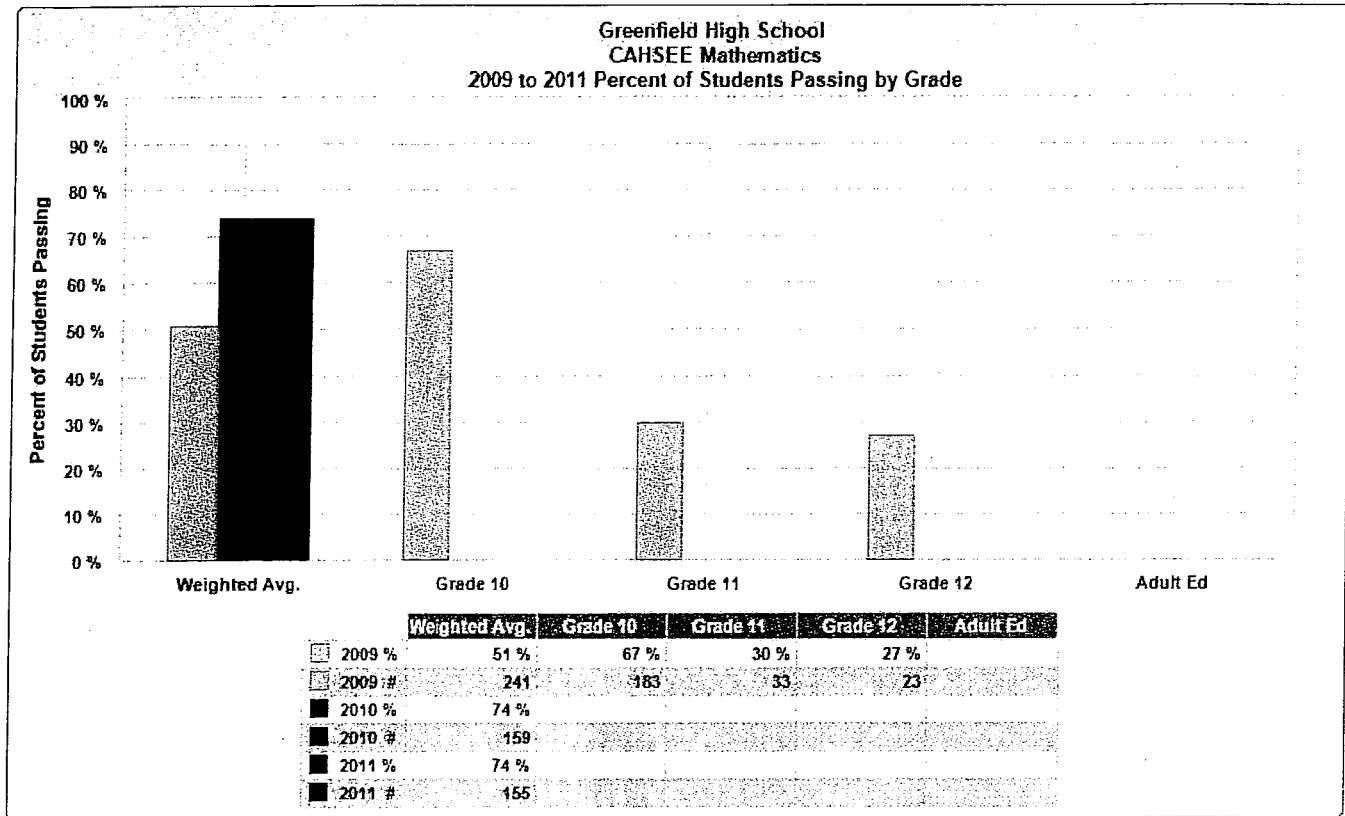
What data did you use to form this goal (findings from data analysis)?

The CAHSEE results from the 2010-2011 school year were used to form this goal.





Greenfield High 2011-12  
Single Plan For Student Achievement Report



How does this goal align to your Local Educational Agency Plan goals?

The LEA plan identifies specific issues causing low achievement and designates a plan to address the issues in order to attain the growth indicated in this goal. The primary issues mentioned in the LEA plan is the transitioning of English learners. The lack of English fluency is negatively affecting the attainment of the growth target.

What did the analysis of the data reveal that led you to this goal?

The data revealed that the performance of English learner subgroup regressed. This regression is significant because these subgroup constitute a large number of our student population. The socio-economic subgroup performed the same as last year.

Which stakeholders were involved in analyzing data and developing this goal?

The math department and administration of Greenfield High School analyzed and developed this goal.

Who are the focus students?

All 10th grade students enrolled at Greenfield High School who are enrolled in a math course will be included in this goal.

What is the expected growth?

Student data will indicate a 6% increase in the passing rate for the Mathematics portion of the California High School Exit Exam (CAHSEE) from 74% to 80% for all 10th grade students who are on track to graduate from Greenfield High School.

## Greenfield High 2011-12 Single Plan For Student Achievement Report

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What data will be collected to measure student achievement?

- Standards based benchmark assessments per mathematics course
- Mathematics California Standards Test (CST)
- California High School Exit Exam (CAHSEE)
- Greenfield High School Algebra 1 Diagnostic Test Results

Student Data disaggregated by:

- Grade Level: passing scores for Mathematics portion of California High School Exit Exam (CAHSEE) of 10th graders

What process will you use to monitor and evaluate the data?

- 1) Tests will be administered. 2) Tests will be scored. 3) Data will be disaggregated and analyzed by math teachers. 4) Weak areas will be identified. 5) It will be determined whether the weak areas need to be re-taught or simply reviewed. 6) Revised assessments will be administered to determine if there is improvement in weak areas.

Actions to improve achievement to exit program improvement (if applicable).

### Action Title: Update benchmarks

#### Means of Achievement: Alignment of instruction with content standards

Tasks :

- Modify quarterly benchmarks to include CST/CAHSEE related questions
- Review CST/CAHSEE questions, standards, pacing guides, blueprints.
- Collaboration time
- Review CST/CAHSEE data
- Review benchmark data
- After school tutoring specific to CAHSEE from teachers and peers

Measures :

- Emphasis of CAHSEE concepts in pacing and assessment guides
- Analysis of scores for quarterly benchmarks
- Principal and Vice Principal walk through observations

People Assigned :

- All Math teachers
- Principal
- Vice Principal

Start Date : 8/3/2011

Completion Date : 6/1/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Software Licenses	\$62,273

# Greenfield High 2011-12

## Single Plan For Student Achievement Report

### Form A: Planned Improvements in Student Performance

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

#### Goal Area : English Language Arts

#### Goal Title : WASC Goal 1C: Improve schoolwide student achievement in English Language Arts.

By June 2012, student data will indicate a growth of 5 percentage points from 44.4% to 49.4% as measured by the 2011-12 CST English Language Arts results through the continued implementation of Greenfield High School's standards based curriculum.

#### Strategic Goal:

For each grade level, the spring 2012 CST results will indicate a growth of 5 percentage points of students from the Basic Level to Proficient or Advanced on the English Language Arts portion of the test.

#### Intensive Goal:

For each grade level, the spring 2012 CST results will indicate a growth of 5 percentage points of students from either Far Below Basic to Below Basic or from Below Basic to Basic on the English Language Arts portion of the test.

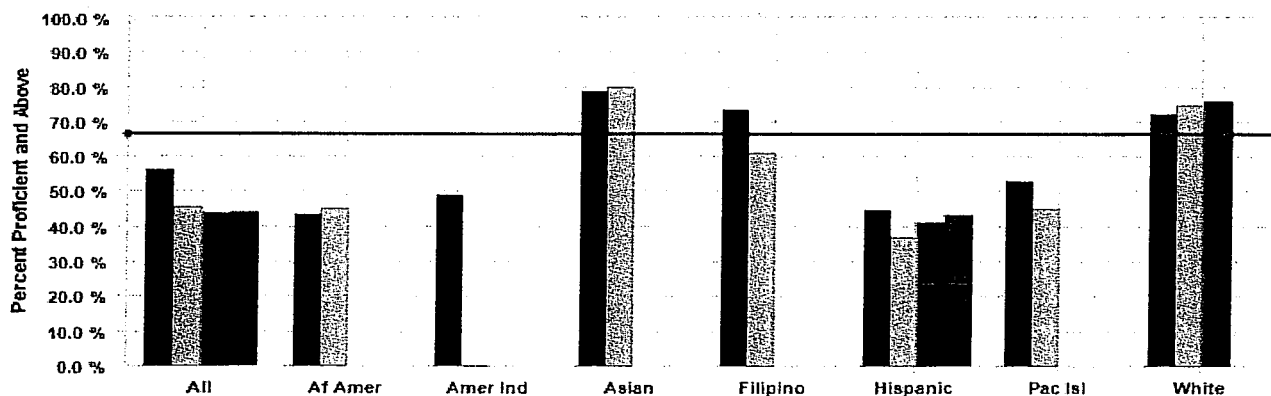
#### Essential Program Components

EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓			✓				

What data did you use to form this goal (findings from data analysis)?

The 2011-2012 English Language Arts CST data was used.

**Greenfield High School Comparisons**  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2011 English Language Arts

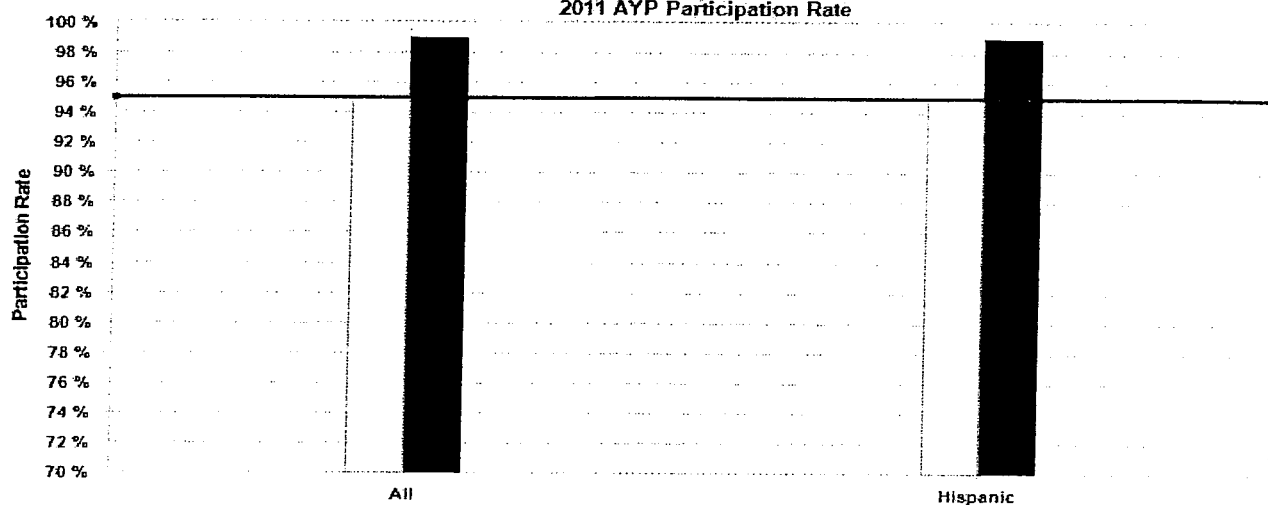


2011 AYP Percent Proficient Target 66.7 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	56.2 %	43.4 %	49.0 %	78.7 %	73.6 %	44.7 %	53.0 %	72.3 %
California #	2,084,680	108,003	12,607	247,354	70,705	858,797	11,300	712,773
Monterey County %	45.4 %	44.9 %	0.0 %	79.7 %	60.8 %	37.0 %	45.1 %	74.6 %
Monterey County #	17,110	248		507	377	10,389	41	4,362
South Monterey County High School District %	43.6 %					41.0 %		75.9 %
South Monterey County High School District #	195					165		22
Greenfield High School %	44.4 %					43.5 %		
Greenfield High School #	92					87		

Greenfield High 2011-12  
Single Plan For Student Achievement Report

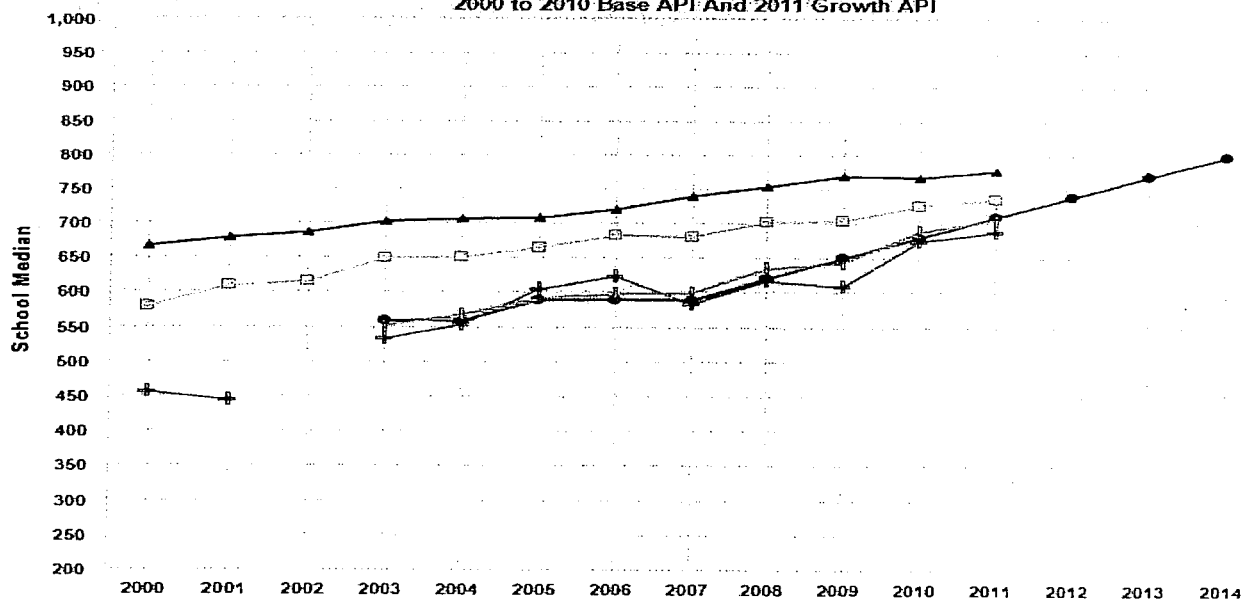
South Monterey County High School District  
Greenfield High  
English-Language Arts and Mathematics  
2011 AYP Participation Rate



2011 AYP Participation Target 95 %

	All	Hispanic
ELA %	95 %	95 %
ELA #	221	213
Math %	99 %	99 %
Math #	229	221

Greenfield High vs. South Monterey County High School District  
2000 to 2010 Base API And 2011 Growth API



	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
California School Median	666	679	686	703	707	709	720	740	754	770	767	778	
Monterey County School Median	580	609	614	648	650	665	683	680	702	704	727	736	
South Monterey County High School District API				551	567	592	598	599	635	643	689	706	
Greenfield High School API	457	444		533	553	604	622	584	617	609	674	688	
API Target of AYP				560	560	590	590	590	620	650	680	710	740

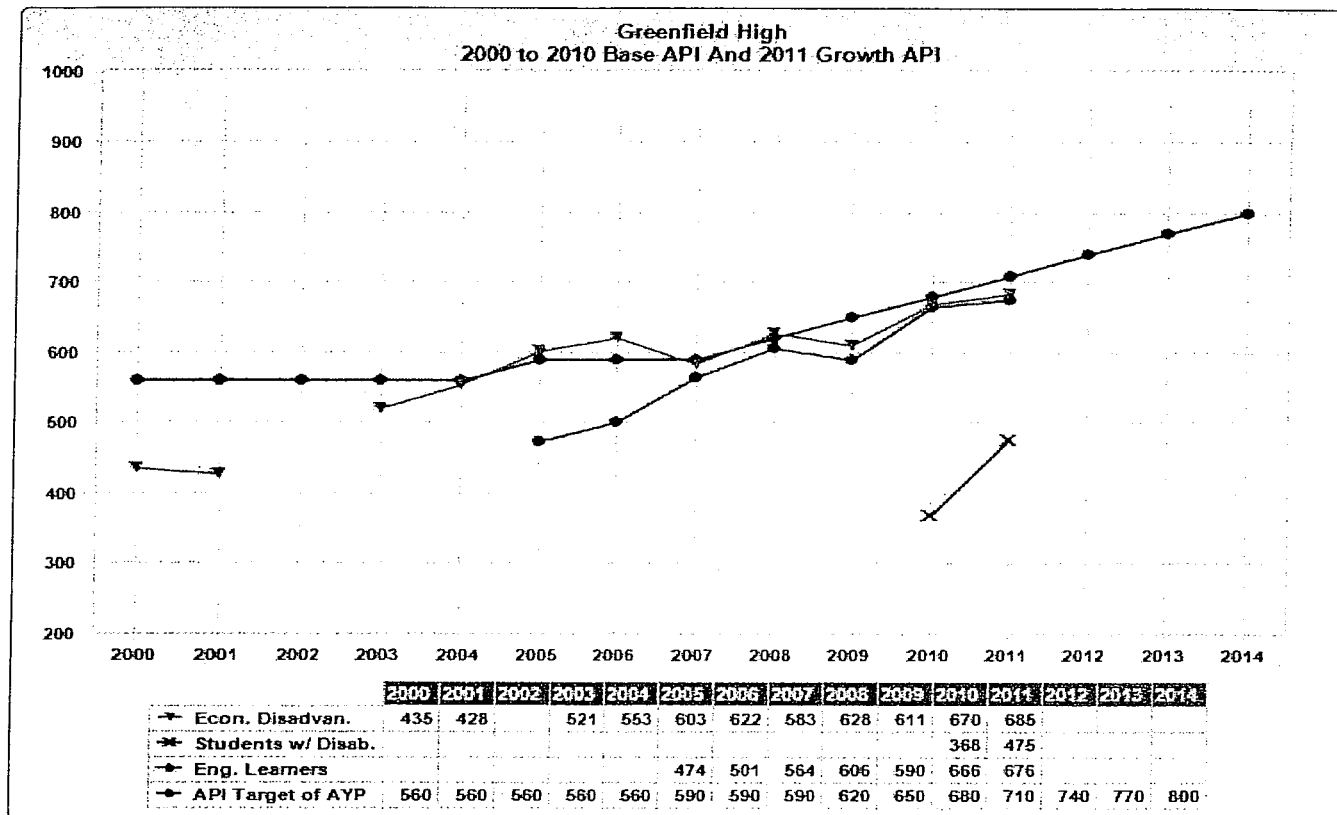
## Greenfield High 2011-12 Single Plan For Student Achievement Report

How does this goal align to your Local Educational Agency Plan goals?

Greenfield High School met 10 of the 18 AYP criteria. One of the LEA plan's objective is that schools (including significant subgroups) will meet the state target growth for API, AYP and graduation rates. The LEA plan recommends the need for the school to adapt to support these subgroups.

What did the analysis of the data reveal that led you to this goal?

From 2007, Greenfield High School's API has increased from 584 to 688. The economically disadvantaged student subgroup moved from 26.7% proficient to 43% proficient (16.3 percentage points). The English Learner subgroup moved from 20.8% proficient to 40.5% proficient (19.7 percentage points). From 2009, the English Language Arts CST results indicate a growth of 14 percentage points from 22% proficient to 36% proficient. The data reveals that Greenfield High School is making steady progress in moving students out of the Far Below Basic and Below Basic categories to the Basic category. The data also reveals that our students are not moving as steadily from the Basic category into Proficient and from Proficient to Advanced.



Which stakeholders were involved in analyzing data and developing this goal?

The English department and administration of Greenfield High School analyzed and developed this goal.

Who are the focus students?

All students enrolled in a core English Language Arts course at Greenfield High School will be included in this goal.

What is the expected growth?

- Socioeconomically Disadvantaged: from 43% to 48% for a growth of 5 percentage points
- Hispanic: from 43.5% to 48.5% for a growth of 5 percentage points
- English Learners: 40.5% to 45.5% for a growth of 5 percentage points
- English 9th Grade: from 36% to 41% for a growth of 5 percentage points
- English 10th Grade: from 33% to 38% for a growth of 5 percentage points
- English 11th Grade: from 38% to 43% for a growth of 5 percentage points

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

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What data will be collected to measure student achievement?

The following assessments will be used to evaluate student progress:

- CST tests in English Language Arts

Other measurement tools will also be used to monitor student progress:

- CELDT
- CAHSEE
- Local Assessments will include a benchmark assessment for writing standards given four times a year.
- Quarterly benchmarks for each grade level.

What process will you use to monitor and evaluate the data?

To monitor student achievement in English Language Arts, teachers will review annual assessment data. Teachers will also utilize research-based strategies, benchmarks, and pacing guides to move students to higher academic levels. In addition, staff members will collaborate to discuss strategies and student models that have been successful. Teachers will analyze student work to determine mastery and identify standards that need to be retaught.

Actions to improve achievement to exit program improvement (if applicable).

#### **Action Title: Instructional Pacing Guides, Benchmark Assessments to raise student achievement**

#### **Means of Achievement: Alignment of instruction with content standards**

Tasks :

- Create and modify instructional pacing guide for each grade level
- Create and modify quarterly benchmarks for each grade level
- Develop an English Learner plan
- Correctly identify and place students in corresponding English courses
- English SDAIE and Strategic course for Basic, Far Below Basic and Below Basic students
- READ 180 implemented for intensive intervention for students who score Far Below Basic
- Collaboration time focused on research based instructional strategies
- Review CST data

Measures :

- Pacing and assessment guide for each grade level
- Analysis of scores for quarterly benchmarks
- Lesson plans
- Principal and Vice Principal walk through observations

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principal
- English teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

**Goal Area : English Language Arts**

**Goal Title : WASC Goal 1D: Improve 10th grade student achievement on the ELA portion of the CAHSEE**

By June 2012, student data will indicate that there will be a 6 percentage point increase in the passing rate for the English Language Arts portion of the CAHSEE from 70% to 76% among all 10th grade students at Greenfield High School.

Strategic Goal: By June 2012, Economically Disadvantaged student data will indicate that there will be a 6 percentage point increase in the passing rate for the English Language Arts portion of the CAHSEE from 71% to 77%.

**Interventions:**

- Standard based Curriculum
- After School Tutoring
- CAHSEE prep class offered during the school day

**Persons Responsible:**

- Teachers
- Student Services Coordinator

**Methods to Access and Evaluate Evidence:**

- CST Data
- CAHSEE Results
- Grades
- CELDT test
- Scholastic Reading Inventory (SRI) test
- Benchmark tests

**Resources:**

- Supplemental Materials for basic educational needs
- Updated state adopted textbooks
- READ 180
- CAHSEE computer program
- EL curriculum and materials (EDGE program)
- Smart boards and document cameras
- Mobile/wireless computer lab for English department use only
- Supplemental materials for state adopted texts
- Enrichment activities
- Training in researched based instructional strategies during collaboration days
- GEAR-UP tutors

**Program Funding:**

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Intensive Goal: By June 2012, English Learner student data will indicate that there will be a 9 percentage point increase in the passing rate for the English Language Arts portion of the CAHSEE from 41% to 50%.

**Interventions:**

- Standard based Curriculum
- After School Tutoring
- CAHSEE prep class offered during the school day

**Persons Responsible:**

- Teachers
- Student Services Coordinator
- GEAR-UP Program

**Methods to Assess and Evaluate Evidence:**

Greenfield High 2011-12  
Single Plan For Student Achievement Report

- CST Data
- CAHSEE Results
- Grades
- CELDT test
- Benchmark tests
- Scholastic Reading Inventory (SRI) test

Resources:

- Supplemental Materials for basic educational needs
- Updated state adopted textbooks
- READ 180
- CAHSEE computer program
- EL curriculum and materials (EDGE program)
- Smart boards and document cameras
- Mobile/wireless computer lab for English department use only
- Supplemental materials for state adopted texts
- Enrichment activities
- Training in researched based instructional strategies during collaboration days
- GEAR-UP tutors

Program Funding:

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Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓			✓				

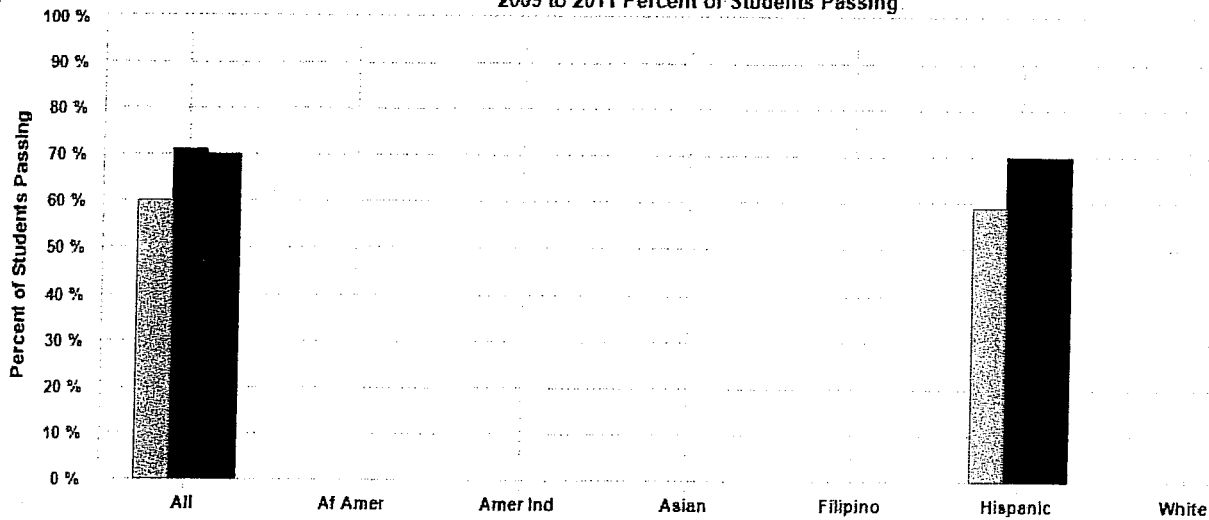
What data did you use to form this goal (findings from data analysis)?

We used 2009-2011 CAHSEE data for the English Language Arts portion to form this goal.



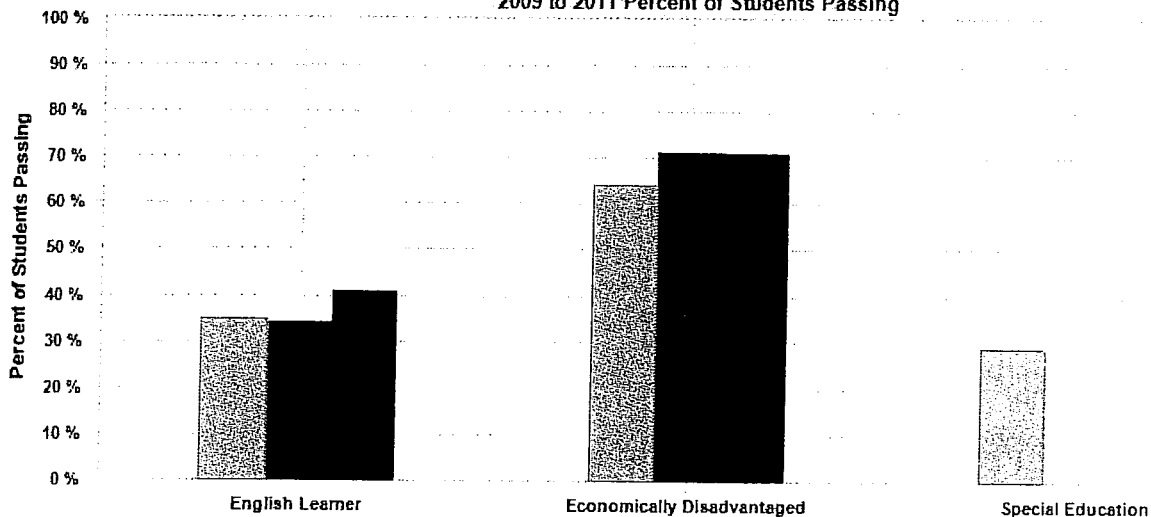
Greenfield High 2011-12  
Single Plan For Student Achievement Report

Greenfield High School  
CAHSEE English-Language Arts: Grade 10 Students  
2009 to 2011 Percent of Students Passing



	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	White
2009 %	60 %					59 %	
2009 #	165					154	
2010 %	71 %					70 %	
2010 #	155					148	
2011 %	70 %					70 %	
2011 #	155					149	

Greenfield High School  
CAHSEE English-Language Arts: Grade 10 Students  
2009 to 2011 Percent of Students Passing



	English Learner	Economically Disadvantaged	Special Education
2009 %	35 %	64 %	29 %
2009 #	48	30	7
2010 %	41 %	71 %	
2010 #	31	97	
2011 %		71 %	
2011 #		130	

How does this goal align to your Local Educational Agency Plan goals?

The district's LEA plan addresses the need to increase student achievement and graduation rates. The CAHSEE is an essential component in that goal. The district is providing for CAHSEE preparation and intervention for identified students.

What did the analysis of the data reveal that led you to this goal?

An analysis of this data revealed that our English Learner population is still significantly behind on passing the English Language Arts portion of the CAHSEE on their first attempt. The analysis also revealed that Greenfield High School is still behind the Monterey County average for 10th graders passing on their first attempt.

Which stakeholders were involved in analyzing data and developing this goal?

Greenfield High School staff and administration were involved in analysis and development of this goal.

Who are the focus students?

All students who are enrolled in a 9th or 10th grade English Language Arts or English Language Development course at Greenfield High School will be included in this goal.

What is the expected growth?

Student data will indicate that there will be a 6 percentage point increase in the passing rate for the English Language Arts portion of the CAHSEE from 70% to 76% of all 10th grade students at Greenfield High School.

What data will be collected to measure student achievement?

The following assessments will be used to evaluate student progress:

- CAHSEE English Language Arts test results

Other measurement tools will also be used to monitor student progress:

- CELDT
- CST
- Local Assessments will include a benchmark assessment for writing standards given four times a year.
- Scholastic Reading Inventory (SRI) test

What process will you use to monitor and evaluate the data?

To monitor and evaluate the data, all English teachers will review 2011 CAHSEE results for the English portion. We will review the areas where we were successful. We will also explore strategies to improve our weak areas. Additionally, we will review other assessment data including local assessments and CST's.

Actions to improve achievement to exit program improvement (if applicable).

**Action Title: CAHSEE Students on track for Graduation**

**Means of Achievement: Alignment of instruction with content standards**

Tasks :

- Create and modify instructional pacing guide
- Create and modify benchmarks
- After school tutoring
- English SDAIE and Strategic course for Far Below Basic and Below Basic students
- CAHSEE prep English classes in the master schedule for junior and senior students who have not yet passed the high school exit exam
- Correctly identify and place students into the CAHSEE prep classes
- Review the CAHSEE data

Measures :

- CAHSEE test results
- Pacing and assessment guide for each grade level
- Analysis of scores for quarterly benchmarks
- Lesson plans
- Principal and Vice Principal walk through observations

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principal
- Student Services Coordinator
- English teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

Greenfield High 2011-12  
Single Plan For Student Achievement Report

**Goal Area : English-Language Arts**

**Goal Title : WASC Goal 1E- Close the achievement gap with English Learners (WASC Follow up #3)**

By June 2012, English Learner student data will indicate a 5 percentage point increase in achievement levels on the CELDT test.

**Strategic Goal:**

By June 2012, English Learner student data will indicate a 5 percentage point increase (from 32% to 37%) in students achieving Early Advanced and above on the CELDT test.

**Intensive Goal:**

By June 2012, English Learner student data will indicate a 5 percentage point decrease (from 28% to 23%) in students achieving Early Intermediate or below on the CELDT test.

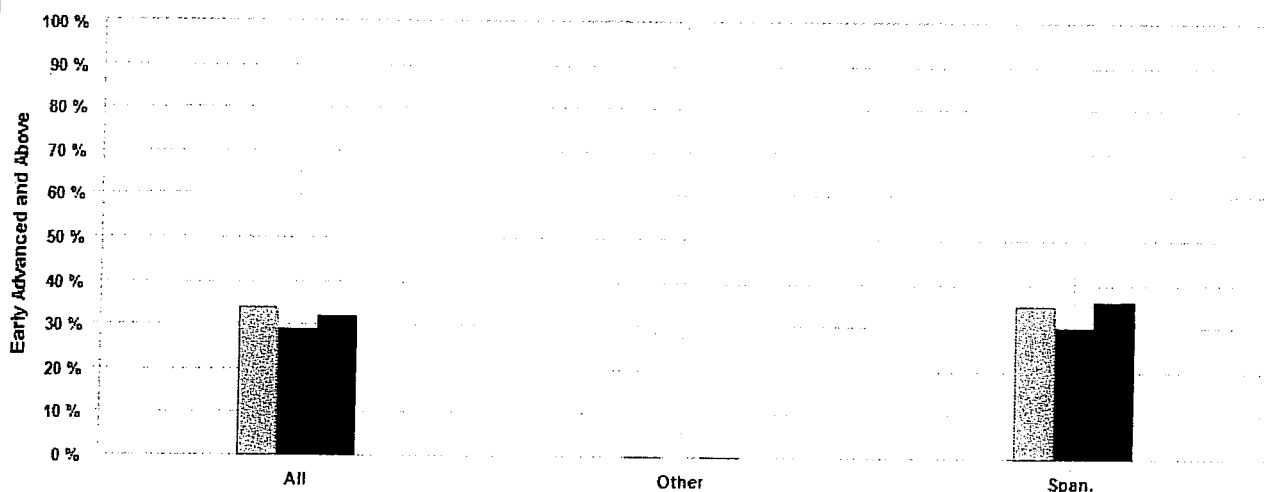
**Essential Program Components**

EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓			✓				

What data did you use to form this goal (findings from data analysis)?

2011 CELDT test data was studied to form this goal.

**Greenfield High School  
California English Language Development Test (CELDT)  
2009 to 2011 Early Advanced and Above**



	All	Other	Span.
2009 %	34 %	0 %	35 %
2009 #	100	0	99
2010 %	29 %		30 %
2010 #	89		88
2011 %	32 %	0 %	36 %
2011 #	94	0	92

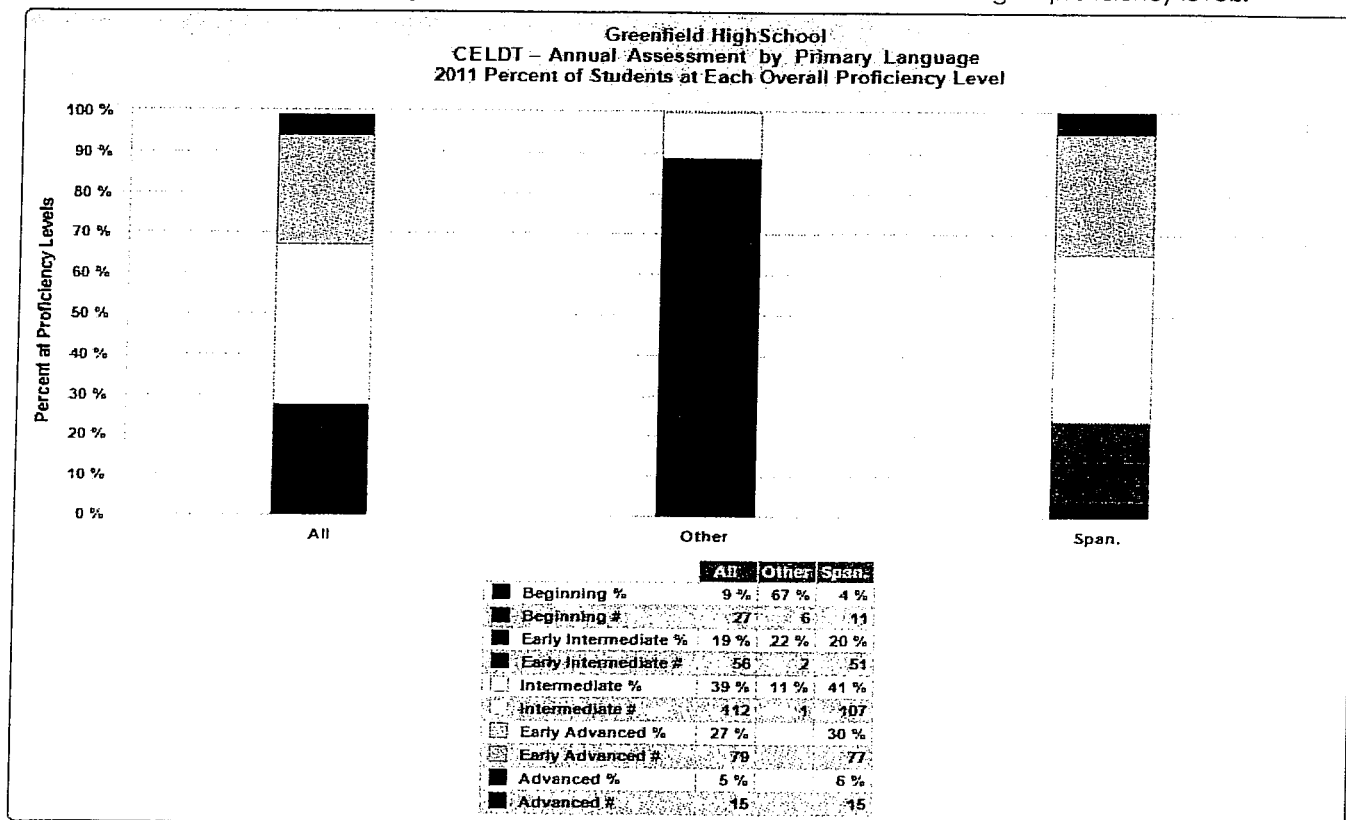
## Greenfield High 2011-12 Single Plan For Student Achievement Report

How does this goal align to your Local Educational Agency Plan goals?

Greenfield High School met 10 of the 18 AYP criteria. One of the LEA plan's objective is that schools (including significant subgroups) will meet the state target growth for API, AYP and graduation rates. The district criteria for EL's and the Hispanic population in English language arts was not met. The LEA plan recommends the need for the school to adapt to support these subgroups. Support provided in the plan includes the development and implementation of an EL plan, identification of students and proper placement within English language development courses, and staff development training regarding ELD strategies.

What did the analysis of the data reveal that led you to this goal?

The analysis of the 2011 CELDT data revealed that Greenfield High School students are achieving a level of Intermediate, but are becoming stagnated at that level. This seems to indicate the need for our course offerings and pacing guides to provide a more rigorous curriculum to ensure these students move to higher proficiency levels.



Which stakeholders were involved in analyzing data and developing this goal?

The Greenfield High School English teachers and administration were involved in analysis and development of this goal.

Who are the focus students?

All English Learners are the focus students for this goal.

What is the expected growth?

Our goal is providing for a 5 percentage point growth on the CELDT among all English Learners.

What data will be collected to measure student achievement?

2012 CELDT results will be collected and analyzed to track student achievement.

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

What process will you use to monitor and evaluate the data?

Student data will be monitored and evaluated as part of our academic placement process. Development of an English Learner plan is essential so that student achievement can be assessed to ensure proper placement and growth for this subgroup. This year, Greenfield High School created a two-period non-interrupted block class for each ELD level. Those classes are scheduled at the same time of the school day to allow for greater flexibility for appropriate student placement. We will continue to monitor student achievement within those classes at the semester point and make appropriate changes. Through this process we will also be analyzing CST and CELDT results to ensure we are redesignating students.

Actions to improve achievement to exit program improvement (if applicable).

#### Action Title: Correct Identification and Placement of English Learners

##### Means of Achievement: Alignment of instruction with content standards

Tasks :

- Develop an English Learner plan so students will be correctly identified and placed.
- Students who scored CELDT level 1 (Beginning) are to be placed in ELD 1 for a two period non-interrupted block.
- Students who scored CELDT level 2 (Early Intermediate) are to be placed in ELD 2 for a two period non-interrupted block.
- Students who scored CELDT level 3 (Intermediate) are to be placed in ELD 3 for a two period non-interrupted block.
- Students who scored CELDT level 1-3 may be placed in a higher English class if they scored proficient or advanced on the CST.
- Students who have scored level 3 (Intermediate) on the CELDT for 2 or more consecutive years and have not been reclassified are to be placed in a grade level SDAIE class for a two period non-interrupted block.
- Students who scored Below Basic on the CST are to be placed in a core English class with an additional strategic English class in a non-interrupted block.
- Students who score Far-Below Basic on the CST will be placed in a two period non-interrupted block of Read 180 class.
- Students who score Basic on the CST are placed in a college prep English class.

Measures :

- CST data
- Benchmark assessments
- Curriculum maps
- Lesson plans
- CAHSEE data
- CELDT data

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principal
- English teachers
- Student Services Coordinator

Start Date : 8/3/2011

Completion Date : 6/1/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salaries and Benefits ELD, Read 180, CAHSEE Class, Support ELA Classes	\$55,766

Greenfield High 2011-12  
Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

**Goal Area : WASC**

**Goal Title : WASC Goal 2: Refinement and modification of benchmark and curriculum maps**

Benchmarks and curriculum maps will be regularly updated and modified contingent upon data obtained from formative and summative assessments.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓			✓				

What data did you use to form this goal (findings from data analysis)?

CST data and CAHSEE data was used to form this goal.

How does this goal align to your Local Educational Agency Plan goals?

The LEA plan indicates the need for developing and implementing district wide benchmark assessments and pacing guides in order to improve student achievement.

What did the analysis of the data reveal that led you to this goal?

The analysis of data revealed the need for a more rigorous curriculum in our college prep English classes to move students from the Basic category to the Proficient and Advanced categories.

Which stakeholders were involved in analyzing data and developing this goal?

Greenfield High School staff and administration analyzed data and developed this goal.

Who are the focus students?

All students of all grade levels will participate in this goal.

What is the expected growth?

The anticipated average growth on the CSTs for all groups is 5 percentage points.

What data will be collected to measure student achievement?

- CST data
- Benchmark assessments
- Curriculum maps
- Lesson plans
- CAHSEE data
- CELDT data

What process will you use to monitor and evaluate the data?

Each year teachers and administrators will review assessment data to make modifications to existing benchmarks and curriculum maps. Modifications will be evidenced by lesson plans, administrator classroom walk-throughs, and new assessment data.

Actions to improve achievement to exit program improvement (if applicable).

**Action Title: Use data to drive instruction (WASC Schoolwide Critical Area for Follow-up #4)**

**Means of Achievement: Alignment of instruction with content standards**

Tasks :

- Review CST data and released test items from the previous year. Revise benchmark exams to reflect CST format.
- Refine curriculum maps in all subject areas.
- Continue to discuss and analyze data as a faculty to better understand what the numbers indicate and to determine how teachers can use the data to improve instruction.
- SchoolPlan data analysis software
- Develop the process for creating a data team on campus to assist teachers in analyzing and disaggregating data.
- Work with District to standardize curriculum maps and benchmark testing.
- Departmental time during collaboration days to analyze data, benchmark tests, and pacing guides.

Measures :

- CST scores
- CAHSEE results
- Benchmark tests
- Grades
- Training sign in sheets
- Department minutes
- Powerpoints and handouts from meetings

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principals
- All teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Software Licenses	\$62,273



**Goal Area : WASC**

**Goal Title : WASC Goal 3: Collaboration time for vertical and horizontal articulation**

Staff will be assigned time for interdepartmental, intradistrict, and interdistrict collaboration.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓			✓				

What data did you use to form this goal (findings from data analysis)?

The 2011-2012 English Language Arts and Mathematics CST data was used.

How does this goal align to your Local Educational Agency Plan goals?

The LEA plan addresses the need that collaboration time is valuable and must be used effectively to address professional development goals. Vertical and horizontal collaboration will be used as a tool to increase student achievement.

What did the analysis of the data reveal that led you to this goal?

As evidenced by the 2011 English Language Arts CST scores, Greenfield High School students are moving out of the Far Below Basic and Below Basic categories, but are failing to advance to Proficient and Advanced categories. As evidenced by the 2011 CELDT scores, our students are moving into the Intermediate category, but are failing to move into the Early Advanced and Advanced categories. The use of collaboration time to continue to adapt our curriculum is essential to further student achievement.

The 2011 CST mathematics scores showed an increase in performance. Although the target goal wasn't met, the data indicates improvement. The target goal for next year doesn't reflect as large of an increase as last year but the growth is still projected.

Which stakeholders were involved in analyzing data and developing this goal?

Greenfield High School staff and administration developed this goal to address WASC concerns.

Who are the focus students?

All students of all grade levels will be the focus of this goal.

What is the expected growth?

The anticipated average growth on the CSTs for all groups is 5 percentage points. As of this point, it has been challenging to count on the participation of our feeder school. We are continuing to ask for increased participation and anticipate that their collaboration would lead to higher gains.

What data will be collected to measure student achievement?

- CST data
- Benchmark assessments
- Curriculum maps
- Lesson plans
- CAHSEE data
- CELDT data

What process will you use to monitor and evaluate the data?

Staff and administration will produce collaboration time minutes, pacing guides, and benchmarks as evidence for the process of collaboration. We will continuously review our test data to drive our future collaboration.

Actions to improve achievement to exit program improvement (if applicable).

**Action Title: Focus on research based instructional strategies (WASC Schoolwide Critical Area for Follow-up #5)**

**Means of Achievement: Staff development and professional collaboration**

**Tasks :**

- Prioritize implementing teacher training on research based strategies: schoolwide note taking, cooperative learning, nonlinguistic representation (graphic organizers), and reciprocal teaching.
- Introduce Bloom's Taxonomy and Costa's Three Level's of Questioning into lesson plans.
- AVID summer institute or trainings.
- Coordinate with all departments to help support ELA writing applications and strategies with an emphasis on non-fiction reading.
- Coordinate with all departments to implement the use of sentence frames.
- Coordinate with all departments to implement the use of Cornell notes.
- Coordinate with all departments to implement the use of Constructing Meaning Strategies for English Learners.
- Begin to study and implement the Common Core Standards into curriculum.

**Measures :**

- CST / CAHSEE improvement
- Benchmark improvement
- Overall academic improvement
- Collaboration minutes
- Change in lesson strategies

**People Assigned :**

- State Administrator
- Assistant Superintendent
- Principal
- Assistant Principal
- All teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

**Action Title: Articulate interdistrictly and intradistrictly**

**Means of Achievement: Staff development and professional collaboration**

Tasks :

- Continue developing articulation with Vista Verde Middle School to align math curriculum maps and benchmarks.
- Establish articulation with Vista Verde Middle School to align English curriculum maps and benchmarks.
- Collaborate intradistrictly by department to create a sequential curriculum with pacing guides and benchmarks.

Measures :

- CST / CAHSEE improvement
- Benchmark improvement
- interdistrict and intradistrict curriculum maps
- Overall academic improvement
- Minutes
- Change in lesson strategies

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principals
- All teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

**Goal Area - WASC**

**Goal Title : WASC Goal 4: Increase sense of ownership, responsibility, and belonging at Greenfield HS**

Create a shared sense of responsibility and pride in order to achieve improved academic success.

What data did you use to form this goal (findings from data analysis)?

Part of the analysis that led to the formation of this goal, was studying the WASC recommendations. Looking at our 2011 CST, CAHSEE, and CELDT scores provided further evidence to the relevance of this goal.

How does this goal align to your Local Educational Agency Plan goals?

The LEA plan outlines strategies for increased parent and community involvement in school. This goal attempts to give our community and students more control in school-related matters.

What did the analysis of the data reveal that led you to this goal?

Through the WASC process, we discovered that one potential factor in our school's test scores was a lack of student buy-in. This goal was created to search for ways to increase student, parent, and community involvement and representation.

Which stakeholders were involved in analyzing data and developing this goal?

Greenfield High School staff and administration were involved in studying data and developing this goal.

Who are the focus students?

All students of all grade levels will be the focus of this goal.

What is the expected growth?

The academic result of an increased sense of student ownership, responsibility, and belonging is hard to anticipate; however, our anticipated average growth on the CSTs for all groups is 5 percentage points.

What data will be collected to measure student achievement?

- CST data
- CAHSEE data
- Attendance reports
- Student grades
- SAT, ACT, and AP scores
- Graduation rates

What process will you use to monitor and evaluate the data?

Staff and administration will monitor student and parent participation in extra-curricular meetings and activities. Administration will review attendance, grades, and graduation rates to determine if there is an increase in student ownership and responsibility. As a staff and student body, we will also search for increased ways for students and parents to gain ownership and belonging at Greenfield High School. We will also review all test data on an ongoing basis.

Actions to improve achievement to exit program improvement (if applicable).

**Action Title: Regularly share student performance with parents (WASC Schoolwide Critical Area for Follow-up #1)**

**Means of Achievement: Involvement of staff, parents and community**

Tasks :

- Aeries training for teachers.
- Utilize technology such as website, email, Aeries parent portal to communicate with parents about student achievement.
- Weekly progress reports requested by parents/guardians or generated by teacher.
- Parent conferences requested by either teachers or parents/guardians.
- Phone calls to parents/guardians.
- All teachers will do schoolwide progress reports every five weeks which will include letter grades.
- Use of marquee to inform community of calendar events, progress reports, and upcoming activities.

Measures :

- Parent involvement in Aeries training
- 4 year plan
- Five week progress reports
- Training sign-in sheets for Aeries training

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principals
- All teachers
- Parents/Guardians
- Counselor
- All staff members

Start Date : 8/3/2011

Completion Date : 6/1/2012

**Action Title: Increase student participation in educational development**

**Means of Achievement: Alignment of instruction with content standards**

Tasks :

- Provide incentives for improvement on CST:
- Implement a student program that promotes a positive learning community atmosphere:
- student of the month
- 4.0 reception
- academic rallies / test rally
- Improve athletic involvement
- Implement a college night
- Math Day/Fair
- HW passes
- question booths
- math trivia /quiz show
- Mathletics
- Promote CST / CAHSEE
- Continue fostering club activities

Measures :

- CST / CAHSEE improvement
- Benchmark improvement
- Overall academic improvement
- Club charters
- Increased athletic participation
- Increased graduation rate
- Increased college enrollment

People Assigned :

- State Administrator
- Assistant Superintendent
- Principal
- Assistant principals
- All teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

**Action Title: Increase parent/guardian involvement**

**Means of Achievement: Involvement of staff, parents and community**

Tasks :

- Develop a plan to provide opportunities for increased parent/guardian involvement.
- Provide training for Aeries parent portal.
- Bilingual gang awareness presentation provided Greenfield High School's SRO.
- Involve parents in DELAC, ELAC, School Site Council, and District Advisory Committee.
- Utilize district website, phone dialers (AlertNow), Aeries Parent Portal, marquees, newsletters to communicate upcoming events.
- Continue to implement a home/school compact with each student and parent/guardian. Include attendance, academic achievement, behavioral expectations, necessity of taking tests, etc.
- Continue to provide opportunities for parents to come to school (parent informational meetings, Back to School Night, parent/teacher informational meetings).

Measures :

- Improved parent/guardian participation at meetings, back to school night, academic/athletic award banquets, sporting events, etc.

People Assigned :

- All parents/guardians
- State Administrator
- Assistant Superintendent
- Principal
- Assistant principals
- All teachers

Start Date : 8/3/2011

Completion Date : 6/1/2012

Greenfield High 2011-12  
Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : **\$230,027**

Total Annual Expenditures for Current School Plan: **\$298,350**

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$230,027	\$298,350	(\$68,323)
	Close achievement gap with English Learners (WASC Schoolwide Critical Area for Follow-up #3)		\$55,766	
	Correct Identification and Placement of English Learners		\$55,766	
	Modify Instructional Pacing Guides		\$62,273	
	Update benchmarks		\$62,273	
	Use data to drive instruction (WASC Schoolwide Critical Area for Follow-up #4)		\$62,273	
Total amount of categorical funds allocated to this school:		\$230,027	\$298,350	(\$68,323)



Greenfield High 2011-12  
Single Plan For Student Achievement Report

**School Site Council Membership**

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

Name	Represents	Contact Info	Reviewed Plan Date
James Goddard	Principal	831-674-2751	11/16/2011
Juan Aguirre	Other School Staff		11/16/2011
Jose Luis Pacheco	Parent or Community Member		11/16/2011
Gail White	Parent or Community Member		11/16/2011
Jose Luis Llamas	Parent or Community Member		11/16/2011
Tobias Lopez	Classroom Teacher		11/16/2011
Patricia Schierer	Classroom Teacher		11/16/2011
Allison Steinmann	Classroom Teacher		11/16/2011
Sandra Brusch	Classroom Teacher		11/16/2011
Arturo Siguenza	Secondary Student		11/16/2011
Cecilia Aguirre	Secondary Student		11/16/2011
Brenda Dominguez	Secondary Student		11/16/2011

**Total Number of Committee Members**

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	4	1	3	3

Greenfield High 2011-12  
Single Plan For Student Achievement Report

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**Recommendations and Assurances**

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

Approval Date

1. School Site Council Members
2. Plan Review Due Date: 11/16/2011
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
  - Language Arts Teachers 11/4/2011
  - Math Teachers 11/4/2011
  - School Site Council 11/16/2011
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date: 11/11/2011
9. District Governing Board Annual Review Due Date: 11/16/2011
10. This School Plan was adopted by the School Site Council at a public meeting on: 11/16/2011
11. Attested by School Principal: 11/16/2011
12. Attested by School Site Council Chairperson: 11/16/2011

James Goddard

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

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

\_\_\_\_\_  
Date

Patricia Schierer

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

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

\_\_\_\_\_  
Date

### Analysis of Current Educational Practice

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

**Math:** The math department uses results from CSTs, CAHSEE, Cal Poly Algebra readiness test, and departmental benchmarks to assess students and the effectiveness of instruction. The CST results are used specifically to modify curriculum maps. The CAHSEE results are used to help identify the low performing areas of students who haven't passed the exit exam and target those areas when helping them prepare to retake the test. The CAHSEE results have also been used to help modify curriculum for the algebra 1 courses. The overall results are studied and used to identify the low performing areas. Then these areas are targeted in the classroom during regular instruction.

#### **Language Arts:**

The English department uses results from the CSTs, CAHSEE, and departmental benchmarks to assess student learning and then modify instruction as needed. Curriculum maps are in place within most grade levels. The senior college preparatory English class teachers are currently using CSU's Expository Reading and Writing Course (ERWC) as their curriculum. Also, the GHS schedule allows for double period Strategic English classes for targeted students who have scored low on the CSTs. Read 180 classes were added last year for students who scored far below basic on the CSTs. Students' CELDT scores were also taken into consideration and a double period SDAIE English class was instituted at each grade level (9-11) for students scoring 3-5 and who have not been re-designated yet. CAHSEE prep classes have also been added into the master schedule for those students who have yet passed the CAHSEE and are juniors and seniors. The district modified the bell schedule to increase the contact time with students and improve student achievement.

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

The English and Math departments are working on refining benchmarks and pacing guides within each grade level, the school site and the district. The departments have looked at data available at SchoolPlan and adjusted their curriculum maps accordingly to address core standards. Also, the departments use SchoolPlan to upload data from quarterly benchmark tests and then analyze data to modify instruction. Grade level tests/quizzes aligned to standards are given frequently so that student performance can be monitored and instruction can be modified.

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

At GHS the majority of the teachers meet the Federal Requirements to be Highly Qualified. The school has requested a seniority list from the District Office. The school has also requested that the District provide or send out the NCLB 30 day notices of Non-Highly Qualified teachers. These notices inform parents within 30 days that their child is being taught by a Non-Highly Qualified teacher who has not yet met the Highly Qualified Requirements.

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

The Principal and one of the Assistant Principals both went through the AB 430 training prior to being employed by the KCJUHSD.

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

The ELA department has been asking for AB 466 training for the past 5 years. About 50% of the math teachers have gone through the AB 466 training or an equivalent training.

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

**Math:** The math department has used SchoolPlan this year to modify the curriculum maps from last year. Results from benchmark assessments from last year were also used to make changes.

#### **Language Arts:**

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

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Staff development has been focused on using SChoolPlan to modify and refine curriculum maps and benchmarks from last year. Also, the Greenfield High School English department hopes to continue to collaborate with the English department at King City High School to vertically align curriculum with the EAP portion of the CST in mind. Most students in the district are scoring not ready for college on the English portion and are enrolled in the CSU's Expository Reading and Writing Course (ERWC) course their senior year. The goal is to increase the number of students who score ready for college. The current staff development plan is to create modules that will be incorporated at each grade level that provide readiness for those reading and writing standards. In addition, the English department will begin to analyze the common core standards and align them to the current state standards. All Greenfield High School English teachers were trained in Constructing Meaning strategies at the beginning of the school year. English teachers will use this time to work on creating units which implement these strategies (sentence stems, graphic organizers, etc) in order to help our English Learners and lower achieving students be successful in academic language instruction.

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

Math: ALL teachers in the math department work together in studying SchoolPlan data and benchmark data to help identify weak areas of study and low performing students.

English: English teachers work together to study data, create lessons and assessments. At this time, the district does not have instructional coaches available. Hopefully in the future we will have some.

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

During the 2011-2012 school year weekly Collaboration Days have been negotiated into the contract. Every Wednesday teachers collaborate from 1:45 p.m. to 3:15 a.m. The purpose of collaboration is to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing student learning. The focus of collective inquiry is both a search for best practices for helping all students learn at high levels and an honest assessment of the current reality regarding teaching practices and student learning. Collaboration time will focus on the following:

- Look at test data to determine the power standards for each core subject
- Develop pacing guides to achieve the power standards to be achieved throughout the life of the course
- Develop benchmark assessments for each subject taught
- Discuss best practices of instruction so students do achieve at higher levels
- Discuss and develop process and procedures for Special Education teachers to collaborate (collaborative teaching) in helping students reach higher levels of achievement
- Determine what "hidden skills of academic literacy" must be identified and taught across the curriculum (all subject areas, i.e. note taking to note making)
- Determine incentives for students to achieve that will be used in all departments, by all teachers

Language Arts:

Teachers in the English department have been meeting by grade level to collaborate on refining pacing guides and curriculum maps. Teachers discuss grade level curriculum to be taught and benchmarks to be given. More collaboration needs to occur, so that the department is collaborating both vertically and horizontally. Collaboration in the English department needs to continue with both district sites. Weekly collaboration days will facilitate this collaboration and sharing of ideas and curriculum. All English teachers have been trained in Constructing Meaning strategies. English teachers will use this time to work on creating units which implement these strategies (sentence stems, graphic organizers, etc) in order to help our English Learners and lower achieving students be successful in academic language instruction.

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

Math:

The math department has used time inside and outside contract hours to update/modify curriculum maps. We have studied data taken from SchoolPlan to make these changes and to help guide our instruction.

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

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#### Language Arts:

In addition to the ongoing process of refining benchmarks and pacing guides across the grade levels, last year the district adopted new standards-based curriculum to service the specific language levels of students. 12th grade English became Expository Reading and Writing Course (ERWC). This is a CSU developed curriculum designed to help college bound students become more college ready by practicing rhetorical strategies for reading and writing. The California 11th and 12th grade standards are incorporated and designated in the activities. EDGE curriculum was adopted to service the ELD population. Read 180 was adopted for the students who scored "Far Below Basic" on their CST Language tests. SDAIE methods are incorporated in the SDAIE double period classes, which give extra support to "mainstream" ELD students. The English department plans to continue to collaborate with the King City High School English department in order to have vertical alignment across the grades in regards to ERWC goals and academic language production. The plan is to create modules that will be incorporated at each grade level that provide readiness for those reading and writing standards.

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

Not Applicable (9-12)

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

Not Applicable (9-12)

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

We are Williams compliant with the textbooks and instructional materials used in the classroom. These materials are available to all students. In many of the classes, especially in those courses in which textbooks have recently been purchased and adopted, students have a copy they can keep at home and a class set that they can use in the classrooms (in most classrooms).

Math: Last year was an adoption year for math so new textbooks were purchased for all math courses. This year a geometry practice workbook and assessment book were purchased. A Spanish workbook book was also purchased to help accommodate the EL students. CAHSEE practice books were purchased for use in the CAHSEE prep class and after school CAHSEE tutoring. Standards Plus, a standards based program, has been implemented this year in the algebra support classes. The program consists of 180 mini-lessons including assessments and will be shadowing the regular algebra classes.

Language Arts: Standards aligned textbooks are available in the College Prep, Pre AP and AP classes in the form of the 2002 Glencoe Literature: The Reader's Choice series. We did not purchase English texts on the last adoption cycle; therefore, we do not have many of the up-to-date support material like publisher-created benchmark assessment test and standard-based activities related to the literature. The senior college preparatory English classes are using CSU's created Expository Reading and Writing Course (ERWC). Last year we did purchase the EDGE program for the ELD students and the Read 180 program for the lowest scoring students.

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

The school has State and District Standards-aligned adopted Instructional Materials. There is a concern from the English Language Arts department that budget constraints prevented the English department from textbook adoption in 2007-2008 school year. As a result the English department is using outdated textbooks without many support materials for universal access. Hampton- Brown edge Fundamentals and Edge Level A materials were purchased for ELD 1, ELD 2, and ELD 3 classes. Scholastic's READ 180/ System 44 was purchased for intensive intervention classes and implemented this year. Pearson College Algebra 1 (2007) was purchased for the Algebra 1 classes in 2008.

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

Math: This is the last year the math department is using the Cal Poly Algebra Readiness test. The math department will be developing its own assessment and implement it for the 2010-2011 school year to help in placement for freshman. The Standards Plus program has been implemented this year in the algebra support classes to help reinforce and reteach the standards covered in the regular algebra classes. Last year rigorous CAHSEE review was implemented throughout the school year in all math classes composed primarily of 10th graders. The same study packet was distributed to 10th graders not in these classes. This year the same type of review will take place except it will be initiated in January to allow for progress in the core classes and to hold the review closer to the test date for the 10th graders.

## Greenfield High 2011-12

### Single Plan For Student Achievement Report

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#### English:

English support classes (both SDAIE and Strategic) are offered for those students in grades 9-11 who are underperforming. A CAHSEE support class is offered for 11th and 12th grade students who have not yet passed the CAHSEE. READ 180 is being used to address the needs of underperforming students as well.

#### 15. Research-based educational practices to raise student achievement at this school (ESEA):

The school is offering an AVID section for 9th grade students and another section for 10-12 grade students. Research-based Cornell Note taking educational practice is part of the daily curriculum. Language Arts: Last year, Read 180 (a double period class) was implemented for students scoring far below basic. This program is designed to teach the students basic skills in order to raise student achievement in their classes and on state mandated tests (CSTs and CAHSEE). The AVID elective class was added to the master schedule this year for a group of freshman students. Teachers who are part of the AVID site team went to an AVID workshop this summer and are implementing the use of Cornell notes in their subject area. Hopefully this will become a school-wide educational practice. All English teachers have been trained in Constructing Meaning strategies (sentence stems, graphic organizers, etc) in order to help our English Learners and lower achieving students be successful in academic language instruction. Many teachers in the English department are using graphic organizers and sentence stems to help students be successful in their grade level assignments. Also, higher level questioning techniques are utilized in lessons. More training in researched-based educational practices are needed for all Greenfield High School teachers.

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

Math: Since last year the math department has been using in-class tutors provided by Gear-up. After school tutoring was also offered on a weekly basis. This year with the assistance of Gear-Up/Title 1 money tutoring is being offered bi-weekly. Title 1 funds have also been used to provide new resources for students still needing to pass the CAHSEE.

#### English:

- SES tutoring
- ELAC
- GEAR-UP
- TALENT SEARCH
- Migrant Ed
- VFW essay contest
- Scheid essay contest

#### 17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

At GHS all stakeholders' representatives participate in the following: • WASC Self-Study • School Site Council • ELAC

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

Math: The math department began to take advantage of in-class tutors provided by the Gear-Up program. These tutors are mainly used in the algebra support classes but also in some of the regular math classes. The aid of these tutors is crucial in improving the performance of under-performing students. One tutor has also been assisting twice a week in after school tutoring for students in any math class and students studying for the CAHSEE

#### English:

SES- required by being PI school. Also, in-class tutors provided by the GEAR-UP program are being utilized in the English classes.

#### 19. Fiscal support (EPC):

The District was taken over by the State in 2009-2010 school year due to Fiscal problems. Currently the District has a State Administrator. The role of the Board and the School Site Council is to advise the State Administrator.

### **Nine Essential Program Components**

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and \* English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.

# 2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT



## King City High School

South Monterey County  
Joint Union High School District

The District Governing Board  
approved this revision of the School  
Plan on: 11/16/2011

Principal:  
Bruce Corbett

Address:  
720 Broadway St.  
King City, California 93930-3311

Phone:  
831-385-5461

Email:  
[bcorbett@kingcity.k12.ca.us](mailto:bcorbett@kingcity.k12.ca.us)

Website:  
[www.kingcityhighschool.com](http://www.kingcityhighschool.com)





King City High 2011-12  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Professional Development</b>			
<b>Administrative Training</b>			
Leadership for Accelerated Results (LAR)	11/9/2011	11/6/2012	\$5,000
<b>Broad-based and collaborative</b>			
<b>Technology</b>			
<b>Webinars</b>			
Continuous Improvement	8/3/2011	7/30/2012	\$12,000
<b>Science</b>			
<b>Pursuit of instructional strategies targeting low performing students</b>			
Staffing and Professional Development	11/9/2011	11/9/2011	\$3,000
<b>English-Language Arts</b>			
<b>Alignment of Instruction</b>			
Professional Development	11/9/2011	7/30/2012	\$10,000
<b>WASC</b>			
<b>Involvement of staff, parents and community</b>			
WASC	11/10/2011	12/16/2011	\$2,500
<b>Other</b>			
<b>Multiple Measures of Student Data</b>			
Data Analysis	10/16/2009	8/31/2012	\$0
TurnItIn.com licensing	2/13/2010	6/3/2012	\$1,000
USA Test Prep	10/18/2011	7/30/2012	\$15,000
<b>Quarterly Benchmarks</b>			
Quarterly Benchmarks	2/1/2010	8/30/2012	\$0
<b>Total Annual Expenditures for Current Site Plan: \$48,500.00</b>			

# King City High 2011-12

## Single Plan For Student Achievement Report

### Goals

#### Form A: Planned Improvements in Student Performance

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

#### Goal Area : Professional Development

#### Goal Title : Administrative Training

In an attempt to become a more effective leader in a program improvement school the site principal engages in LAR (Leadership for Accelerated Results) provided by the Monterey County Office of education.

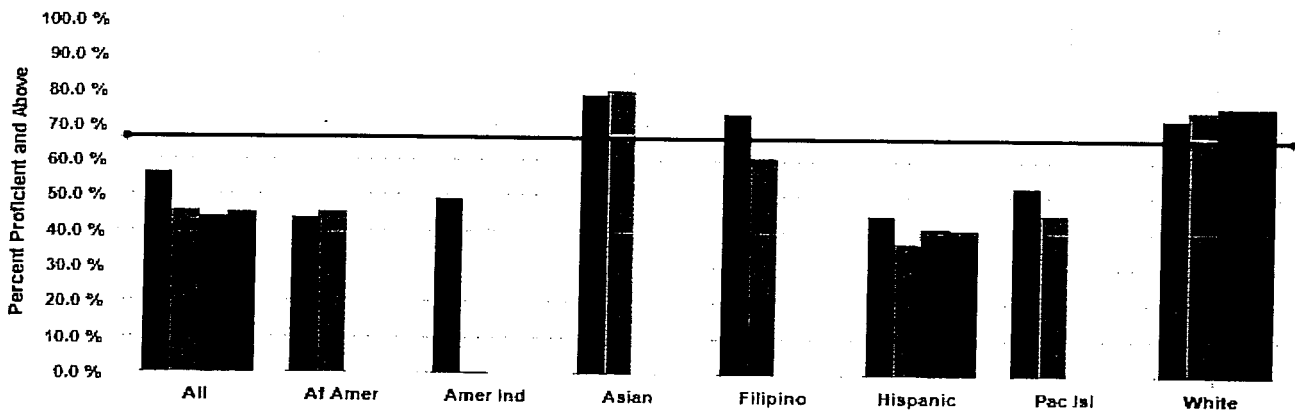
#### Essential Program Components

EPC#	1	2	3	4	5	6	7	8	9
Have	✓			✓					

What data did you use to form this goal (findings from data analysis)?

King City High School continues to remain in program improvement status due to low graduation rate and a large achievement gap between high performing students and low performing students.

**King City High School Comparisons**  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2011 English-Language Arts



2011 AYP Percent Proficient Target 66.7 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	56.2 %	43.4 %	49.0 %	78.7 %	73.6 %	44.7 %	53.0 %	72.3 %
California #	2,084,680	108,003	12,607	247,354	70,705	858,797	11,300	712,773
Monterey County %	45.4 %	44.9 %	0.0 %	79.7 %	60.8 %	37.0 %	45.1 %	74.6 %
Monterey County #	17,110	248		507	377	10,389	41	4,362
South Monterey County High School District %	43.6 %					41.0 %		75.9 %
South Monterey County High School District #	195					165		22
King City High School %	44.9 %					40.7 %		75.9 %
King City High School #	102					77		22

How does this goal align to your Local Educational Agency Plan goals?

NA

## King City High 2011-12

### Single Plan For Student Achievement Report

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#### What did the analysis of the data reveal that led you to this goal?

Upon viewing the AMO's for the four CST's English, Mathematics, Science, and social science it is evident that an achievement gap continues to exist even though the school has made significant improvement in their API scores over the past 3 years.

#### Which stakeholders were involved in analyzing data and developing this goal?

District level administration. Dr. Daniel Moirao Asst. Superintendent of Curriculum.

#### Who are the focus students?

Students performing at basic, below basic, and far below basic on the CST's.

#### What is the expected growth?

8-15 % annum.

#### What data will be collected to measure student achievement?

Review of benchmark data, and the 2012 STAR test results.

#### What process will you use to monitor and evaluate the data?

PLC team meetings, review of school charts.

#### Actions to improve achievement to exit program improvement (if applicable).

Continue process of improving poor student performance primarily through the use of instructional strategies and curriculum designed to meet the needs of all students.

### Action Title: Leadership for Accelerated Results (LAR)

#### Means of Achievement: Alignment of instruction with content standards

##### Tasks :

Enlist in a cohort of elementary, middle school, and high school principals with similar tasks. The training is provided by MCOE every 10 weeks. Focus is on learning researched based strategies unique to Program Improvement school with a commonality of a high population of EL students. Sharing of successful practices and review of best practices in other districts state wide.

##### Measures :

Attend meetings. Engage other high schools in the Salinas Valley that have developed successful strategies in improving their API scores. Implement tools specific to continuous improvement at KCHS.

##### People Assigned :

Bruce Corbett

Start Date : 11/9/2011

Completion Date : 11/6/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Principals training	\$5,000

King City High 2011-12  
Single Plan For Student Achievement Report

**Goal Area : Professional Development**

**Goal Title : Broad-based and collaborative**

Opportunities for staff development will be made available for teachers to learn a variety of scientifically research-based teaching strategies, standards-based common assessments, and vertical and horizontal articulation. The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓								

**What data did you use to form this goal (findings from data analysis)?**

NA

**How does this goal align to your Local Educational Agency Plan goals?**

WASC Visiting Committee Report A3 Indicators Page 14.

**What did the analysis of the data reveal that led you to this goal?**

NA

**Which stakeholders were involved in analyzing data and developing this goal?**

Administration, faculty, students, parents.

**Who are the focus students?**

Low performing students as identified as basic, below basic, and far below basic.

**What is the expected growth?**

All staff members will have an opportunity to participate in collaboration sessions and professional development in the form of faculty meetings, focus group meetings, WASC leadership training, district buy back data, release time, or other forms of training.

**What data will be collected to measure student achievement?**

Department meeting minutes; School Site Council meeting minutes; budget allocations; staff development surveys; sign-in sheets.

**What process will you use to monitor and evaluate the data?**

Staff development surveys and meeting minutes.

**Actions to improve achievement to exit program improvement (if applicable).**

# King City High 2011-12

## Single Plan For Student Achievement Report

### Form A: Planned Improvements in Student Performance

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

### Goal Area : Technology

### Goal Title : Webinars

In pursuit of continuous improvement in instructional strategies designed to meet the needs of low performing students teachers may view a number of webinars through web sites such as West Ed, Khan Academy, USA Test Prep. When needed, selected faculty members may request sub coverage if the webinar is only available during school hours.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have						✓		✓	

#### What data did you use to form this goal (findings from data analysis)?

Data generated from school plan, local Bench mark tests, CST's.

#### How does this goal align to your Local Educational Agency Plan goals?

WASC Chapter 2 Progress Report. Page 5 #6. "Continued professional development will be provided that is focused on the school's identified and unified supported priorities."

#### What did the analysis of the data reveal that led you to this goal?

Historically the achievement gap between successful and low performing groups has not closed. Recent implementation of new curriculum has showed modest gains in the closing of the gap. Focus must now be shifted to modifying instructional strategies.

#### Which stakeholders were involved in analyzing data and developing this goal?

KCHS site administration, department chairs, teacher leaders.

#### Who are the focus students?

Low performing students.

#### What is the expected growth?

8-15% per year school wide.

#### What data will be collected to measure student achievement?

Bench mark tests, CAHSEE exam, Math and English, STAR test results.

#### What process will you use to monitor and evaluate the data?

School plan, faculty written responses to bench mark testing, review of CST's.

#### Actions to improve achievement to exit program improvement (if applicable).

Improved instructional strategies to engage low performing students will increase graduation rate.

King City High 2011-12  
Single Plan For Student Achievement Report

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**Action Title: Continuous Improvement**

**Means of Achievement: Alignment of instruction with content standards**

**Tasks :**

Over the past 10 years there have been a number of research based instructional strategies that have prove effective for a variety of learning styles. King City High School must focus the efforts of its faculty upon strategies that are effective and unique to english learners. It only then that we will be able to close the achievement gap between the high and low level learner.

**Measures :**

Using the technological capabilities of the Results Room our faculty can utilize a variety of web based resources to educate themselves. There are a number of websites that can meet the needs of our faculty, including but not limited to WestEd, Khan Academy, USA Test Prep, and Schools Moving Up. This practice far more cost efficient than sending a cohort of instructors to a conference and most importantly, tailor made to our needs due to the number and variety of websites available today.

**People Assigned :**

KCHS faculty, administrative team.

**Start Date :** 8/3/2011

**Completion Date :** 7/30/2012

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
Economic Impact Aid: Limited English Proficiency (LEP)	Buy subs to allow faculty to attend webinars	\$12,000

# King City High 2011-12

## Single Plan For Student Achievement Report

### Form A: Planned Improvements in Student Performance

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

#### Goal Area : Science

#### Goal Title : Pursuit of instructional strategies targeting low performing students

Historically speaking students taking earth science classes have not collectively achieved higher than 23% proficient on their CST's. It is the intent of King City High School to acquire and implement contemporary teaching strategies to increase student test scores e.g. Explicit Direct Instruction (EDI) or Constructing Meaning (CM).

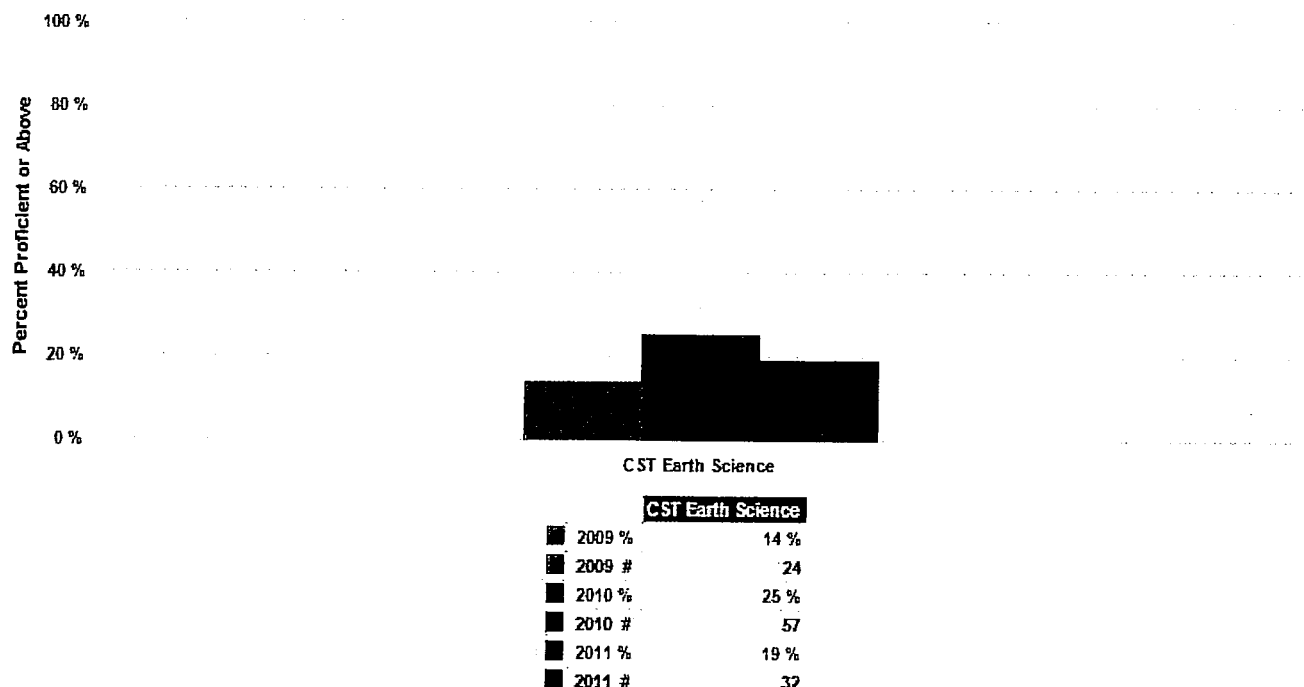
#### Essential Program Components

EPC#	1	2	3	4	5	6	7	8	9
Have								✓	✓

What data did you use to form this goal (findings from data analysis)?

School charts data demonstrating poor student performance over the past 3 years.

King City Joint Union High School District  
King City High School  
CST Earth Science  
2009 to 2011 Students Percent Proficient or Above



How does this goal align to your Local Educational Agency Plan goals?

WASC Visiting Committee Report Standards Based Learning: Instruction C1. "Observations of classroom instruction revealed a general lack of variety in diver, research-based instructional strategies" Areas for Growth: Training in teaching strategies such as but not limited to increasing student engagement, differentiating instruction, use of CLAD stregies, and ....increase the variety of instructional approaches used in the classroom;develop a culture of learning from each other's most effective practices. Use of modified instructional practices and research-based strategies to assist diverse student populations in succeeding at high levels respective to their abilities.

## King City High 2011-12

### Single Plan For Student Achievement Report

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**What did the analysis of the data reveal that led you to this goal?**

Historically low performance on CST's.

**Which stakeholders were involved in analyzing data and developing this goal?**

Administration, faculty.

**Who are the focus students?**

Students enrolled in earth science and life science classes.

**What is the expected growth?**

10-15 percentage points in the 2012 CST's for earth science.

**What data will be collected to measure student achievement?**

Bench mark tests, STAR test.

**What process will you use to monitor and evaluate the data?**

Collaboration of department members. Adminsitration narrowing the focus upon student achievement. Support from student services coordinator

**Actions to improve achievement to exit program improvement (if applicable).**

Reduction in students failing the course thereby advancing grade level and meeting science requirement for graduation.

#### Action Title: Staffing and Professional Development

**Means of Achievement: Alignment of instruction with content standards**

**Tasks :**

Obtain research based training on instructional strategies designed to engage students in learning. Lower level science classes targeted for implementation: Earth Science, Life Science.

**Measures :**

Review of instructional materials, visiting other high schools in the area that have already implemented Explicit Direct Instruction (EDI) practices. Pilot lessons during the spring of 2012 moving toward full implementation for the 2012-2013 school year.

**People Assigned :**

Roianne Benjamin, Eliseo Silva

**Start Date :** 11/9/2011

**Completion Date :** 11/9/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Release Day-Sub Costs, Peer Observation-Sub Costs	\$3,000



## King City High 2011-12

### Single Plan For Student Achievement Report

#### Form A: Planned Improvements in Student Performance

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

#### Goal Area : English-Language Arts

#### Goal Title : Alignment of Instruction

To develop common-core aligned multiple-choice benchmarks in conjunction with EAP-based writing prompts that will be used to generate student data. Grade-level data analysis will be used to institutionalize best practices where English Learners are provided with significant language acquisition scaffolding through Constructing Meaning techniques. Teachers will be trained to help all students in the development of academic discourse while implementing a gradual release of responsibility instructional model. Struggling students will be identified and supported using a Response to Intervention, while Springboard discourages the achievement gap and inspires a greater diversity of student participation in honors and AP courses.

Deconstructed common core standards aligned to our existing scope and sequence using a Tulare county-developed "crosswalk"; "bookmarks" indicating learning objectives and strategies for determining best practices; grade level quarterly multiple-choice benchmarks designed to assess student mastery levels of the standards taught during the quarter; state, county, district and school-wide data comparisons assessed for subgroup growth and program improvement; master schedule recommendations based on data to determine appropriate staffing and course offerings.

#### Essential Program Components

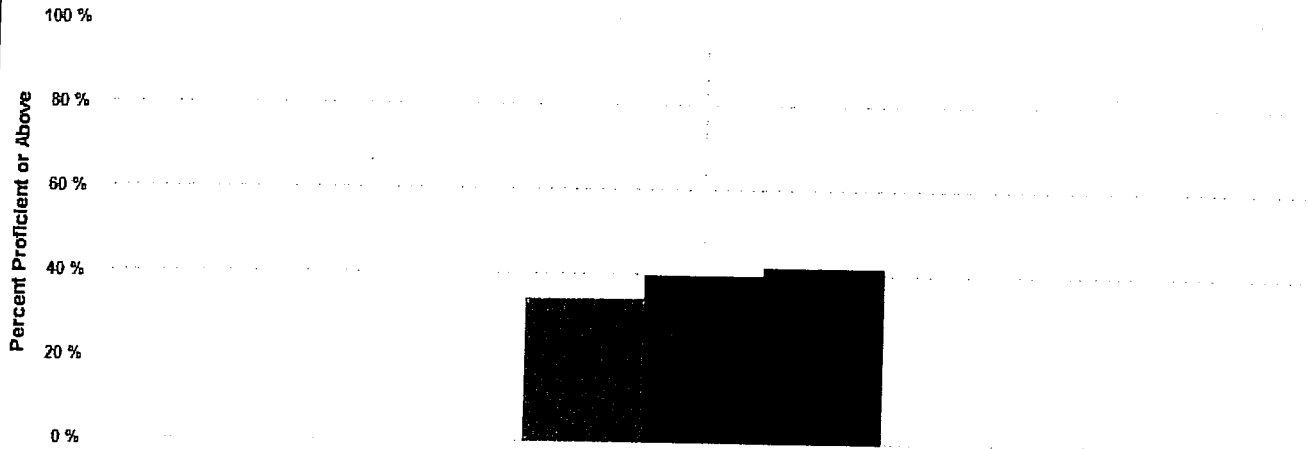
EPC#	1	2	3	4	5	6	7	8	9
Have						✓			

What data did you use to form this goal (findings from data analysis)?

2011 CST scores, CAHSEE exam.

King City High 2011-12  
Single Plan For Student Achievement Report

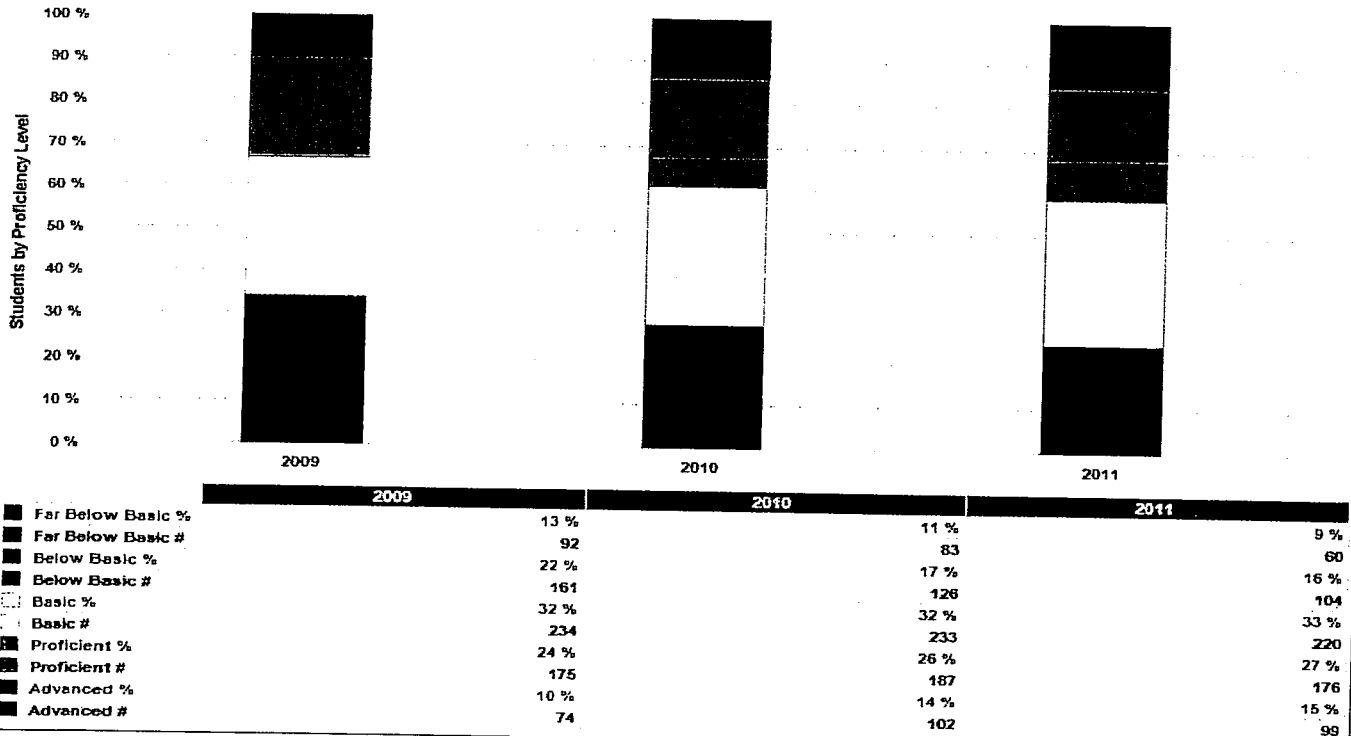
King City Joint Union High School District  
King City High School  
CST English-Language Arts  
2009 to 2011 Students Percent Proficient or Above



CST English-Language Arts

CST English-Language Arts	
2009 %	34 %
2009 #	249
2010 %	40 %
2010 #	289
2011 %	42 %
2011 #	274

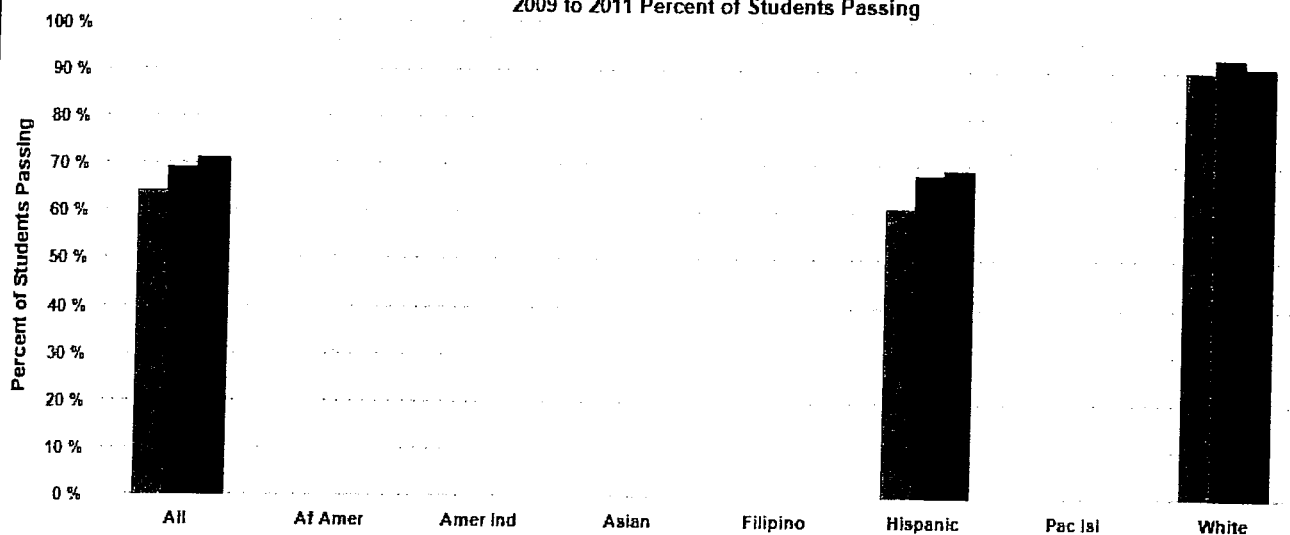
King City Joint Union High School District  
King City High School  
CST English-Language Arts  
2009 to 2011 Students by Proficiency Level



# King City High 2011-12

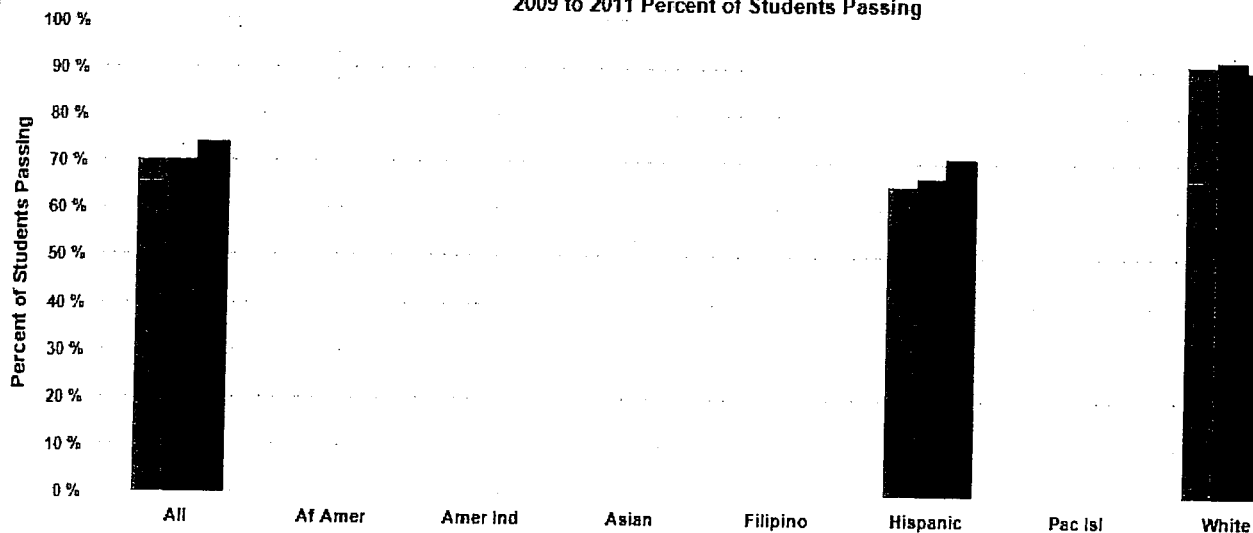
## Single Plan For Student Achievement Report

South Monterey County High School District  
CAHSEE English-Language Arts: Grade 10 Students  
2009 to 2011 Percent of Students Passing



	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
2009 %	64 %					61 %		90 %
2009 #	353					293		46
2010 %	69 %					68 %		93 %
2010 #	321					288		26
2011 %	71 %					69 %		91 %
2011 #	339					299		29

King City High School  
CAHSEE English-Language Arts: Grade 10 Students  
2009 to 2011 Percent of Students Passing



	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
2009 %	70 %					65 %		91 %
2009 #	182					133		39
2010 %	70 %					67 %		92 %
2010 #	163					137		22
2011 %	74 %					71 %		90 %
2011 #	175					141		28

## King City High 2011-12

### Single Plan For Student Achievement Report

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#### How does this goal align to your Local Educational Agency Plan goals?

WASC visiting committee report C2:

"Areas for Growth". Increased involvement of students in learning experiences across the curriculum that include the use of reading and writing strategies as well as explicit learning goals for lessons and units.

WASC visiting committee report D4: "Increased modification of instructional planning and delivery following analysis of student performance data; focus on research-based instructional strategies.

#### What did the analysis of the data reveal that led you to this goal?

Achievement gap remains in relatively the same ratio.

#### Which stakeholders were involved in analyzing data and developing this goal?

English Department members: Chair Genevieve Phillips, Stacey Callerman, Brian Brooks, Theresa Shaw, Megan Munoz, Keith Jagger, James Allison, Chris Houston, Kathryn Smith, MCOE staff Sandra Wilson, Jordan Alexander, Kate Kinsella.

#### Who are the focus students?

Poor performing students

#### What is the expected growth?

8-15 % per annum

#### What data will be collected to measure student achievement?

Bench mark tests, CST's.

#### What process will you use to monitor and evaluate the data?

Collaboration among English Dept. members, site and district administration.

#### Actions to improve achievement to exit program improvement (if applicable).

Improved student achievement positively affects graduation rate.

### Action Title: Professional Development

#### Means of Achievement: Alignment of instruction with content standards

##### Tasks :

Meet as a department to implement and refine research based instructional strategies unique to Constructing Meaning (CM).

##### Measures :

Sharing best practices. Develop a common department wide understanding of the program components. To become proficient by the spring of 2012 with the expectation moving outside the English department developing the program school wide.

##### People Assigned :

Genevieve Phillips, Stacey Callarman, Brian Brooks, Theresa Shaw, Megan Munoz, Keith Jagger, James Allison, Chris Houston, Kathryn Smith.

Start Date : 11/9/2011

Completion Date : 7/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Sub costs-Additional training	\$10,000

# King City High 2011-12

## Single Plan For Student Achievement Report

### Form A: Planned Improvements in Student Performance

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

#### Goal Area : WASC

#### Goal Title : Involvement of staff, parents and community

Five focus groups, Organization, Curriculum, Instruction, Assessment, and School Culture will meet during the 2011-2012 school year to review and respond to the Critical Needs stated in the WASC Visiting Committee Report. The analyses from each group will also contribute to the creation of ongoing school improvement as reflected in the WASC VCR.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have								✓	✓

**What data did you use to form this goal (findings from data analysis)?**

WASC Visiting Committee Report

**How does this goal align to your Local Educational Agency Plan goals?**

Specified in WASC report as Critical needs.

**What did the analysis of the data reveal that led you to this goal?**

We must engage more fully in the process of continuous improvement.

**Which stakeholders were involved in analyzing data and developing this goal?**

Faculty, site administration, parents, community.

**Who are the focus students?**

NA

**What is the expected growth?**

Full compliance.

**What data will be collected to measure student achievement?**

NA

**What process will you use to monitor and evaluate the data?**

Meeting by focus groups. Written responses to critical needs.

**Actions to improve achievement to exit program improvement (if applicable).**

NA

King City High 2011-12  
Single Plan For Student Achievement Report

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**Action Title: WASC**

**Means of Achievement: Alignment of instruction with content standards**

**Tasks :**

Preparation of the WASC report is time consuming and requires that the best of our authors and data collection faculty be involved. It is necessary to provide adequate time and resources to produce the desired product. Prior to December KCHS must submit a written response to the critical needs assigned to our school. It will be necessary to require the services of 3-5 faculty members to create and produce the document.

**Measures :**

Buy substitutes to cover classes so that the writing committee can meet and collaborate while producing the document.

**People Assigned :**

TBA

**Start Date :** 11/10/2011

**Completion Date :** 12/16/2011

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Compensation, copying supplies	\$2,500

## King City High 2011-12

### Single Plan For Student Achievement Report

#### Form A: Planned Improvements in Student Performance

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

**Goal Area : Other**

**Goal Title : Multiple Measures of Student Data**

All departments will continue to collaboratively adjust department goals based on disaggregated data and will implement changes to instructional strategies. Each department will also implement two 9-week benchmarks the second semester with a proficiency goal of 80% or higher. This and other efforts to monitor and analyze student performance more frequently is expected to increase the passing rate for CAHSEE of 80% or higher for 10th grade students and a 60% or higher proficiency rate for all subgroups on the 2012 CSTs to continue to close the achievement gap.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have								✓	✓

**What data did you use to form this goal (findings from data analysis)?**

School wide data collection from CST scores.

**How does this goal align to your Local Educational Agency Plan goals?**

Ongoing commitment to close achievement gap of KCHS.

**What did the analysis of the data reveal that led you to this goal?**

The achievement gap based upon CST's continues to remain proportionately to same since 2002.

**Which stakeholders were involved in analyzing data and developing this goal?**

King City High School learning community.

**Who are the focus students?**

All students and all grade levels; all academic departments

**What is the expected growth?**

All departments will submit into their evidence binder at least one common assessment, a curriculum map for that unit of study, and a brief analysis of the results of that common assessment. Passing rates for all students will be 80% or higher for the common assessments and/or benchmark exam. An 80% passing rate is the goal for the 10th Grade CAHSEE and 60% or higher proficiency for ALL subgroups on the CST exams.

**What data will be collected to measure student achievement?**

Common assessment results data; portfolio/project results; student grades; examples of student work; data analyses.

**What process will you use to monitor and evaluate the data?**

Data analyses; examples of student work; department meeting minutes; School Site Council meeting minutes; CAHSEE and CST results

**Actions to improve achievement to exit program improvement (if applicable).**

NA

**King City High 2011-12**  
**Single Plan For Student Achievement Report**

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**Action Title: Data Analysis**

**Means of Achievement: Staff development and professional collaboration**

**Tasks :**

Individual members of each department will meet to review the results of the common benchmark assessments. The analysis should include an item analysis (how many students answered a question correctly or incorrectly and which standard that question was aligned to) and a summary of trends and patterns. Also, a brief description of any re-teaching or re-assessment methods employed if the goal of 80% passing rate was not achieved.

**Measures :**

Item analysis report, written data summaries, charts (if applicable), and brief summary of actions taken if goal was not achieved.

**People Assigned :**

All teachers

**Start Date :** 10/16/2009

**Completion Date :** 8/31/2012

**Action Title: TurnItIn.com licensing**

**Means of Achievement: Improvement of instruction strategies and materials**

**Tasks :**

To renew licensing for TurnItIn.com, a program used to submit written assignments and to communicate with teachers online. This program helps assess and organize assignments and to prevent issues relating to plagiarism.

**Measures :**

Database reports, assignment lists, etc.

**People Assigned :**

All teachers who wish to implement this program in their courses; students taking those courses

**Start Date :** 2/13/2010

**Completion Date :** 6/3/2012

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
Economic Impact Aid: Limited English Proficiency (LEP)	1 Year licensing fee	\$1,000



King City High 2011-12  
Single Plan For Student Achievement Report

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**Action Title: USA Test Prep**

**Means of Achievement: Alignment of instruction with content standards**

**Tasks :**

Instructors teaching core courses Math, Science, English, Social Science utilize web site to supplement the teaching of standards.

**Measures :**

Use of website resources including video, activities, puzzles, benchmark tests. Site administrator can track its use by faculty and individual students.

**People Assigned :**

Math, Science, English, and Social Science departments.

**Start Date :** 10/18/2011

**Completion Date :** 7/30/2012

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Staff Development	\$15,000

**King City High 2011-12**  
**Single Plan For Student Achievement Report**

**Goal Area : Other**

**Goal Title : Quarterly Benchmarks**

Each department has developed 9-week benchmark assessments as outlined in the district comprehensive plan. The benchmark exams have been in place as of the second semester of the 2009-10 school year. These exams are similar to standardized tests given at the end of the year or other types of assessment (for subject areas that are not part of the state standardized tests) for each subject area. The purpose is to provide teachers more timely data as to student achievement of the content standards which in turn drives our instructional strategies.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have							✓		

**What data did you use to form this goal (findings from data analysis)?**

On-going data collection based upon quarterly bench mark tests. Baseline data developed during the 2010-2011 school year.

**How does this goal align to your Local Educational Agency Plan goals?**

WASC Visiting Committee Part B: Schoolwide Critical Areas for follow up. "Continue refinement of standards based instruction and establishment of a system of benchmark data disaggregation that drives instruction towards increased academic achievement."

**What did the analysis of the data reveal that led you to this goal?**

Initial stages of process.

**Which stakeholders were involved in analyzing data and developing this goal?**

KCHS learning community.

**Who are the focus students?**

All students and grade levels.

**What is the expected growth?**

All subject area courses will have quarterly benchmarks created for the 2009-10 and 2010-2011 school years.

**What data will be collected to measure student achievement?**

Copies of quarterly benchmarks; and department/individual data analyses.

**What process will you use to monitor and evaluate the data?**

Copies of the quarterly benchmarks, department meeting minutes, and School Site Council meeting minutes.

**Actions to improve achievement to exit program improvement (if applicable).**

Increased graduation rate.

**Action Title: Quarterly Benchmarks**

**Means of Achievement: Alignment of instruction with content standards**

**Tasks :**

Each department has created 4 benchmark exams to be used during the 2011 - 2012 school year for each subject area that is taught. Copies of the benchmark exams will be provided for department and district-level review by the end of the 2009-10 school year.

**Measures :**

Copy of each benchmark exam

**People Assigned :**

Teachers in each department.

**Start Date :** 2/1/2010

**Completion Date :** 8/30/2012

King City High 2011-12  
Single Plan For Student Achievement Report

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**Funding Programs Included in this Plan**

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$848,392

Total Annual Expenditures for Current School Plan: \$48,500

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
1100	Lottery: Unrestricted	\$85,798	\$2,500	\$83,298
	WASC		\$2,500	
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$460,054	\$15,000	\$445,054
	USA Test Prep		\$15,000	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$0	\$0	\$0
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$302,540	\$31,000	\$271,540
	Continuous Improvement		\$12,000	
	Leadership for Accelerated Results (LAR)		\$5,000	
	Professional Development		\$10,000	
	Staffing and Professional Development		\$3,000	
	TurnItIn.com licensing		\$1,000	
<b>Total amount of categorical funds allocated to this school:</b>		<b>\$848,392</b>	<b>\$48,500</b>	<b>\$799,892</b>

**King City High 2011-12**  
**Single Plan For Student Achievement Report**

**School Site Council Membership**

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

Name	Represents	Contact Info	Reviewed Plan Date
Teri Umbarger	Parent or Community Member	teri@creeksidefarms.	11/16/2011
Rosanell Martinez	Parent or Community Member	rmartinez@kingcity.k	11/16/2011
Cara Williams	Classroom Teacher	cwilliams@kingcity.k	11/16/2011
Adriana Veysey	Classroom Teacher	aveysey@kingcity.k12	11/16/2011
James 'Mike' Allison	Classroom Teacher	mallison@kingcity.k1	11/16/2011
Theresa Shaw	Classroom Teacher	tshaw@kingcity.k12.c	11/16/2011
Elizabeth Hernandez	Other School Staff	ehernandez@kingcity.	11/16/2011
Kevin Guerra	Secondary Student		11/16/2011
Estaban Rodriguez	Secondary Student		11/16/2011
Bruce A. Corbett	Principal	bcorbett@kingcity.k1	11/16/2011

**Total Number of Committee Members**

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	4	1	2	2

# King City High 2011-12

## Single Plan For Student Achievement Report

### Recommendations and Assurances

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

#### Approval Date

1. School Site Council Members
2. Plan Review Due Date: 11/16/2011
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
  - English Learner Advisory Committee 11/9/2011
  - School Culture and Student Support Focus Group 11/15/2011
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date: 11/14/2011
9. District Governing Board Annual Review Due Date: 11/16/2011
10. This School Plan was adopted by the School Site Council at a public meeting on: 11/16/2011
11. Attested by School Principal: 11/16/2011
12. Attested by School Site Council Chairperson: 11/16/2011

Bruce Corbett

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

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

\_\_\_\_\_  
Date

Teri Umbarger

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

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

\_\_\_\_\_  
Date

### Analysis of Current Educational Practice

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

STAR data is analyzed in core classes, and other subject areas across campus. Quarterly bench mark tests are given in each course and subsequently entered into School Plan for further analysis. Utilizing structured collaboration day activity on Wednesday afternoon, teachers use data and are discussing strategies to improve teaching content standards. Over the past two years teachers have increased their use of data to make informed decisions in regard to re-teaching the standards. Each department has created common assessments and evaluates student achievement based on agreed-upon departmental smart goals each semester. Teachers have expressed their appreciation for being able to communicate and collaborate with one another and in being able to have more timely assessments to measure the proficiency of students.

The administration disseminates information to the public and faculty through school board meetings, faculty meetings, Aeries Parent Portal, local news media, and parent news letters. At the staff's buy back days, the district level administration presented the STAR results to the staff, showing strong and weak points. Each faculty member reviews the STAR test results and determines which areas are in need of improvement and sets goals in their departments accordingly. The faculty is now learning to use school plan, a data base program that will allow the staff to monitor their students' CST scores and other assessments during the year. Some members of the staff have received additional training on 11/02/2011 on how to maneuver through the site. Parents are kept informed as mentioned above through a parent newsletter produced by the student services department.

After establishing a baseline of data for the 2010-2011 school year through the use of school plan, this year is a learning year for the staff as departments attempt to find a balance between quantity and quality of questions for the benchmark tests. The district has provided all teachers with training on how to use the School Plan program, but there may need to be on-going follow-up training provided by teacher leaders to ensure that all teachers are proficient in its use and are able to maximize the full width and breadth of the system.

In the past, teachers have requested resources for student support based on department or individual needs, and have been accommodated by the administration on a case-by-case basis. For the 2011-2012 school year, USA Test Prep was purchased to supplement the learning of core standards in the English, Math, Social Science, and Science departments. Other curriculum resources have been made available by the administration to the teachers e.g. READ 180, and System 44 in English, . The School Site Council is also an available resource for reviewing and making suggestions for the funding of programs to raise student achievement. Teachers and administrators are able to go to the school site council and propose their intent to utilize funding for educational programs. As previously mentioned, collaboration days give the staff time to review data, assess student needs, and develop ways to best address these needs. With the purchase of School Plan, the staff is able to create local assessments and analyze data to see where the strengths and weaknesses lie.

All expenditures and programs at the site reflect the goals outlined in the single school plan, which reflects the test results from STAR and has led to developing common assessments. As the leadership team, focus groups, and school site council review and disaggregate such data, common goals are communicated and established for the upcoming school year. Those goals are identified in the single school plan along with detailed resources, positions, and time dedicated to the completion of those goals. The entire plan is presented to the school site council for their review and then presented to the governing board for their approval. Those goals are reviewed by the leadership team and School Site Council to create the main goals that will be the focus of the upcoming school year's SPSA. Projected budgets and expenditures will be based on activities and materials needed to achieve the goals set by these groups.

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

The faculty continues to meet on Wednesday afternoon collaboration days and among themselves to review data generated from the 2011 CST's and benchmark testing. All faculty members have been given training on how to access school charts to obtain departmental and school wide data linked to the CST's and CAHSEE. Each week the faculty meets by department to discuss trends and review the results from benchmark tests via school plan.

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

At KCHS, all teachers meet the Federal Requirements to be Highly Qualified. The school has requested a seniority list from the District Office. The school has also requested that the District provide or send out the NCLB 30-day notices of Non-Highly Qualified teachers. These notices inform parents within 30 days that their child is being taught by a Non-Highly Qualified teacher who has not yet met Highly Qualified requirements.

## King City High 2011-12

### Single Plan For Student Achievement Report

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

The Principal and one Assistant Principal have participated in AB 430 training.

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

Several teachers have participated in AB 466 training, but not all staff.

#### **6.Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):**

Department meetings, faculty meetings, and in-service days are all utilized to examine the current program, recent data on student achievement and attainment of the expected school wide learning results. Programs are instituted or modified on the basis of these examinations. If professional development is seen as a need, steps are taken to institute it in a timely manner.

The district has applied for and received grants for staff development. Teachers attend conferences, classes, workshops, and in-services to further their professional development. In the Spring of 2011 and Fall of 2011, the English and Math departments have attended training for the new common core standards scheduled to be rolled out in the 2012-13 school year. The ELA department has received on-going training in Constructing Meaning which is an instructional strategy designed for Math, Social Science, Science, and English, to promote vocabulary development within the common core standards. Departments meet individually to discuss teaching strategies, curriculum, student achievement, benchmarks, the incorporation of student data, the expected school wide learning results, academic standards, and department issues. The staff is in the initial stage of planning staff development for cross-curricular collaboration to increase school wide academic achievement. Teachers are provided with testing scores and have access to student data.

Standards-aligned common assessments have been created and instituted in all core subject areas and are currently being developed in other departments to better assess students' subject mastery of skills and knowledge. Focus Group meetings take place for parents, students, and staff to share ideas and verify that a variety of learning experiences are being offered to students. Faculty meetings, department meetings, and release time has been proposed for faculty and staff to create and analyze common assessments and student achievement.

Staff development activities are scheduled according to the needs of teachers identified in the evaluation process, as well as by faculty requests. Various faculty members serve as mentors for other teachers in their various areas of expertise and experience. Requests for other professional development needs are submitted directly to the Principal for scheduling at the school site. Teachers also attend conferences, classes, workshops, and in-services to individually further their professional development.

Professional staff development is determined and driven by goals created in the single school plan. Currently on site staff development takes place during faculty meetings that occur once a month. Other staff development opportunities are available after school—these are facilitated by either district or site personnel. The topics often reflect the goals set by each department and are chosen by consensus by the faculty. The stakeholders at King City High School are committed to providing an academic program that is rigorous, relevant, and based on the current state standards. To assist in meeting this commitment, King City High School has incorporated new expected school wide learning results that are capable of being measured with standards-based assessment tools. All departments are using state frameworks and content standards in their programs. Individual departments, such as English and Math, are working cohesively with school leadership to make data-driven decisions concerning instruction and curriculum.

Many teachers attend conferences to receive training on current strategies to motivate students to meet state standards. Two of the recent conferences and workshops attended by the English department address the new common core standards, and Constructing Meaning. Conferences attended recently by other departments include AVID and math.

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

Currently, all teachers at KCHS have many students that are experiencing low student performance. However, King City High School experienced a dramatic improvement in their API score since 2010. An increase of 59 points in a two years, in particular math, science, and Special Education, indicates that the students have responded to increased accountability for their test results. Beginning with the 2010 STAR results, teachers encounter 41 % of students not proficient in English Language Arts, 43% of students not proficient in Mathematics, 36 %of students not proficient in Social Studies, and 56% of students not proficient in Science.

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



## King City High 2011-12

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Beginning with the 2011-2012 school year collaboration days are now held each Thursday after school. Attendance data collected during the 2010-2011 school year indicated that the Thursday pre-school format resulted in a dramatic rise in students arriving late to school on Thursday morning. District level administration responded to this trend by allowing after school collaboration. Departments meet individually to discuss benchmark testing, review CST scores both departmentally and school wide, and to review instructional practices. All faculty members have submitted their benchmark tests to the site administration and have written responses to standards that they feel need to be reviewed.

#### **9.Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):**

Students at King City High School participate in an academic curriculum (including both instruction and materials) which is based on the standards and the expected school wide learning results. A goal of the school is to challenge students to do their best academically in order to prepare them for college and the workplace.

The curriculum includes college preparatory, honors, advanced placement, and elective courses which provide a rigorous comprehensive education for all students at all grade levels. The needs of the various students are considered in the curriculum offerings, but students are encouraged to take the most advanced classes possible to make the most of their educational opportunities.

All textbooks are standard-aligned as are course outlines. All departments have created benchmarks, common assessments, and scope and sequence. Intervention classes are offered in both English and Math to help students meet the CAHSEE requirements. Advanced Placement classes are offered in English, Chemistry, Economics, Biology, U.S. History, and Calculus. Students are also encouraged to take the AP Spanish test. Students choose and generally follow a major sequence (e.g. math, business, art) in order to give a sharper focus to their studies. Articulation with the local community college takes place regularly and articulation with nearby colleges has also increased.

The teachers acknowledge the need for more inter-departmental collaboration such as developing cross-curriculum projects. Another need is for a regular after-school program to help students with homework. CAHSEE tutoring classes for English and Math have been offered the past two years, 4 days a week. Tutoring is offered after school via S.E.S. funding for the students that have the most critical needs. There are Math tutoring classes two times a week for students that qualify for the Migrant Education program. Articulation with the feeder schools currently is sporadic, but plans are under way to have regularly scheduled meetings.

To ensure that the academic programs support academic success individual departments continue to discuss courses and programs that would need to be improved or discontinued. Proposals are then presented to the Governing Board and State Administrator for their approval.

KCHS students have a four-year plan that is reviewed their first year. All core courses are aligned to state standards. The Career Technical Education, special education, and English Language Development classes are aligned to state standards to support the students in passing the CAHSEE. AVID, Educational Talent Search, and teachers recruit students for rigorous courses.

#### **10.Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):**

In response to WASC critical needs recommendations departments need to work more cohesively with other departments to discuss students that are low performing and to create strategies that will help raise student achievement. Most departments do not participate in cross-curricular planning and have to rely solely on annual state testing results, and benchmark reporting through School Plan in order to provide more frequent and consistent data needed throughout the school year to address those students' deficiencies.

All departments have finished their common assessments, and frequently participate in data analysis efforts that will be presented throughout this year to the School Site Council.

#### **11.Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):**

Not applicable (9-12).

#### **12.Availability of standards-based instructional materials appropriate to all student groups (ESEA):**

We are Williams compliant with the textbooks and instructional materials used in the classroom. These materials are available to all students. In many of the classes, especially in those courses in which textbooks have recently been purchased and adopted, students have a copy they can keep at home and a class set that they can use in the classrooms.

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

## King City High 2011-12

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Hampton-Brown edge Fundamentals and Edge Level A materials have been purchased for ELD 1, ELD 2, and ELD 3 classes. Scholastic's READ 180/System 44 program has been purchased for intensive intervention classes and implemented in the 2010-2011 school year. Pearson California Algebra 1 (2007) and California Geometry 1 were purchased for math classes in 2008. Special Education Algebra classes are using a textbook dated back to 2002. Pearson's California Algebra Readiness (2009) textbooks were purchased for all Algebra Readiness classes, both SpEd and mainstream.

#### **14.Services provided by the regular program that enable underperforming students to meet standards (ESEA):**

The teachers at King City High School provide challenging learning experiences in a variety of ways. The goal is for all students to achieve the academic standards and meet the expected school wide learning results while addressing the various student learning styles exemplified by the following strategies: Socratic Seminars, science labs, video presentations, collaborative group projects and Power Point presentations by both the students and the teachers. In addition, many classes utilize Turn-it-in.com, oral presentations, Quizdom, interactive notebooks, discovery learning and small group instruction to assist all students who have a variety of learning styles. Through the available technology of the Smart Boards and the individualized computer reading labs, differentiated instruction is more readily possible in the classroom.

Students are rewarded for achieving academically no matter what their curriculum emphasis is. A few of the awards given are the California Scholarship Federation, Honor Roll, Diamond Award, Academic Block, Mustang Gold recognition, Honor Cords for graduating Seniors, and Student of the month nomination. All students may earn an off campus lunch pass card for attaining proficiency in at least one core subject area.

To help all of the students achieve at the highest levels, new classes have been created to address various needs. The Strategic @ SDAIE courses have been instituted in the English department to prepare students for the regular college-prep English program. The math classes have been restructured to better prepare the students for the CAHSEE. Special classes such as Practical Writing and HSEE Mathematics for students who have not yet passed the CAHSEE are taught during the school day. Students are encouraged to take the PSAT, SAT, ACT and AP tests, to participate in the Scheid Writing Contest, the VFW Voice of Democracy Speech Contest, the national Lions Club Speech Contest and the Monterey County High School Poetry Contest. In addition, the FFA chapter has hosted the regional conference on the campus for many years and sends a leadership team to various state and national conferences and competition, where they have won many awards over the years.

Common assessments have been instituted in English and math and are currently being developed in other departments to better access student skills.

#### **15.Research-based educational practices to raise student achievement at this school (ESEA):**

The school is offering an AVID section for 9th-10th grade students. Another section designed to meet upper level AVID students will be added in the 2012-2013 second Language Arts: Beginning with the 2010 school year Read 180 (a double period class) was implemented for students scoring far below basic on the STAR test. This program is designed to teach the students basic skills in order to raise student achievement in their classes and on state mandated tests (CSTs and CAHSEE). Teachers who are part of the AVID site team have attended two AVID workshops this year and are implementing the use of Cornell notes in their subject area. Many teachers in the English department are using graphic organizers and sentence stems to help students be successful in their grade level assignments. Also, higher level questioning techniques are utilized in lessons. The science department is scheduled to attend Explicit Direct Instruction (EDI) in December, in an attempt to discover instructional practices designed to reach poor performing students in physical and earth science. As expected of all instructors at King City High School more training in researched-based educational practices are needed as we commit to on-going improvement.

#### **16.Resources available from family, school, district, and community to assist under-achieving students (ESEA):**

King City High School has one bilingual Student Services Coordinator, one bilingual College Advocate with an emphasis on English Learners, who are all dedicated full-time to helping students. The goal is for all students together with the parents and jointly develop a four-year pathway to identify graduation requirements and personal interests and goals. If a parent can not attend, the counselor meets with the student individually. At the end of the Junior year, student records are reviewed to ensure progress as to graduation requirements and candidates are identified for student study teams. The school has an active AVID program designed to assist first-generation college-bound students in the achievement of their goals. There is also a representative from the CSUMB campus on site two to three times a week to assist students in planning, preparing, and applying for college. Academic referrals have been in place since the beginning of the 2011-2012 school year to effectively identify at-risk students. The school uses Student Study Teams for high-risk students to review their specific learning modalities.

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The Special Education department meets with every student yearly to discuss educational goals and graduation requirements. Individualized Transition Plans are developed for special education Freshmen (14 years old), rather than the state-required age of 16, because the school believes this is of the most benefit to students in special education.

Currently, the counselor is available to all students by appointment. However, the school realizes that 9th through 11th grade students need more systematic attention from the counseling department. Plans are under way to improve services to those students. The counseling department will meet with teachers in the English department to create more after-school opportunities for academic support. Also, they are investigating ways to increase their availability for before-school and after-school counseling for all students to more frequently review their academic progress. In addition, the career preparation program for non-college bound students needs strengthening.

Parent involvement is encouraged at King City High School and a variety of opportunities and activities are available. The school sends letters home for these events both in English and Spanish. Many events, such as Back to School Night, are announced in the local paper. The school web-site is currently being updated to offer this information.

Student/parent activities include the following: sports boosters (Mustang Bench); ASB Awards Night and other activities: drama productions, music concerts, and art shows; Freshman Orientation at night (parents & students); Back to School Night; athletic banquets for each sport and for FFA and other organizations (clubs and class activities/competitions).

The counseling department provides the following events and activities: the 4- year plan with all 9th graders and their parents, credit updates sent home at the beginning of the senior year letting parents know what classes their child needs in order to graduate, progress reports are mailed home, on-going parent/teacher contact (written, phone, personal), Student Study Teams, and ABI802 counseling academic review of all 11th and 12th graders who have not passed the exit exam.

Community-parent involvement activities are the following: FFA - where students help with many community activities, King City Invitational Track Meet, Mustang Bench, Parents' Meetings which are conducted in both English and Spanish, School Site Council - (newly updated), WASC Focus groups, Career Technical Education advisory committees (newly expanded), and hospital volunteer/internship partnership with students. The school has recently conducted several parent meetings to increase parent involvement in the teaching/learning process. More classes are scheduled and attendance has been increasing. King City High School has made bookmarkers in both English and Spanish with the ESLRs. These will be used to pass out to all students.

The staff, students, and parents at King City High School all agree that there are many opportunities for students to not only get involved in extra-curricular activities, but also find the personal support service they need. Many academic and social clubs, organizations and support services exist for the students. There are seven teacher-sponsored clubs with a wide range of interests on campus. Community and school support is also provided by the library and computer labs, as well as gyms, which are often open before and after school. The counseling department has an open door policy.

King City High School needs to increase the community's awareness of all these activities and programs including community service hours, students of the month, and academic blocks. Strengthening the relationship with the community will support the school's expected school wide learning goals and help insure that students take advantage of opportunities that will benefit them both at school and in the community.

In reviewing the counseling programs available, the focus groups noticed a need for a more consistent referral process for students that are struggling academically or who are in need of services. Student Study Teams are in place, in which special services referrals and/or suggestions for academic placement or support are discussed.

Also, all co-curricular organizations and activities are being reviewed to determine whether or not they support the academic standards. Each department that includes co-curricular activities is working to assess those programs in terms of: standards, goals, and methods of measured success. For example, all agriculture classes under the umbrella of the Future Farmers of America (FFA) have completed their annual review as outlined in the Perkins Grant, which includes strict standards-based guidelines. The FFA co-curricular program must also submit a single school plan that includes goals, allocation of resources, and other pertinent information.

#### **17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):**

At KCHS, all stakeholders' representatives are routinely invited to participate in the following: • WASC Self-Study • School Site Council • ELAC/DELAC.

#### **18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :**

## King City High 2011-12

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KCHS provides a variety of services to under-performing students which are funded through categorical funds such as Title III-LEP, Migrant, CAHSEE grants, Title I, Block Grants, AB1200 Counseling grant, and Economic Impact Aid funds.

Currently, EIA funds continue to provide the College Advocate for English Learners position and the Constructing Meaning training to increase academic literacy and vocabulary specific to content area. The School Site Council will look at this year's categorical funds such as Title I to determine what funds are available and will hear from departments and organizations as to what would be their best use, in accordance with the prescribed goals.

#### 19. Fiscal support (EPC):

The District was taken over by the State in 2009-2010 school year due to fiscal insolvency. Currently, the District is under the direction of a State Administrator. At present the school Board and the KCHS School Site Council exist as an advisory to the State Administrator.

### Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and \* English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.

# SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Supplemental Educational Services Application

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

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## GOVERNING BOARD

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Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As shared with the Board at the November 9<sup>th</sup> meeting, the Educational Services Division would be submitting an application to become a Supplemental Educational Services provider. The application was due on Nov. 30, 2011 and was submitted. Attached is a copy of the application for the Board's information.

Recommendation:

It is recommended that the State Administrator accept the application for the Supplemental Educational Services Application.

Fiscal Impact:

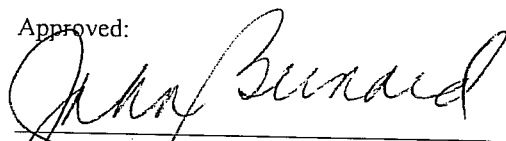
Potential savings in Title I funds to further support student achievement.

Submitted By:

Daniel R. Moirao, Ed.D.

Assistant Superintendent Educational Services/  
Human Resources

Approved:



John Bernard Ed.D.  
State Administrator



Department of  
**EDUCATION**



Home » Testing & Accountability » Accountability » Supplemental Services » Provider Application

## Supplemental Educational Services (SES) Provider Provider Application for 2012-2014

**Confirmation Number:**  
2012822539

**Approval/disapproval Status:**  
Submitted on 9:27 AM PST, November 27, 2011

**Company/Organization:**  
South Monterey County Joint Union High School District

**Approval Status:**  
Not Approved

**Mailing Address:**  
800 Broadway  
King City, CA 93930

**Name of Company Contact for SES:**  
Daniel R. Moirao

**Work phone:**  
831-385-0606

**Mobile/cell phone:**  
925-889-4327

**Work fax:**  
831-385-0695

**E-mail:**  
[dmoirao@kingcity.k12.ca.us](mailto:dmoirao@kingcity.k12.ca.us)

**Name of contact for parent inquiries:**  
Daniel R. Moirao

**Work phone:**  
831-385-0606

**Mobile/cell phone:**

**Work fax:**  
831-385-0695

**E-mail:**  
[dmoirao@kingcity.k12.ca.us](mailto:dmoirao@kingcity.k12.ca.us)

**On-line provider?:**  
Yes

**# of on-line tutors residing inside U.S.:**  
40

**# of on-line tutors residing outside of U.S.:**

0

**Subject Areas Provided:**

English-language arts; Mathematics; Science

**Student sub-groups Served:**

English Learners; Students with disabilities

**Location of service delivery:**

School-site; SES provider facility

**Length of each tutorial session:**

One hour

**Hourly cost rate per student:**

80.00

**Minimum number of sessions in Basic Program:**

1

**# of hours per session in Basic Program:**

1

**Total hours of tutoring per student (includes pretests and post-tests) in Basic Program:**

1

**Total student hours in Basic Program:**

80

**Cost per hour in Basic Program:**

\$80.00

**Cost for completing Basic Program per individual student:**

\$6,400.00

**Tutoring schedule:**

Twice per week; Three times per week

**Grades to be served:**

9; 10; 11; 12

**Transportation provided to students from school to tutoring off-site facility:**

Not applicable

**Transportation provided to students from tutoring off-site facility to home:**

No

**Maximum # of students served per session:**

40

**Maximum # of students served per year:**

800

**Minimum # of students required to offer services:**

1

**Primary mode of instructional delivery:**

One-on-one tutoring; Online Internet instruction; Onsite computer-assisted instruction; Small group tutoring, not to exceed 5 students; Group instruction (6-10 students)

**Instructional materials and resources:**

Instructional materials aligned with state adopted academic content standards; District-adopted instructional materials; Computer software

**Total number of instructional staff tutoring mathematics:**

8

Total number of instructional staff tutoring English arts:  
16


Total number of instructional staff tutoring Science:  
8

Total number of instructional staff with teaching credentials:  
32

Total number of instructional staff not based in the US:  
0

Service Area(s):  
King City Joint Union High, Salinas Union High, Soledad Unified

I certify that all the information contained within this application is true.

  
Signature of Authorized Agent of Applicant Organization

11-28-11  
Date

Dr. John Bernard, State Administrator  
Name of Authorized Agent of Applicant Organization (Please type or print clearly.)

South Monterey County Joint Union High School District  
Title of Authorized Agent of Applicant Organization

Questions: Clifton Davis, Jr. | [ses@cde.ca.gov](mailto:ses@cde.ca.gov) | 916-322-5140

California Department of Education  
1430 N Street  
Sacramento, CA 95814


[Web Policy](#)



**ASSURANCES AND CERTIFICATIONS**

Item No.	<b>SUPPLEMENTAL EDUCATIONAL SERVICES (SES) Provider Assurances</b>  <b>As the duly authorized representative of this applicant, I certify compliance with each of the following assurances:</b>
1	<p>The provider agrees to comply with all applicable federal, state, and local health, safety, and civil rights laws, including mandatory child abuse reporting in accordance with Penal Code sections 11164 through 11174.3.</p> <p style="text-align: right;">Elementary and Secondary Education Act, as amended, Title I, Part A, Section 1116 (e)(5)(c); <i>California Code of Regulations, Title 5 (5 CCR) Section 13075.2 (b)(28)</i></p>
2	<p>Provider certifies that all instruction:</p> <ul style="list-style-type: none"> <li>• shall be provided outside of the regular school day; and</li> <li>• will be secular, neutral, and non-ideological.</li> </ul> <p style="text-align: right;">5 CCR Section 13075.2 (b)(14) and Section 13075.2 (b)(15)( E)</p>
3	<p>The provider agrees that the staffing, fiscal, equipment and facility resources of the organization will be in compliance with all applicable federal, state, and local statutes and regulations.</p> <p style="text-align: right;">5 CCR Section 13075.2(b)(10)</p>
4	<p>If instruction will occur at a facility other than a student's school or residence, the provider certifies that its facility(ies) meets all applicable federal, state, and local health and safety laws.</p> <p style="text-align: right;">5 CCR Section 13075.2(b)(13)</p>
5	<p>Provider agrees to comply with all applicable federal, state, and local educational agency (LEA)-adopted conflict-of-interest policies.</p> <p style="text-align: right;"><i>California Government Code 19990</i></p>
6	<p>Provider agrees to comply with all state and federal privacy laws, including 20 United States Code section 1232g (FERPA), Education Code sections 49073 through 49079 inclusive, and Education Code section 60641(a)(3)(A).</p> <p style="text-align: right;">5 CCR Section 13075.2(b)(22)</p>
7	<p>Provider agrees to complete and submit the annual SES Accountability Report to California Department of Education (CDE) by August 1 each year.</p> <p style="text-align: right;">5 CCR Section 13075. 2(b)(29)</p>
8	<p>Provider agrees to provide to each LEA with which it contracts written proof of current liability insurance coverage and other necessary insurance in the type and amount required by the LEA.</p> <p style="text-align: right;">5 CCR Section 13075.2(b)(6)</p>
9	<p>Provider agrees it will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parents of the student.</p> <p style="text-align: right;">No Child Left Behind Title I, Part A, Section 1116 (e)(2)(D)</p>
10	<p>Provider certifies that it has not been terminated by the SBE as an approved SES provider at any time within the immediately preceding two fiscal years in which it is submitting an application.</p> <p style="text-align: right;">5 CCR Section 13075. 2(b)(3)</p>
11	<p>Provider assures that it will not transfer its approval status or sell its approval status to another entity.</p> <p style="text-align: right;">5 CCR Section 13075. 2(b)(34)</p>

12	<p>Provider agrees to provide the LEA with specific procedures that will be used to:</p> <ol style="list-style-type: none"> <li>ensure a student's safety prior to, during and following each tutoring session, including drop off and pick up policies</li> <li>notify students and parents when sessions have been cancelled or rescheduled.</li> </ol> <p style="text-align: right;">5 CCR Section 13075.2(b)(30)(31)</p>
13	<p>Provider agrees that it shall only use subcontractors for whom it provides the information required by Section 13075.2 of 5 CCR, and that it shall limit the work of each subcontractor to the subcontractor services described in the narrative response portion of this application.</p> <p style="text-align: right;">5 CCR Section 13075.2(b)(8)(C)(D) and Section 13075.3(d)(3)(4)(5)</p>
14	<p>Provider certifies that it has not been debarred, suspended from or deemed ineligible for any federally-funded contracts in California or in any other state, as specified in 34 California Federal Regulation Section 85, at any time within the immediately preceding two fiscal years in which it is submitting an application.</p> <p style="text-align: right;">5 CCR Section 13075.2(b)(5)</p>
15	<p>Provider agrees to comply with all applicable laws in obtaining personally identifiable information from a student's educational record.</p> <p style="text-align: right;">5 CCR Section 13075. 2(b)(20)</p>
16	<p>Provider agrees that all personally identifiable student level data shall not be disclosed to any other party without prior consent of the parent or guardian.</p> <p style="text-align: right;">5 CCR Section 13075. 2(b)(21)</p>
17	<p>Provider certifies that (check the one that applies):</p> <ol style="list-style-type: none"> <li><input type="checkbox"/> It has not been terminated as an approved provider of SES from any other state's list at any time within the immediately preceding two fiscal years in which it is submitting an application.</li> <li style="text-align: center;">or</li> <li><input type="checkbox"/> It has been terminated as an approved provider of SES from another state's list in the preceding two fiscal years, and is submitting evidence of the reasons for termination and a completed Provider Status Verification form as part of the supporting documentation for this application. The evidence is submitted for the purpose of determining whether such termination would have resulted in termination in the State of California.</li> </ol> <p style="text-align: right;">5 CCR Section 13075. 2(b)(4) and Section 13075.5</p>
18	<p>The provider has read and agrees to comply with the requirements described in the following documents:</p> <ul style="list-style-type: none"> <li>• Drug-Free Workplace Form, CDE-100DF</li> <li>• Lobbying form, ED 80-0013</li> <li>• Debarment and Suspension form, ED 80-0014</li> <li>• General Education Provisions Act, OMB Control No. 1890-0005</li> </ul> <p style="text-align: right;">5 CCR Section 13075. 3(d)</p>

<b>As the duly authorized representative of this applicant entity, I certify that I have read and will comply with each of the SES Provider Assurances listed above.</b>	
<b>Signature</b> of Chief Executive Officer/ Superintendent/President of the Entity	
<b>Name and Title</b> of Applicant's Chief Executive (type)	Dr. John Bernard State Administrator
<b>Name of Entity</b> Applying to Become State Approved SES Provider (type)	South Monterey County Joint Union High School District
<b>Date</b> of Signature	11-28-11

**NARRATIVE RESPONSES**

# **ELEMENT 1: High Quality Research and Program Effectiveness**

## **Element 1. Item 1. Response. Demonstrated Record of Effectiveness**

<b>Demonstrated Record of Effectiveness</b>								
<b>YEAR ONE—Service Period:</b>								
<b>A</b>	<b>B</b>	<b>C</b>		<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
Grade Level	Total number of students served	Number and percentage of students completing basic program, including pretesting and post-testing		Pretest date(s) for students in Column C (ex. 2009–10)	Post-test dates for students in Column C	Average pretest results for students in Column C	Average post-test results for students in Column C	Difference between pretest and post-test results (indicate + or -)
		Number of students	% of total number of students in Column B					
<b>English language arts (add rows to table as needed)</b>								
<b>Name of assessment instrument(s) and publisher(s):</b>								
9	13	41	3.17	Aug 2010	06/11	38	3.315	+.315
10	2	10	.2	Aug 2010	06/11	7	.029	+.029
11	11	11	1	Aug 2010	06/11	8	1.125	+.125
<b>Mathematics (add rows to table as needed)</b>								
<b>Name of assessment instrument(s) and publisher(s):</b>								
9								
10								
11								
<b>Science (add rows to table as needed)</b>								
<b>Name of assessment instrument(s) and publisher(s):</b>								
9								
10								
11								

A block of hotel rooms has been reserved at the Radisson Hotel. To book accommodations, call the hotel directly at 1-559-268-1000. Please mention the Leadership and Learning Center to get the discounted rate of \$84.00 per night plus tax. Rooms will only be available at the discounted rate until November 14, 2011 or when the block of rooms sells out, whichever comes first. If the room block does sell out, we will do our best to find a hotel near the training location at a comparable rate. Please note that you are responsible for making your own hotel reservations. The Radisson Hotel does not accept purchase orders as payment. More details and directions can be found on the hotel's website at: [www.radisson.com/fresnoc](http://www.radisson.com/fresnoc)<<http://www.radisson.com/fresnoc>>

#### Ground Transportation & Parking

The hotel is located approximately 7 miles and 12 minutes from the Fresno Yosemite International Airport. The hotel does provide complimentary shuttle service from Fresno Yosemite International Airport. For more information on these services or to book a shuttle, please call the hotel directly at (559) 268-1000. Parking is also available at the hotel. If that lot is full, a city owned parking garage is adjacent to the hotel and may charge a fee.

If you have any questions regarding the hotel or any other questions regarding logistics for this event please contact Megan Toohey by phone at (303) 504-9312 ext. 241 or by email at [MTToohey@LeadandLearn.com](mailto:MTToohey@LeadandLearn.com)<<mailto:MTToohey@LeadandLearn.com>>.

#### Continuing Education Credit

Graduate level, continuing education credit for this training is available through Adams State College. For completing the Common Core Conference, you may receive 0.5 semester credit hours, and tuition is \$42.50. Credit will be available beginning December 6 through December 16, 2011. To register with Adams State College, visit:

[https://bannerweb.adams.edu/perl/xsreg\\_prod.pl?page\\_id=lead\\_and\\_learn](https://bannerweb.adams.edu/perl/xsreg_prod.pl?page_id=lead_and_learn)

#### Bookstore

As an added value to our customers, we will be offering a special publications package for Common Core State Standards Summit attendees. This package includes five publications and is offered at a discounted price. For more information on the Common Core State Standards Summit package please click here<<http://www.leadandlearn.boulderbookworks.com/productionfiles/EventSpecificFliers/CCSS-SummitFlyer01-111104R.pdf>>. Additionally, we offer publication discounts of up to 50% off when you buy packaged sets! Please refer to the second page of the order form to see our packages. .

<http://www.leadandlearn.com/confpuborderform>

We are looking forward to seeing you. Feel free to contact me with any questions you may have.

Sincerely,

Brooke

Brooke Little  
Director of Conference Relations

The Leadership and Learning Center  
[BLittle@LeadandLearn.com](mailto:BLittle@LeadandLearn.com)  
303.504.9312 Ext. 227

Demonstrated Record of Effectiveness YEAR TWO—Service Period:								
A	B	C		D	E	F	G	H
Grade Level	Total number of students served	Number and percentage of students completing basic program, including pretesting and post-testing		Pretest date(s) for students in Column C (ex. 2009–10)	Post-test dates for students in Column C	Average pretest results for students in Column C	Average post-test results for students in Column C	Difference between pretest and post-test results (indicate + or -)
		Number	% of total number of students in Column B					
English language arts (add rows to table as needed)								
Name of assessment instrument(s) and publisher(s):								
9	61	61	100	8/03/2011	11/2011	41	.67	+.67
10	17	17	100	8/03/2011	11/2011	10	.1	+.1
11	12	12	100	8/03/2011	11/2011	9	.75	+.75
Mathematics (add rows to table as needed)								
Name of assessment instrument(s) and publisher(s):								
Science (add rows to table as needed)								
Name of assessment instrument(s) and publisher(s):								

**Element 1. Item 2. Response. Summary of Demonstrated Record of Effectiveness Data.**

During the 2009-2010 school year data was available for the 45 students of the total of 47 students enrolled in the SES program. Pre- and post-assessments from the Read 180 Curriculum were administered. All students improved their post-tests. Based on the 2010 CELDT certification many English Learner students progressed in their CELDT performance. The summative results

For the Read 180 sub-program an insufficient number of test scores were collected to merit authoritative statistical analysis. Moreover, even for those programs presented future increases in the n-counts will dramatically improve the authority of conclusions.



## ELEMENT 2: Program Design

### Element 2. Item 1. Response. Subject Areas to be Taught.

X ELA	X Mathematics	X Science	
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### Element 2. Item 2.a. Response. Alignment of Instruction with State Standards and Frameworks.

South Monterey County Joint Union High School District (SMCJUHS) is currently aligned with the district's adopted standards for reading, language arts, mathematics and science. Teachers in the SMCJUHS use a variety of standards-based and research based curriculum as well as supplemental curriculum and instruction. The district Intervention Program for underachieving and English Language Learners is an integral component of the districts program with all supplemental materials and instruction directly linked and aligned with the states standards and frameworks. The Intervention Program is a part of the daily schedule and is taught daily by highly competent teachers. Many small class sizes and differentiated instruction provide for individualized support and guidance. The SMCJUHS works with the Migrant Education program and GEAR UP to provide a standards-based one-on-one approach. The Single Plan for Student Achievement is aligned with the LEA Plan. Each plan identifies the specific standards the school is focusing on based on data derived from the STAR testing results. The instructional program of SMCJUHS in conjunction with the Intervention Program is specifically structured and intended to close the achievement gap for underachieving students.

In addition, the curriculum for the SMCJUHS uses READ 180 focusing on reading comprehension and EDGE focusing on ELA strategies for the EL students. The mathematics curriculum includes intensive professional development on content and instructional strategies with constant coaching occurring as well, supported by the GEAR UP program. These programs of intervention and supplemental curriculum are chosen because they are standards-based and supported district wide.

### Element 2. Item 2.b. Response. Instructional Delivery to Meet Student Goals.

The instruction in the SMCJUHS is designed to be multi-modal, front-loaded and coordinated to allow time for review and reflection. The SES program will offer small group tutoring (4-6 students) clustered by skill level. Classes will be offered 2-3 days a week for 1-1.5 hours per day. Curriculum is presented as a whole group then transition into individual instruction, centers, and computer time allowing students to work at their own pace and teachers to meet the particular needs of each student. The SES teacher is knowledgeable of the individual achievement goals identified in the student's Individual Supplementary Services Agreement (ISSA), knowledgeable of the students standardized testing scores and grades as well as has regular communications with the students' classroom teacher and Student Support Coordinator during the traditional school day.

**Element 2. Item 2.c. Response. Coordination of Instruction with Student's School Program.**

The SES program will be coordinated with the school program including the IEP's and 504 plans. Most often the teachers are the classroom teachers at the school site and have direct contact and knowledge of the student's achievement level and school program. In addition, they have access and are familiar with the students IEP's and 504 plans if applicable. Furthermore, the SMCJUHS D has created clear communication systems with the Special Education staff and is familiar with instructional strategies, methods and behavior plans that have been identified to meet the needs of students with IEP's and 504 plans.

**English-Language Arts (ELA) (delete if subject not taught):**

**Mathematics (delete if subject not taught):**

**Science (delete if subject not taught):**

**Element 2. Item 2.d. Response. High Quality, Research-based, Targeted Instruction.**

**ELA (delete if subject not taught):** The ELA instruction is designed to be multi-modal, frontloaded and coordinated to allow time for review and reflection. The SMCJUHS D program offers instruction that is of high quality and has proven to increase student's academic achievement in English Language Arts. Ongoing professional development and coaching is provided to teachers on content and instructional strategies.

**Mathematics (delete if subject not taught):** Mathematics instruction is designed to be multi-modal, frontloaded and coordinated to allow time for review and reflection. The SMCJUHS D program offers instruction that is of high quality and has proven to increase student's academic achievement in Mathematics. Dual period instruction is provided to students who are below and far-below basic Ongoing professional development and coaching is provided to teachers on content and instructional strategies.

**Science (delete if subject not taught):** Science instruction is designed to be multi-modal, frontloaded and coordinated to allow time for review and reflection. The SMCJUHS D program offers instruction that is of high quality and has proven to increase student's academic achievement in the sciences. Ongoing professional development and coaching is provided to teachers on content and instructional strategies.

**Element 2. Item 3. Response. Subgroups to be Served.**

Indicate which subgroup(s), if any, your program will serve.

☒ Student with disabilities (SWDs)

☒ English Learners (ELs)

**Element 2. Item 4.a. Response. (If applicable.) Instructional Program Access for SWDs.** All students have access to the SMCJUHS D and surrounding school district

curriculum. SMCJUHSD works closely with school administration and Special Education Program Specialist to ensure access and modifications are aligned with the students' IEP and 504 plan. Staff coordinates with support staff and ensures that those students who are also eligible for additional support such as an aide work collaboratively with SMCJUHSD teachers.

**Element 2. Item 4.b. Response. (If applicable.) Instructional Program Access for ELs.**

All teachers have been certified as CLAD or SDAIE proficient and utilize the strategies on a daily basis. All students have access to the SMCJUHSD and surrounding school district curriculum. SMCJUHSD works closely with school administration and CELDT Coordinator to ensure access and modifications are aligned with the students' language development needs and 504 when applicable. Staff coordinates with support staff and ensures that those students who have achieved a beginning CELDT level are taught in their native language. A majority of teachers are bilingual.

**Element 2. Item 5. Response. (If applicable.) Subcontractor Services.**

Subcontractor services will be limited to accredited, standards-based online service providers, currently offered to students for credit recovery. The current providers are OdysseyWare and potentially K-12 curriculum. District teachers will monitor the program delivery and student progress on these programs.

### **ELEMENT 3: Evaluation and Monitoring**

#### **Element 3. Item 1. Response. Development of Student Learning Plan (SLP).**

Every SMCJUHSD student works with the Student Services Coordinator to develop a four-year plan to meet the district requirements for graduation. Parents are invited annually to participate in the plan review and monitor student progress. Based on current STAR test results and district benchmark assessments students participating in the SES after school program will have their progress checked and evaluated on a weekly basis. Each student will have their course of study in SES adjusted to meet their immediate needs. Students will be placed in skill-level groupings with Credentialed and trained teachers. These teachers will assess students academic levels by using the assessment tool (pre/post test) provided as part of the SES curriculum, Read 180, EDGE and OdysseyWare software. In addition, SES teachers will identify achievement goals based on each student's pre-test, STAR test scores, observation of academic level, conversations with regular school day classroom teacher(s) and all students' parents. Each teacher will complete an Individual Supplementary Service Agreement (ISSA) which outlines the student/parents commitment to participate in the SES program and the identified 305 achievement goals. Parents will also sign the ISSA to indicate support and understanding of the goals determined.

#### **Element 3. Item 2. Response. Progress Reports.**

SES will routinely provide information to all parents, English and Spanish-speaking and will attempt to provide such information for other languages as needed. Each family is notified in writing of the student's academic status and need for participation in the SES-based Intervention and Supplemental Educational Services program, and is provided with information regarding the specific needs of the student and the expectations for both the student and family related to participation in the SES program. Monthly school-wide newsletters and online communications are disseminated to parents, teachers and school community that include information regarding the SES activities, intervention services and family events. Parents are informed of their child's academic achievement and at-risk as well as the intervention services available to them. Regular Progress reports for students identify student's progress towards their achievement goals outlined in the ISSA. These progress reports are shared with students, parents/guardians, teachers, schools and districts on a quarterly basis. The reports will help to identify future needs and supports in the classroom and at home. Furthermore, information is provided for parents on how to assist in their student's participation in SES and the regular school day. Parent education classes will be provided by through the AVID and GEAR UP programs. SES will provide orientation activities for parents at regularly scheduled parent/community events, school site Open Houses, and parent-teacher conferences. A comprehensive website link will be attempted within the first year of operation.

#### **Element 3. Item 3. Response. Assessment of Student Progress.**

Student progress will be monitored by the regular assessments and assignments as part of the Read 180 and other intervention programs. The testing instruments will be different tutoring curricula such as Read Naturally, designed to provide ELA assistance, READ 180 designed to provide ELA assistance to high school students and "My Skills" tutoring which is designed to provide additional tutoring for students in either the ELA or Math Subject areas. In Read 180 pre- and post-test formats will be used: one that evaluates reading words correct per minute (WCPM) and another that evaluates placement-level under the State Read Naturally guidelines.

SMCJUHS D uses CST scores to assess student progress. Quarterly district level assessments and online assessments will be used to determine student progress. Adjustments to the individual students' program will be made according to those results.

**Element 3. Item 4. Response. Parent Permission to Access Student Information.**

The SMCJUHS D has access to student data as part of its ongoing mission to educate all students. Standardized Testing and Reporting and CST data, behavior and attendance data is provided and analyzed annually as part of the program evaluation.

**Element 3. Item 5. Response. Collaboration to Use Student Performance Data.**

SES After School Program currently has access to all student data including STAR tests results and other measures for purpose of accountability to access student academic performance. The annual evaluation compares STAR testing results for program participants from the previous school year and determines increases and/or decreases in student academic performance.

**Element 3. Item 6. Response. Program Design for Online Services.**

Will your organization provide online SES services?

☒ Yes

☐ No

**Element 3. Item 6.a. Response. (If applicable.) Monitoring Students' Online Work.**

A variety of reports can be generated to manage and track student activity and progress.

- Course Usage Report per student; how much time students have spent working on a course for the term or time frame designated.
- Daily course Usage; how much time students have spent working on selected courses for the term or time frame designated
- Login/logout report: provides a list of users their login and logout times and the duration per session.
- Course Percentage complete report to display how far along a student is in one or more assigned courses.

**Element 3. Item 6.b. Response. (If applicable.) Interventions for Online Tutoring.**

Using the Student Grading Course Summary, every assignment in the course for each

student is displayed completion date and assignment, unit and total test score. With this information flexible grouping will be developed to provide further intervention for student learning. Specific content teachers will be assigned to work with students needing specific content assistance.

**Element 3. Item 6.c. Response. (If applicable.) Progress Reports for Online Work.**

A Course Percentage Complete report will be generated weekly. This will enable teachers to determine the progress being made in each course enrolled. . With this information flexible grouping will be developed to provide further intervention for student learning. Specific content teachers will be assigned to work with students needing specific content assistance.

**Element 3. Item 6.d. Response. (If applicable.) Attendance and Participation Data for Online Tutoring.** Through the use of daily online attendance, participation and progress reports will be generated. Each student's progress will be determined, counseled and adjusted as needed.

**ELEMENT 4: Staff and Resources**

<b>Element 4. Item 1. Response. SES Program Staff.</b>		
<b>A</b>	<b>B</b>	<b>C</b>
Names and positions of staff members who will provide supplemental educational services.	Job description	Professional qualifications
Sandra Brush	Certificated teacher	Single Subject teaching credential; English CLAD Certification
Jennifer Beach	Certificated teacher	Single Subject teaching credential, Mathematics CLAD certification
Brian Brooks	Certificated teacher	Single Subject teaching credential, Mathematics CLAD certification
Lorena Caulk	Certificated teacher	Single Subject teaching credential; Special Education; ELA CLAD Certification
Chris Houston	Certificated teacher	Single Subject teaching credential, ELA CLAD Certification
Keith Jagger	Certificated teacher	Single Subject teaching credential, ELA CLAD Certification
Megan Munoz	Certificate teacher	Single Subject teaching credential, ELA, CLAD certification
Genevieve Phillips	Certificate teacher	Single Subject teaching credential, ELA CLAD certification
James Schierer	Certificated teacher	Single Subject teaching credential, Mathematics, CLAD Certification
Theresa Shaw	Certificated teacher	Single Subject teaching credential, English, CLAD Certification
Kathryn Smith	Certificated teacher	Single Subject teaching credential, CLAD Certification
Adrianna Veysey	Certificated teacher	Single Subject teaching

		credential, Math, Special Education CLAD certification
Bernard Barge	Certificated teacher	Single Subject teaching credential, Mathematics CLAD certification
Kelly Bellow	Certificated teacher	Single Subject teaching credential, Mathematics CLAD certification
Ryan Bravo	Certificated teacher	Single Subject teaching credential, Science CLAD certification
Jacinto Duarte	Certificated teacher	Single Subject teaching credential, Math CLAD certification
Sandra Lazzaroni	Certificated teacher	Single Subject teaching credential: ELA CLAD certification
Tobias Lopez	Certificated teacher	Single Subject teaching credential, Math CLAD certification
Joann Masters	Certificated teacher	Single Subject teaching credential, Special Education, History CLAD certification
Laurie Mendez	Certificated teacher	Single Subject teaching credential, English CLAD certification
Nathan Moreno	Certificated teacher	Single Subject teaching credential, Special Education, Math CLAD certification
Monika Myking	Certificated teacher	Single Subject teaching credential, ELA, CLAD certification
Patricia Schierer	Certificated teacher	Single Subject teaching credential, Social Studies, CLAD certification
Barbara Vaughn	Certificated teacher	Single Subject teaching credential, Math CLAD certification
Janet Sanchez-Matos	Certificated teacher, High School Administrator	Single Subject teaching credential, CLAD certified, Pupil Services
Subcontractors	Job description	Professional qualifications



**Element 4. Item 2. Response. Program Monitor Residency.**

**Janet Sanchez-Matos**

City of residence of program monitor: Prunedale, CA

City of Residence: Prunedale

Odysseyware	Accredited Online Course Provider	Certificated teachers supported by onsite teachers.
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**Element 4. Item 3. Response. Ongoing Professional Development**

Description of training	Participating staff members	Number of hours/ timelines	How access to training will be provided
Constructing Meaning	All Core Content Teachers	48 hours August, 2011 - July 2015	Additional compensation for non-work days, Scheduled substitute days
Gradual Release of Responsibility	All Core Content Teachers	March 2012 – July 2015	Additional compensation for non-work days, Scheduled substitute days
Building Academic Vocabulary	All Core Content Teachers	January 2012 – July 2012	Additional compensation for non-work days, Scheduled substitute days
	All Core Content Teachers		Additional compensation for non-work days, Scheduled substitute days

**Element 4. Item 4. Response. Equipment and Facilities.**

**Equipment Resources:** As part of the SMCJUHSD program, SES will have access to at least four fully operational online computer labs. Most classrooms are equipped with SmartBoards, LCD Projectors and document readers.

**Facility Resources:**

The SES program will be a part of the SMCJUHSD programs. As a result all facilities

will be available for program implementation on a 24-7 basis.

**Element 4. Item 5. Response. Personnel Updates.**

All employees and volunteers who are in contact with students at the SMCJUHSD will undergo a background check and fingerprinting before they are hired to work with students. All employees must pass a Department of Justice background check, fingerprinting clearance and TB testing prior to working in the school district. Employment checks and clearances will be completed by the SMCJUHSD Human Resources Department. Notification of employee clearance is shared with the SES Administrator who will oversee the SES program.

**Element 4. Item 6. Response. Background Checks.**

All employees and volunteers who are in contact with students at the SMCJUHSD will undergo a background check and fingerprinting before they are hired to work with students. All employees must pass a Department of Justice background check, fingerprinting clearance and TB testing prior to working in the school district. Employment checks and clearances will be completed by the SMCJUHSD Human Resources Department

**Element 4. Item 7. a. Response. (If applicable.) Materials/Equipment Supplied at No Cost for Online Tutoring.**

Computers,  
Read 180 Software  
LCD projectors  
Smart Boards  
Document Readers  
OdysseyWare, Software

**Element 4. Item 7. b. Response. (If applicable.) Access to Online Tutoring.**

Students will be assigned login names and passwords. All assessments will be completed in the presence of a credentialed teacher.

**Element 4. Item 7. c. Response. (If applicable.) Required Online Tutoring Equipment.** Computers, software program, printers etc.

**SUPPORTING DOCUMENTATION**

To whom It may Concerns

I participated in the tutoring program last year it really helped me. Last year the program thought as a lot of thing but to improve the program I believe that our teachers should teach us not just some stragers. Our teachers now what were learning and need help on. They also now what we need to study for the test. Last year my teacher was teaching something way difrent than from what they were teaching me on the computer. So I believe that are teachers being in the program ~~now~~ would be a great improvement.

Sincerely,  
Hank Jones

To whom It May Concern:

I participated in the tutoring program provided by my school last year. It did help me, but I think it would be more helpful to be taught by my own teachers who know me and what I need. They know what I need to be taught and what I need to study for the test. I would like my school to become a part of this program because I would feel more confident with who I'm talking to.

Sincerely,

Jacklyn Juyell

To whom it may concern:

I participated in the tutoring program last year it really helped me understand the subject that I took more. I think it would be great for our school to be associated with the program because it would help a lot of students, but it would be more helpful if ~~the~~ ~~text~~ tutors wouldn't teach through a computer, I would feel more comfortable with a teacher that knows me and it would be easier to understand them. Therefore I think it would be great if our school gets the program.

Sincerely,

Jayssa Martinez

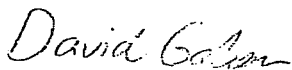
November 29, 2011

To Whom It May Concern:

I have participated in the after school tutoring program provided by my school last year. They helped you in what you struggled more and I think that's very important. They give you one on one tutoring in my opinion is very helpful. The tutors know what subject I'm strong in and what I lack. At the end of each session they give you a quiz on what you learned to see if you understood what you were taught. Before the program ended they gave me a test I took in the beginning of the program and when I retook they show you your result and how much you have improved. In my experience I had improved and I saw positive results. I would like my school to become a part of this program.

Sincerely,

David Galvan

A handwritten signature in cursive script that reads "David Galvan".

To Whom it May Concern:

I am Loreto Arredondo and I am a parent at Greenfield High School. My daughter previously participated in the Supplemental Educational Services program. While the program has helped my daughter, to have many of her own teachers, who know her as a student, have access to her records, and know the curriculum of the school and what is tested, would benefit her even more. I support the South Monterey County Joint Union High School District's application to become a Supplemental Educational Services provider. I believe this will be a great benefit to my daughter and others who will be able to participate for a longer period of time. I know that last year this help was limited and it would have been better if the school could have provided help to all the other students who scored low on their tests.

I appreciate the school district for taking on this assignment and look forward to my child in having the opportunity to participate.

Sincerely,

Loreto Arredondo

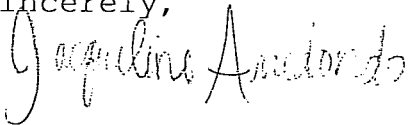
Loreto Arredondo



To Whom it May Concern:

I have participated in the after school tutoring program provided by my school last year. It did help, but to be taught what I need by my own teachers who know me personally would be even better. They know what I need to know and what I need to study for the test. When I was being tutored, I learned what the program had planned for all students who struggled in the subject of math, and it did not cover all the material I need for the test. In addition, every student is different and they each need help in certain areas; they cannot all be tutored on the same thing, it will be a waste of time to try to teach something to someone if they already know the material. I would like my school to become a part of this program because the teachers will know in what areas to help their students.

Sincerely,

A handwritten signature in cursive script that reads "Jacqueline Arredondo". The signature is written in dark ink and is positioned below the word "Sincerely,".

Jacqueline Arredondo

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

SANTA CRUZ, CALIFORNIA 95064

November 29, 2011

To Whom it May Concern:

On behalf of the University of California Santa Cruz Gaining Early Awareness and Readiness for Undergraduate Programs (UCSC GEAR UP) partnership grant, we would like to offer our support to the South Monterey County Joint Union High School District's application to become a Supplemental Services Provider.

We have a history of collaboration with the school district in supporting and enhancing the instructional program for students and know, first hand, the district's work to increase student achievement and close the achievement gap. The ability to be a Supplemental Services Provider would enhance the schools' support mechanisms already in place and will undoubtedly assist us as we work collectively to increase student achievement.

We, at UCSC GEAR UP, not only support the district's application, but urge you to grant them this status for the benefit of the students we work together to serve.

Sincerely,

A handwritten signature in cursive script, appearing to read "Maria C. Leyva".

Maria C. Leyva  
GEAR UP Project Director  
UC Santa Cruz Educational Partnership Center

# South Monterey County Joint Union High School District

## *Excellence in Education*

### State Administrator

John Bernard, Ed.D.  
800 Broadway  
King City, CA 93930  
(831) 385-0606  
Fax (831) 385-0695

### Governing Board

Brent Green  
Michael Foster  
Rita Tavernetti  
Debra McAlahney-Dodson  
Raul Rodriguez

November 28, 2011

California public schools do not have business license but does have a Federal I.D. number is as follows: 77-0320709

If you have questions or I may be of further assistance, please do not hesitate to let me know.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Board Policies – First Reading

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ **ACTION**

☒ **INFORMATION**

☐ **ACTION/CONSENT**

---

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

There are 29 policies presented as a first reading.

Recommendation:

The recommendation is for the Board to review the policies and present any questions or request any clarifications.

Fiscal Impact:

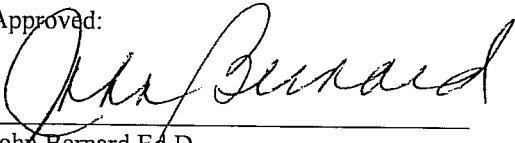
None

Submitted By:

---

Approved:

  
\_\_\_\_\_  
John Bernard Ed.D.  
State Administrator

BP 1114 Community Relations

**District-Sponsored Social Media**

**The Governing Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.**

*(cf. 0000 - Vision)*

*(cf. 0440 - District Technology Plan)*

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

**The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.**

**Guidelines for Content**

**Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.**

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

**The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.**

**Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.**

*(cf. 5131 - Conduct)*

**Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.**

*(cf. 4040 - Employee Use of Technology)*  
*(cf. 4118 - Suspension/Disciplinary Action)*  
*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 6163.4 - Student Use of Technology)*

**Users of official district social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.**

*(cf. 1340 - Access to District Records)*  
*(cf. 9012 - Board Member Electronic Communications)*

## **Privacy**

**The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.**

**Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in BP 1113 - District and School Web Sites, shall also apply to official district social media platforms.**

*(cf. 5125.1 - Release of Directory Information)*

**Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.**

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5022 - Student and Family Privacy Rights)*  
*(cf. 5125 - Student Records)*

## **Legal Reference:**

### **EDUCATION CODE**

32261 School safety, definitions of bullying and electronic act  
35182.5 Contracts for advertising  
48900 Grounds for suspension and expulsion  
48907 Exercise of free expression; rules and regulations  
48950 Speech and other communication  
49061 Definitions, directory information

49073 Release of directory information  
60048 Commercial brand names, contracts or logos  
GOVERNMENT CODE  
3307.5 Publishing identity of public safety officers  
6250-6270 Public Records Act, especially:  
6254.21 Publishing addresses and phone numbers of officials  
6254.24 Definition of public safety official  
54952.2 Brown Act, definition of meeting  
UNITED STATES CODE, TITLE 17  
101-1101 Federal copyright law  
UNITED STATES CODE, TITLE 20  
1232g Federal Family Educational Rights and Privacy Act  
UNITED STATES CODE, TITLE 29  
157 Employee rights to engage in concerted, protected activity  
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy  
COURT DECISIONS  
Page v. Lexington County School District, (2008, 4th Cir.) 531 F.3d 275  
Downs v. Los Angeles Unified School District, (2000) 228 F.3d 1003  
Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112  
Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37  
Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S.  
853  
NATIONAL LABOR RELATIONS BOARD DECISIONS  
18-CA-19081 Sears Holdings, December 4, 2009

Management Resources:

FACEBOOK PUBLICATIONS

Facebook for Educators Guide, 2011

WEB SITES

CSBA: <http://www.csba.org>

California School Public Relations Association: <http://www.calspra.org>

Facebook in Education: <http://www.facebook.com/education>

Facebook for Educators: <http://facebookforeducators.org>

Facebook, privacy resources: <http://www.facebook.com/fbprivacy>

Issued: 7/11

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 1114 Community Relations

**District-Sponsored Social Media**

**Definitions**

***Social media*** means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

***Official district social media platform*** is a site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

*(cf. 1230 - School-Connected Organizations)*

*(cf. 1260 - Educational Foundations)*

**Authorization for Official District Social Media Platforms**

The Superintendent or designee shall authorize the development of any official district social media platform. Teachers and coaches shall obtain approval from the principal before creating an official classroom or team social media platform.

**Guidelines for Content**

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

*(cf. 0440 - District Technology Plan)*

*(cf. 0510 - School Accountability Report Card)*

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6145.5 - Student Organization and Equal Access)*

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

*(cf. 4132/4232/4332 - Publication or Creation of Materials)*

*(cf. 6162.6 - Use of Copyrighted Materials)*



**The Superintendent or designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.**

**Each official district social media platform shall prominently display:**

- 1. The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.**
- 2. Information on how to use the security settings of the social media platform.**
- 3. A statement that the site is regularly monitored and that any inappropriate post will be promptly removed. Inappropriate posts include those that:**
  - a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation**
  - b. Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1160 - Political Processes)*

*(cf. 1325 - Advertising and Promotion)*

- 4. Protocols for users, including expectations that users will communicate in a respectful, courteous, and professional manner.**
- 5. A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.**
- 6. A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of the district.**
- 7. A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district.**
- 8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media platforms.**

**District employees who participate in official district social media platforms shall adhere to all applicable district policies and procedures, including, but not limited to, professional standards related to interactions with students.**

*(cf. 4040 - Employee Use of Technology)*

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

**When appropriate, employees using official district social media platforms shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.**

**All staff shall receive information about appropriate use of the official district social media platforms.**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Issued: 7/11

Regulation                      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## BP 1240 Community Relations

**Volunteer Assistance**

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board also encourages **parents/guardians and other members of the community** ~~members to serve as mentors providing support and motivation to~~ **share their time, knowledge, and abilities with students.**

*(cf. 1000 - Concepts and Roles)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

**Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads, and comply with employee negotiated agreements.**

**Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)**

**Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 3515.2 - Disruptions)*

**The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.**

*(cf. 1150 - Commendations and Awards)*

**The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.**

### **Qualifications**

**The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.**

**Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)**

**A volunteer who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)**

### **Legal Reference:**

#### **EDUCATION CODE**

8482-8484.6 After School Education and Safety program

8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

35021.3 Registry of volunteers for before/after school programs

44010 Sex offense; definition

44227.5 Classroom participation by college methodology faculty

44814-44815 Supervision of students during lunch and other nutrition periods

45125 Fingerprinting requirements

45125.01 Interagency agreements for criminal record information

45340-45349 Instructional aides

45360-45367 Teacher aides

49024 Activity Supervisor Clearance Certificate

49406 Examination for tuberculosis

GOVERNMENT CODE

3543.5 Prohibited interference with employees' rights

HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

1720.4 Public works; exclusion of volunteers from prevailing wage law

3364.5 Persons performing voluntary services for school districts

PENAL CODE

290 Registration of sex offenders

290.4 Information re: sex offenders

290.95 Disclosure by person required to register as sex offender

CODE OF REGULATIONS, TITLE 22

101170 Criminal record clearance

101216 Health screening, volunteers in child care centers

UNITED STATES CODE, TITLE 20

6319 Qualifications and duties of paraprofessionals, Title I programs

ATTORNEY GENERAL OPINIONS

62 Ops.Cal.Atty Gen. 325 (1979)

COURT DECISIONS

Whisman Elementary School District, (1991) PERB Decision No. 868

Management Resources:

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Parents/Family and Community:  
<http://www.cde.ca.gov/ls/pf>

California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National Parent Teacher Association: <http://www.pta.org>

(7/02 3/10) 7/10

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## BP 1240 Community Relations

**Volunteer Assistance**

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board also encourages **parents/guardians and other members of the community** ~~members to serve as mentors providing support and motivation to~~ **share their time, knowledge, and abilities with** students.

*(cf. 1000 - Concepts and Roles)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

**Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads, and comply with employee negotiated agreements.**

**Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)**

**Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 3515.2 - Disruptions)*

**The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.**

*(cf. 1150 - Commendations and Awards)*

**The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.**

### **Qualifications**

**The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.**

OPTION 1: Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)

A volunteer who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

OPTION 2: Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024)

A volunteer who possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, shall have satisfied district requirements for the criminal background check. (Education Code 49024)

### **Legal Reference:**

#### **EDUCATION CODE**

8482-8484.6 After School Education and Safety program

8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

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45360-45367 Teacher aides

49024 Activity Supervisor Clearance Certificate

49406 Examination for tuberculosis

#### GOVERNMENT CODE

3543.5 Prohibited interference with employees' rights

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6319 Qualifications and duties of paraprofessionals, Title I programs

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#### COURT DECISIONS

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California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National Parent Teacher Association: <http://www.pta.org>

(7/02 3/10) 7/10



BP 1240(d)

Policy                    **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## Community Relations

### **VOLUNTEER ASSISTANCE**

*Volunteer instructional aides* may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45343, 45344, 45349)

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*Volunteer non-teaching aides* may supervise students during lunch and/or breakfast periods or may serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)

*Facilities project volunteers* may work on short-term facilities projects pursuant to Governing Board policy and administrative regulation.

### **Qualifications of Volunteers**

Volunteers providing supervision or instruction of students pursuant to Education Code 45349 shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)

*(cf. 4212 - Appointment and Conditions of Employment)*

### **Sex Offender Checks**

A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a volunteer instructional aide or as a volunteer nonteaching aide under the direct supervision of a certificated employee. (Education Code 35021)

The Superintendent or designee shall verify by reasonable means that persons serving as volunteer instructional aides and nonteaching volunteer aides are not required to register as a sex offender pursuant to Penal Code 290.

*(cf. 3515.5 - Sex Offender Notification)*

### **Tuberculosis Testing**

No volunteer shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Volunteers who test negative shall thereafter be required to take a

tuberculosis test every four years in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406)

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

### **Volunteer Facilities Projects**

All volunteer facilities projects shall have approximate start and completion dates and must be approved by the principal in advance.

Projects approved by the principal shall also be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet
7. Installation of playground equipment and benches
8. Installation of sprinkler systems
9. Paving
10. Installation of marquees and signs
11. Tree planting, pruning or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise appropriate to the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary. Projects shall be inspected upon completion to ensure that the work was done satisfactorily.

*(cf. 3514 - Environmental Safety)*

*(cf. 3514.1 - Hazardous Substances)*

*(cf. 7111 - Evaluating Existing Buildings)*

*(cf. 7140 - Architectural and Engineering Services)*

(10/96 10/97) 7/02

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BP 2140 Administration

**Evaluation Of The Superintendent**

**The Governing Board recognizes that, in order to effectively fulfill its responsibilities for setting direction, ensuring accountability, and providing community leadership for the district, it must adopt measures for holding the Superintendent accountable. At a minimum, the Board shall annually conduct a formal evaluation of the Superintendent's performance to assess his/her effectiveness in leading the district toward established goals. In addition, the evaluation process may include opportunities during the year for review of the Superintendent's progress toward meeting the goals. The evaluation shall be in accordance with the provisions of the Superintendent's contract and any applicable Board policy.**

*(cf. 0000 - Vision)*

*(cf. 2121 - Superintendent's Contract)*

*(cf. 9000 - Role of the Board)*

*(cf. 9005 - Governance Standards)*

**Evaluation criteria shall be agreed upon by the Board and Superintendent prior to the evaluation and shall include, but not be limited to, district goals and success indicators; educational, management, and community leadership skills; and the Superintendent's professional relationship with the Board.**

*(cf. 2110 - Superintendent Responsibilities and Duties)*

*(cf. 2111 - Superintendent Governance Standards)*

**The Board and Superintendent shall jointly determine the evaluation method(s) and schedule that will best serve the district and the structure and format of the instrument to be used.**

**Prior to the evaluation, the Superintendent shall provide to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a statement of actions taken to address any Board recommendation from the previous evaluation.**

**Each Board member shall independently evaluate the Superintendent's performance. Based on these individual evaluations, the Board president shall produce a document that summarizes the individual evaluations. The Board shall then take action on this document and present it to the Superintendent for his/her response.**

**The evaluation shall provide commendations in areas of strength and achievement, provide recommendations for improving effectiveness in areas of concern and unsatisfactory performance, and serve as a basis for making decisions about salary increase and/or contract extension.**

**The Board shall meet in closed session with the Superintendent to discuss the evaluation.  
(Government Code 54957)**

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

**The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or district progress.**

**After the Board and Superintendent have discussed the evaluation, the Board president and Superintendent shall sign the evaluation and it shall be placed in the Superintendent's personnel file.**

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

**At the open session after the Superintendent's evaluation or at a subsequent meeting, the Board and Superintendent shall jointly identify performance goals for the next year.**

*(cf. 9400 - Board Self-Evaluation)*

Legal Reference:

GOVERNMENT CODE

53262 Employment contracts, superintendent

54957 Closed session, personnel matters

COURT DECISIONS

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2006

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

(7/01 7/04) 3/11

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## BP 2210 Administration

**Administrative Discretion Regarding Board Policy**

Through the adoption of written policies, the Governing Board conveys its expectations for actions that will be taken in the district, clarifies roles and responsibilities of the Board and Superintendent, and communicates Board philosophy and direction. However, the Board recognizes that, at times, **issues** **situations** may arise in the operation of district schools or in the implementation of district programs that are not addressed in Board policy or administrative regulation. When resolution of such **issues** **a situation** necessitates immediate action, the Superintendent or designee shall have the authority to act on behalf of the district.

*(cf. 2110 - Superintendent Responsibilities and Duties)*

*(cf. 9000 - Role of the Board)*

*(cf. 9310 - Board Policies)*

If the ~~matter involves a policy decision where controversy is foreseeable, or a matter that has a significant impact on student learning or safety~~ **situation or its resolution may affect the safety or security of students or staff members, involve a significant impact on student learning, or create a distraction within the school community**, the Superintendent or designee shall notify the Board as soon as practicable after its occurrence. The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3516.5 - Emergency Schedules)*

*(cf. 9322 - Agenda/Meeting Materials)*

## Tier 3 Categorical Flexibility

The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. In **implementing the flexibility, the Superintendent**, in accordance with Education Code 42605, ~~for the 2008-09 through 2012-13 fiscal years, the Superintendent may suspend statutory or regulatory~~ **any program or funding requirement for Tier 3 categorical programs reflected in any Board policy, administrative regulation, bylaws or exhibits or other document designed for the operation of any Tier 3 categorical program** to the extent that such suspension does not affect the terms of any existing district contract or bargaining agreement. As necessary, the Superintendent or designee shall consult with other **district** staff, including the legal counsel and/or the chief business official, regarding the district's exercise of this flexibility.

The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 0520.1 - High Priority Schools Grant Program)*

*(cf. 1220 - Citizen Advisory Committees)*

(cf. 1312.4 - Williams Uniform Complaint Procedures)  
 (cf. 3110 - Transfer of Funds)  
 (cf. 3111 - Deferred Maintenance Funds)  
 (cf. 4111 - Recruitment and Selection)  
 (cf. 4112.2 - Certification)  
 (cf. 4112.21 - Interns)  
 (cf. 4113 - Assignment)  
 (cf. 4117.14/4317.14 - Postretirement Employment)  
 (cf. 4131 - Staff Development)  
 (cf. 4131.1 - Beginning Teacher Support/Induction)  
 (cf. 4138 - Mentor Teachers)  
 (cf. 4139 - Peer Assistance and Review)  
 (cf. 4231 - Staff Development)  
 (cf. 4331 - Staff Development)  
 (cf. 5123 - Promotion/Acceleration/Retention)  
 (cf. 5136 - Gangs)  
 (cf. 5141.32 - Health Screening for School Entry)  
 (cf. 5145.6 - Parental Notifications)  
 (cf. 5146 - Married/Pregnant/Parenting Students)  
 (cf. 5147 - Dropout Prevention)  
 (cf. 5148.1 - Child Care Services for Parenting Students)  
 (cf. 5149 - At-Risk Students)  
~~(cf. 6111 - School Calendar)~~  
 (cf. 6141.5 - Advanced Placement)  
 (cf. 6142.6 - Visual and Performing Arts Education)  
 (cf. 6142.91 - Reading/Language Arts Instruction)  
 (cf. 6142.94 - History-Social Science Instruction)  
 (cf. 6146.1 - High School Graduation Requirements)  
 (cf. 6151 - Class Size)  
 (cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
 (cf. 6162.52 - High School Exit Examination)  
 (cf. 6163.1 - Library Media Centers)  
 (cf. 6164.2 - Guidance/Counseling Services)  
 (cf. 6172 - Gifted and Talented Student Program)  
 (cf. 6176 - Weekend/Saturday Classes)  
 (cf. 6177 - Summer School)  
 (cf. 6178 - Career Technical Education)  
 (cf. 6178.2 - Regional Occupational Center/Program)  
 (cf. 6179 - Supplemental Instruction)  
 (cf. 6184 - Continuation Education)  
 (cf. 6185 - Community Day School)  
 (cf. 6200 - Adult Education)  
 (cf. 7214 - General Obligation Bonds)  
 (cf. 9323.2 - Actions by the Board)

#### Legal Reference:

##### EDUCATION CODE

35010 Control of district, prescription and enforcement of rules  
 35035 Powers and duties of superintendent  
 35160 Authority of governing boards  
 35160.5 Annual review of school district policies  
 35163 Official actions, minutes and journal  
 42605 Tier 3 categorical flexibility

#### Management Resources:

CSBA PUBLICATIONS

Policy Implications of Categorical Program Flexibility, Policy Advisory, November 2009  
Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance  
Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

(7/01 11/09) 7/11

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California



## BP 3100 Business and Noninstructional Operations

**Budget**

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

*(cf. 0000 - Vision)*

*(cf. 3000 - Concepts and Roles)*

*(cf. 3300 - Expenditures and Purchases)*

*(cf. 3460 - Financial Reports and Accountability)*

*(cf. 9000 - Role of the Board)*

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

**Budget Development and Adoption Process**

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the dual budget adoption process described in Education Code 42127(e) and (g).

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent **or designee** shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

*(cf. 9320 - Meetings and Notices)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - Meeting Conduct)*

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

### **Budget Advisory Committee**

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations to the Board during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 2230 - Representative and Deliberative Groups)*

*(cf. 3350 - Travel Expenses)*

*(cf. 9130 - Board Committees)*

*(cf. 9140 - Board Representatives)*

### **Budget Criteria and Standards**

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

*(cf. 2210 - Administrative Discretion Regarding Board Policy)*

*(cf. 3110 - Transfer of Funds)*

### **Fund Balance**

~~The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:~~

**The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:**

- ~~1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint~~
- 1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.**
- ~~2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds~~
- 2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.**
- ~~3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure~~
- 3. Committed fund balance includes amounts constrained to specific purposes by the Board.**

**For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements**

- ~~4. Address the minimum fund balance in the general fund by establishing an appropriate level of unrestricted fund balance that will be maintained in the general fund, the circumstances under which the unrestricted fund balance can be spent down, and the procedure for replenishing deficiencies~~
- 4. Assigned fund balance includes amounts which the Board or its designee intends to use for a specific purpose.**

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent or designee and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements.

- 5. Unassigned fund balance includes amounts that are available for any purpose.**

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed

fund balance, then from the unassigned fund balance, and lastly from the unassigned fund balance.

~~The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district needs.~~

**To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least two months of general fund operating expenditures, or 17 percent of general fund expenditures and other financing uses.**

**If the unassigned fund balance falls below this level due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.**

### **Long-Term Financial Obligations**

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

*(cf. 4141/4241 - Collective Bargaining Agreement)*

*(cf. 4143/4243 - Negotiations/Consultation)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

*(cf. 7210 - Facilities Financing)*

*(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

### **Budget Amendments**

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

### **Legal Reference:**

#### EDUCATION CODE

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

35035 Powers and duties of superintendent

35161 Powers and duties, generally, of governing boards

42103 Public hearing on proposed budget; requirements for content of proposed budget

42122-42129 Budget requirements

42130-42134 Financial certifications

42140-42141 Disclosure of fiscal obligations

42602 Use of unbudgeted funds

42605 Tier 3 categorical flexibility

42610 Appropriation of excess funds and limitation thereon

44518-44519.2 Chief business officer training program

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

#### GOVERNMENT CODE

7900-7914 Appropriations limit

#### CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Understanding District Budgets, 2006

School Finance CD-ROM, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

(11/08 11/09) 7/10

Policy

**KING CITY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BP 3280 Business and Noninstructional Operations

**Sale Or Lease Of District-Owned Real Property**

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space and the effective delivery of instruction.

*(cf. 1330 - Use of School Facilities)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7111 - Evaluating Existing Buildings)*

*(cf. 7160 - Charter School Facilities)*

Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to, Education Code 17230, 17464, 17485-17500, and Government Code 54222.

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

~~When required by law~~ **Prior to the sale or lease of any surplus real property**, the Board shall appoint a district advisory committee to advise the Board ~~in the development of policies and procedures governing~~ **regarding** the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388)

*(cf. 1220 - Citizen Advisory Committees)*

**Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regular, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

*(cf. 9323.2 - Actions by the Board)*

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the

resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

The Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it in accordance with Education Code 17470.

### **Acceptance/Rejection of Bids**

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

*(cf. 1431 - Waivers)*

*(cf. 9320 - Meetings and Notices)*

### **Use of Proceeds**

The Superintendent or designee shall ensure that proceeds from the sale or lease with an option to purchase of district surplus property are used in accordance with law. (Education Code 17462; 2 CCR 1700)

*(cf. 3100 - Budget)*

*(cf. 3460 - Financial Reports and Accountability)*



~~Until January 1, 2012,~~ **Pursuant to the authorization in Education Code 17463.7**, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Prior to exercising this authority, the Board shall certify to the State Allocation Board that: (Education Code 17463.7)

1. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.

*(cf. 3111 - Deferred Maintenance Funds)*

2. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.

*(cf. 7214 - General Obligation Bonds)*

3. The real property is not suitable to meet projected school construction needs for the next 10 years.

Prior to exercising this authority, the Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district. (Education Code 17463.7)

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

17463.7 Proceeds for general fund purposes

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, September 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division:

<http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

(3/09 11/09) 7/11

Policy

**KING CITY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 3280 Business and Noninstructional Operations

**Sale Or Lease Of District-Owned Real Property**

**District Advisory Committee**

The district advisory committee on use or disposition of surplus school buildings or space shall consist of 7-11 members representative of each of the following: (Education Code 17389)

1. The district's ethnic, age group, and socioeconomic composition
2. The business community, such as store owners, managers, or supervisors
3. Landowners or renters, with preference to representatives of neighborhood associations
4. Teachers
5. Administrators
6. Parents/guardians of students
7. Persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to, knowledge of the zoning and other land use restrictions of the cities and counties in which the surplus property is located

This committee shall: (Education Code 17390)

1. Review projected school enrollment and other data to determine the amount of surplus space and real property
2. Establish and circulate throughout the attendance area a priority list for use of surplus space and real property that will be acceptable to the community
3. Hold hearings, with community input, on acceptable uses of space and real property, including the sale or lease of surplus real property for child care development purposes
4. Make a final determination of limits of tolerance of use of space and real property
5. Send the Governing Board a report recommending uses of surplus space and real property

The district advisory committee shall comply with open meeting requirements of the Brown Act. (Government Code 54952)

AR 3280 (b)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 9130 - Board Committees)*

Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: December 13, 2011

Adopted:

King City, California

## BP 3290 Business and Noninstructional Operations

**Gifts, Grants And Bequests**

The Governing Board may accept any **gift, grant, or bequest** ~~or gift of money, or property, on behalf of the district or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program.~~ While greatly appreciating suitable donations, the Board ~~discourages~~ **shall reject** any gift which may directly or indirectly impair its **authority to make decisions in the best interest of district students or its ability** or commitment to provide equitable educational opportunities ~~for all district students.~~

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1260 - Educational Foundation)*

Before accepting any gift, **grant, or bequest**, the Board shall **carefully** consider ~~whether the gift has a purpose consistent~~ **any conditions or restrictions imposed by the donor to ensure their consistency with the district's vision, philosophy, and operations. If the Board believes the district will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.**

*(cf. 0000 - Vision)*

**In addition, the Board shall ensure that acceptance of the gift, grant, or bequest does not:**

1. ~~Begins~~ **Involve creation** of a program which the Board would be unable to continue **sustain** when the ~~funds are~~ **donation is** exhausted
2. Entail undesirable or excessive costs
3. **Promote the use of violence, drugs, tobacco, or alcohol or the violation of any law or district policy**

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5131.62 - Tobacco)*

4. **Imply endorsement of any business or product or unduly commercialize or politicize the school environment**

*(cf. 1325 - Advertising and Promotion)*

Any gift of books and instructional materials shall be accepted only if they meet regular district criteria **for selection of instructional materials.**

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

All gifts, grants, and bequests shall become district property. Donors are encouraged to donate all gifts to the district rather than to a particular school. At the Superintendent or designee's discretion, a gift may be used at a particular school.

**When any gift of money received by the district is not immediately used, it shall be placed in the county treasury in accordance with law. (Education Code 41030-41031)**

**The Superintendent or designee shall annually provide a report to the Board indicating the gifts, grants, and/or bequests received on behalf of the district in the preceding fiscal year. The report shall include a statement of account and expenditure of all gifts of money and an inventory of all gifts of physical assets.**

*(cf. 3440 - Inventories)*

*(cf. 3460 - Financial Reports and Accountability)*

### **Appreciation**

**The Board may show appreciation for any donation to the district in any manner it deems appropriate. Such appreciation may take the form of letters of recognition or Board resolutions; plaques, commendations, or awards; planting of commemorative trees or gardens; or naming or renaming of buildings, grounds, or facilities. Conferment of any such honor shall be in accordance with applicable Board policy.**

*(cf. 1150 - Commendations and Awards)*

*(cf. 7310 - Naming of Facility)*

### **Corporate Sponsorship**

**The Board may enter into an agreement or arrangement with an outside entity for the sponsorship of an educational, athletic, or other program or activity. When appropriate, the agreement may allow the outside entity to advertise or promote its business, product, or service in district publications or on district property or web sites.**

*(cf. 1113 - District and School Web Sites)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 3312 - Contracts)*

**Every sponsorship agreement shall be in writing and shall be approved by the Board. The Board shall ensure that the district's relationship and arrangement with the sponsor are consistent with the district's mission, values, and goals. Any advertising or promotional message, image, or other depiction to be used by the sponsor shall meet the standards set for commercial advertising on district property and in district-sponsored publications. No message, image, or other depiction that promotes the use of obscene language, pornography, alcohol, tobacco, or prohibited drugs or that advocates unlawful discrimination, use of violence, or the violation of law or district policy shall be allowed.**

**Each sponsorship agreement shall contain statements including, but not limited to:**

- 1. The purpose of the relationship with the sponsor, details of the benefits to the district, and how the benefits will be distributed.**
- 2. The duration of the agreement and the roles, expectations, rights, and responsibilities of the district and the sponsor, including whether and to what extent the sponsor is allowed to advertise or promote its products and/or services.**
- 3. The authority of the Board to retain exclusive right over the use of the district's name, logo, and other proprietary information. The sponsor's use of such information shall require prior approval of the Board.**
- 4. The authority of the Board to terminate the agreement without any penalty or sanction to the district if the sponsor's message, business, or product becomes inconsistent with district vision, mission, or goals or the sponsor engages in any prohibited activity.**
- 5. The prohibition against the collection of students' personal information except as allowed by law.**

*(cf. 5022 - Student and Family Privacy Rights)*

*(cf. 5125 - Student Records)*

Legal Reference:

**EDUCATION CODE**

1834 Acquisition of materials and apparatus

**35160 Powers and duties**

35162 Power to sue, be sued, hold and convey property

41030 School district may invest surplus monies from bequest or gifts

41031 Special fund or account in county treasury

41032 Authority of school board to accept gift or bequest; investments; gift of land requirements

41035 Advisory committee

41036 Function of advisory committee

41037 Rules and regulations

**41038 Applicability of other provisions of chapter**

Management Resources:

**WEB SITES**

**California Consortium of Education Foundations: <http://www.cceflink.org>**

**(6/88 10/95) 7/11**

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## BP 3515.2 Business and Noninstructional Operations

### Disruptions

The Governing Board is committed to providing a safe environment for district students, staff, and others while they are on district property or engaged in school activities.

The Superintendent or designee shall ~~provide for the prompt removal of~~ **remove** any individual ~~from the school grounds who, by his/her presence or action,~~ disrupts or threatens to disrupt normal **district or school operations**, threatens the health or safety of ~~students or staff~~ **anyone on district property**, or **causes or threatens to cause damage to district property in accordance with law, Board policy, or administrative regulation or to any property on school grounds.**

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 3515 - Campus Security)*

*(cf. 4118 - Suspension/Disciplinary Action)*

*(cf. 4158/4258/4358 - Employee Security)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 5131.4 - Student Disturbances)*

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**Any employee** staff who believes that a disruption may occur shall immediately contact the principal. **The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.**

### ~~Gun-Free~~ Safe School Zone

**Possession of a firearm within 1000 feet of any district school is prohibited except when authorized by law. (Penal Code 626.9)**

Possession of any **other** unauthorized ~~firearms~~, weapons or dangerous instruments is prohibited ~~within 1000 feet of on school grounds or buses and at school-related or school-sponsored activities~~ without the written permission of school authorities.



*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor  
32211 Threatened disruption or interference with classes; misdemeanor  
35160 Authority of governing boards  
44810 Willful interference with classroom conduct  
44811 Disruption of classwork or extracurricular activities  
48902 Notification of law enforcement authorities  
51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property  
415.5 Disturbance of peace of school  
626-626.11 Schools, crimes, especially:  
626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions  
626.8 Disruptive presence at schools  
626.81 Misdemeanor for registered sex offender to come onto school grounds  
626.85 Misdemeanor for specified drug offender presence on school grounds  
626.9 Gun Free School Zone Act  
627-627.10 Access to school premises  
653b Loitering about schools or public places  
12556 Imitation firearms  
UNITED STATES CODE, TITLE 20  
7151 Gun-Free Schools Act

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652  
In Re Joseph F., (2000) 85 Cal.App.4th 975  
In Re Jimi A., (1989) 209 Cal.App.3d 482  
In Re Oscar R., (1984) 161 Cal.App.3d 770

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

U.S. Department of Education, Emergency Planning:

<http://www.ed.gov/admins/lead/safety/emergencyplan>

(6/96 11/06) 3/10

BP 3515.2 (c)

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 3515.2 Business and Noninstructional Operations

**Disruptions**

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds if: (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8, **626.81, 626.85**)

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities **the school or a school activity**, or with the intent of inflicting damage to any person or property.

*(cf. 3515.3 - District Police/Security Department)*

2. The person fights or challenges another person to a fight, willfully disturbs another person by loud **and unreasonable noise**, or **uses** offensive language which could provoke a violent reaction.

*(cf. 4158/4258/4358 - Employee Security)*

3. The person loiters around a school without lawful business for being present or reenters a school **within 72 hours** after he/she was asked to leave.
4. The person is required to register as a sex offender pursuant to Penal Code 290.

However, a registered sex offender may be on school grounds if he/she has a lawful purpose and written permission from the principal or designee.

*(cf. 3515.5 - Sex Offender Notification)*

5. The person is a specified drug offender as defined in Penal Code 626.85.

*(cf. 1240 - Volunteer Assistance)*

However, a specified drug offender may be on school grounds with written permission from the principal or designee or, if he/she is a parent/guardian of a child enrolled in that school, to attend a school activity.

6. The person has otherwise established a continued pattern of unauthorized entry on school grounds.

**The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)**

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she:

1. Fails to leave or remains after being directed to leave (Penal Code 626.7, 626.8, 626.85)
2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 1250 - Visitors/Outsiders)

## Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

(11/02 11/06) 3/10

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
First reading: December 13, 2011  
Adopted; King City, California

Business and Noninstructional Operations

**Earthquake Emergency Procedure System**

**Earthquake Preparedness**

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

*(cf. 0450 - Comprehensive Safety Plan)*

**Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)**

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

The Superintendent or designee may work with the California ~~Office of Emergency Services~~ **Management Agency** and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:  
(Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.**

**Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.**

**Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.**

**The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.**

**The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.**

**The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.**

### **Earthquake While Indoors at School**

**When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:**

- 1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.**
- 2. In laboratories, burners should be extinguished, if possible, before taking cover.**

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
- ~~4. Teachers shall have students evacuate the building in an orderly manner when the earthquake is over.~~
- 4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.**
- 5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.**

### **Earthquake While Outdoors on School Grounds**

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

### **Earthquake While on the Bus**

If students are on the school bus when an earthquake occurs,

- ~~1. The bus driver shall pull to the side of the road away from buildings, poles, wires, overheard structures, or bridges, if possible, set the brake, and turn off the ignition.~~
- ~~2. The driver shall have students remain in their seats and perform the drop procedure~~
- ~~3. The driver shall wait until the earthquake is over before proceeding on the route.~~
- ~~4. As soon as possible, the driver shall contact the director of transportation for instructions~~

**the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.**

*(cf. 3543 - Transportation Safety and Emergencies)*

### **Subsequent Emergency Procedures**

After an earthquake episode has subsided, the following actions shall be taken:

1. **Staff shall** extinguish small fires if safe.
2. ~~In outside assembly areas,~~ Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall ~~not light~~ **refrain from lighting** any stoves or burners **or operating any electrical switches** until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal **or designee** shall request assistance as needed from the county or city civil defense office, fire and police departments, **city and county building inspectors, and utility companies and** shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions **after assessing the earthquake damage.**
8. **The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.**

*(cf. 1112 - Media Relations)*

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

**GOVERNMENT CODE**

**3100 Public employees as disaster service workers**

**8607 Standardized Emergency Management System**

**CODE OF REGULATIONS, TITLE 19**

**2400-2450 Standardized Emergency Management System**

Management Resources:

**CALIFORNIA EMERGENCY MANAGEMENT AGENCY PUBLICATIONS**



**The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty**

**Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003**

**School Emergency Response: Using SEMS at Districts and Sites, June 1998**

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

WEB SITES

American Red Cross: <http://www.redcross.org>

**California Emergency Management Agency:** <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

**National Incident Management System:** <http://www.fema.gov/emergency/nims>

(11/04 7/07) 3/11

Regulation                      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 3542 Business and Noninstructional Operations

**School Bus Drivers**

Authority

Students transported in a school bus or in a student activity bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. (5 CCR 14103)

*(cf. 3540 - Transportation)*

A bus driver shall have the authority to discontinue the operation of a school bus whenever he/she determines that it is unsafe to continue.

Administrative regulations related to bus driver authority shall be made available to parents/guardians, students, teachers and other interested parties. (5 CCR 14103)

*(cf. 3516.5 - Emergency Schedules)*

*(cf. 3543 - Transportation Safety and Emergencies)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5145.6 - Parental Notifications)*

**Qualifications, Training and Monitoring**

All drivers employed to operate school buses or student activity buses shall possess, at a minimum, both of the following documents issued by the state Department of Motor Vehicles: **(Education Code 39830.1; Vehicle Code 12517)**

1. A valid driver's license for the appropriate class of vehicle to be driven
2. A certificate which permits the driver to operate either school buses or student activity buses, **as applicable**

*(cf. 4200 - Classified Personnel)*

*(cf. 4211 - Recruitment and Selection)*

The Superintendent or designee may use an electronic fingerprinting system, managed by the California Department of Justice, to fingerprint an applicant for an original certificate to drive a school bus or student activity bus. (Vehicle Code 12517.3)

*(cf. 4212.5 - Criminal Record Check)*

The Superintendent or designee shall ensure that school bus drivers receive training which includes:

1. ~~Necessary~~ First aid practices (Vehicle Code 12522)
2. The proper actions to be taken in the event that a school bus is hijacked (Education Code 39831)
3. The proper installation of mobile seating devices in the bus securement systems (Education Code 56195.8)

*(cf. 3541.2 - Transportation for Students with Disabilities)*  
*(cf. 4231 - Staff Development)*

School bus drivers shall be subject to drug and alcohol testing in accordance with Governing Board policy and the requirements of federal law.

*(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)*

The Superintendent or designee shall notify the Department of Motor Vehicles within five days whenever any school bus driver has tested positive for drugs or alcohol, is dismissed for a cause related to student transportation safety, or whenever a driver so dismissed has been reinstated. (Vehicle Code 1808.8, 13376)

*(cf. 4215 - Evaluation/Supervision)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

## **Responsibilities**

The school bus driver's primary responsibility is to safely transport students to and from school and school activities. He/she shall follow procedures contained in the district's transportation safety plan.

The driver shall not require any student to leave the bus en route between home and school or other destinations. (5 CCR 14103)

The driver shall stop to load or unload students only at school bus stops designated by the Superintendent or designee, or authorized by the Superintendent or designee for school activity trips. (Vehicle Code 22112)

*(cf. 3541 - Transportation Routes and Services)*

The driver shall activate the amber warning light system, flashing red signal lights and stop arm signal and shall escort students in accordance with Vehicle Code 22112.

The driver shall immediately report all school bus accidents to the California Highway Patrol, the Superintendent or designee, and the driver's employer. (13 CCR 1219)

The driver also shall report the following to the Superintendent or designee:

1. Recurring and serious student misbehavior
2. Parental and student complaints
3. Traffic violations
4. Consistently late school dismissals which cause transportation delays
5. Overload runs
6. Mechanical or other problems with buses and equipment

Legal Reference:

EDUCATION CODE

39830-39842 School buses

40080-40090.5 Training required to obtain or renew bus driver certificate

45125.1 Criminal background checks for contractors

56195.8 Training in installation of mobile seating devices

PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

VEHICLE CODE

1808.8 Dismissal for safety-related cause

2570-2575 Transportation of students

12517-12517.4 Certification requirements

12522 First aid training for school bus drivers

13376 Driver certificates; revocation or suspension; sex offense prosecution

22112 School bus signals; roadway crossings

25257 School bus; flashing light signal system

25257.2 School bus used for transportation of developmentally disabled person

34501.6 School buses; reduced visibility

34508.5 Investigation of accidents

CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver

14104 School bus driver instructor

CODE OF REGULATIONS, TITLE 13

1200-1228 General provisions, school bus regulations

CODE OF FEDERAL REGULATIONS, TITLE 49

571.222 Federal motor vehicle safety standard #222

Management Resources:

WEB SITES

**California Highway Patrol: <http://www.chp.ca.gov>**

**California Department of Motor Vehicles: <http://www.dmv.ca.gov>**

**California Department of Justice: <http://caag.state.ca.us>**

**(10/97 11/99) 11/02**

Regulation                      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BP 3550 Business and Noninstructional Operations

**Food Service/Child Nutrition Program**

The Governing Board recognizes that ~~students need adequate, nourishing food in order to grow, learn and maintain good health~~ **adequate, nourishing food is essential to student health, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to the district's food service programs and to maximize their participation in available programs.**

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

2. Meet or exceed nutrition standards specified in law and administrative regulation

*(cf. 3552 - Summer Meal Program)*

*(cf. 3554 - Other Food Sales)*

*(cf. 5030 - Student Wellness)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions
5. Be ~~sold~~ **available to students who meet federal eligibility criteria at no cost or at reduced prices, and to other students** at reasonable prices

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

*(cf. 3553 - Free and Reduced Price Meals)*

The district's food service program shall give priority to serving unprocessed foods and fresh fruits and vegetables ~~that are not deep-fried~~.

**District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals and to support the district's nutrition education program.**

*(cf. 6142.8 - Comprehensive Health Education)*

**To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.**

The Superintendent or designee shall ~~encourage the participation of~~ **may invite** students and parents/guardians **to participate** in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 3517- Facilities Inspection)*  
*(cf. 7110 - Facilities Master Plan)*

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

The Superintendent or designee shall annually report to the Board ~~regarding the district's compliance with~~ **on student participation in the district's nutrition programs and the extent to which the district's food services program meets** state and federal nutrition standards for foods and beverages.

*(cf. 0500 - Accountability)*  
*(cf. 3555 - Nutrition Program Compliance)*

**Legal Reference:**

**EDUCATION CODE**

35182.5 Contracts, non-nutritious beverages  
38080-38103 Cafeteria, establishment and use  
45103.5 Contracts for management consulting services; restrictions  
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001  
49490-49494 School breakfast and lunch programs  
49500-49505 School meals  
49510-49520 Nutrition  
49530-49536 Child Nutrition Act  
49540-49546 Child care food program  
49547-49548.3 Comprehensive nutrition services  
49550-49562 Meals for needy students  
49570 National School Lunch Act

51795-51797 School gardens  
HEALTH AND SAFETY CODE  
113700-114437 California Retail Food Code  
CODE OF REGULATIONS, TITLE 5  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs  
15575-15578 Requirements for foods and beverages outside federal meal programs  
UNITED STATES CODE, TITLE 42  
1751-1769j National School Lunch Program, including:  
1758b Local wellness policy  
1761 Summer Food Service Program and Seamless Summer Feeding Option  
1769a Fresh Fruit and Vegetable Program  
1771-1793 Child nutrition, especially:  
1772 Special Milk Program  
1773 National School Breakfast Program  
CODE OF FEDERAL REGULATIONS, TITLE 7  
210.1-210.31 National School Lunch Program  
215.1-215.18 Special Milk Program  
220.1-220.21 National School Breakfast Program  
245.1-245.13 Eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Meals Initiative Summary

Healthy Children Ready to Learn, January 2005

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

School Breakfast Toolkit

Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010

Food Buying Guide for Child Nutrition Programs, December 2007

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005



Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005

Dietary Guidelines for Americans, 2005

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Farm Bureau Federation: <http://www.cfbf.com>

California Food Policy Advocates: <http://www.cfpa.net>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Alliance for Nutrition and Activity:

<http://www.cspinet.org/nutritionpolicy/nana.html>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/fns>  
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Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

**AR 3550 Business and Noninstructional Operations**

**Food Service/Child Nutrition Program**

**Nutrition Standards for School Meals**

**Meals or food items provided through the district's food services program shall:**  
(Education Code 49430, 49430.5, 49430.7, 49550, 49553; 42 USC 1758, 1773; 7 CFR 210.10, 220.8)

- 1. Comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, or the state's menu planning options of Shaping Health as Partners in Education**
- 2. Not be deep fried, par fried, or flash fried by the district or school or as part of the manufacturing process**
- 3. Not contain artificial trans fat as defined in Education Code 49430.7**

*(cf. 3552 - Summer Meal Program)*  
*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 5148.3 - Preschool/Early Childhood Education)*

**Nutrition Standards for Foods and Beverages Sold Outside the Reimbursable Meal Programs**

**Any foods or beverages that are not sold as part of the National School Lunch or Breakfast Program shall be sold to students only if they meet the nutrition standards specified in Education Code 49430-49431.7 and 5 CCR 15575-15578.**

*(cf. 3554 - Other Food Sales)*

**Drinking Water**

**The district shall provide access to free, fresh drinking water during meal times in food service areas at all district schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed.**  
(Education Code 38086; 42 USC 1758)

**Special Milk Program**

**Any school that does not participate in the National School Lunch or Breakfast Program may participate in the Special Milk Program to provide all enrolled students with reasonably priced milk. (7 CFR 215.1)**

### **Food Safety**

**The Superintendent or designee shall ensure that the district's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.**

**For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. The district's HACCP plan shall include, but not be limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)**

### **Inspection of Food Facilities**

**All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.**

**Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)**

**The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13, 210.15, 220.7)**

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

**(11/05 11/07) 3/11**

Regulation  
**DISTRICT**

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL**

First reading: December 13, 2011

Adopted;

King City, California

## Business and Noninstructional Operations

### **Free And Reduced Price Meals**

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

*(cf. 3552 - Summer Meal Program)*

*(cf. 5030 - Student Wellness)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6177 - Summer School)*

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

*(cf. 3550 - Food Service/Child Nutrition Program)*

**Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.**

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 3555 - Nutrition Program Compliance)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

### Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meals program shall be confidential except as provided by law. (Education Code 49558)

**If a student transfers from the district to another district or to a private school, the Superintendent or designee may release the student's eligibility status or a copy of his/her free and reduced-price meal application to the other district or school to assist in the continuation of the student's meal benefits.**

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meals program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data
2. In any school identified as a Title I program improvement school pursuant to 20 USC 6316, identification of students eligible for school choice and supplemental educational services

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 5125 - Student Records)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6171 - Title I Programs)*

The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, provided that the student is approved for free meals and the parent/guardian consents to the sharing of information in accordance with Education Code 49557.2.

*(cf. 5141.6 - School Health Services)*

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service

49550-49562 Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch program

1771-1791 Child nutrition, especially:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

USDA-SNP-07-2010 Change in Free and Reduced-Price Meal Application Approval Process, September 2010

NSD-SNP-12-2010 Clarification Regarding the Ability to Share Student Meal Program Eligibility Information Between School Food Authorities, April 2010

04-103 Implementation of Final Rule on Verification of Applications for Free and Reduced-Price Meals, August 2004

98-101 Confidentiality of Free and Reduced-Price Eligibility Information, February 1998

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Feed More Kids, Improve Program Participation

Direct Certification Implementation Checklist, May 2008

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Eligibility Manual for School Meals: Federal Policy for Determining and Verifying Eligibility, January 2008

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>  
(11/04 11/07) 3/11

Policy

**KING CITY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

Business and Noninstructional Operations

**Free And Reduced Price Meals**

Applications

**The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. In addition, the application packet may include the notifications and information listed in Education Code 49557.2.**

**The application form and related information shall be distributed to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520; 42 USC 1758; 7 CFR 245.5)**

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 3551 - Food Service Operations/Cafeteria Fund)*  
*(cf. 3552 - Summer Meal Program)*  
*(cf. 5145.6 - Parental Notifications)*

**The form and information shall also be provided whenever a new student is enrolled.**

**At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)**

*(cf. 1112 - Media Relations)*

**Eligibility**

**The Superintendent or designee shall determine students' eligibility for the free and reduced-price meals program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.**

**When authorized by law, participants in other federal or state programs may be directly certified, without further application, for enrollment in the free and reduced-price meals program. (Education Code 49561; 42 USC 1758)**

*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6175 - Migrant Education Program)*

**Verification of Eligibility**

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If any household is to receive a reduction or termination of benefits as a result of verification activities, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for ineligibility. He/she also shall send a notice of adverse action to any household that is to receive a reduction or termination of benefits. Such notice shall be provided 10 days prior to the actual reduction or termination of benefits. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. the right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

#### **Confidentiality/Release of Records**

The Superintendent designates the following district employee(s) to use individual records pertaining to student participation in the free and reduced-price meals program for the purpose of disaggregation of academic achievement data or for the identification of students in any program improvement school eligible for school choice and supplemental educational services pursuant to 20 USC 6316: Assistant Superintendent of Educational Services.



**In using the records for such purposes, the following conditions shall be satisfied:  
(Education Code 49558)**

- 1. No individual indicators of participation in the free and reduced-price meals program shall be maintained in the permanent records of any student if not otherwise allowed by law.**

*(cf. 5125 - Student Records)*

- 2. Information regarding individual student participation in the free and reduced-price meals program shall not be publicly released.**

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

- 3. All other confidentiality provisions required by law shall be met.**
- 4. Information collected regarding individual students certified to participate in the free and reduced-price meals program shall be destroyed when no longer needed for its intended purpose.**

### **Nondiscrimination Plan**

**The district's plan for students receiving free or reduced-price meals shall ensure the following: (Education Code 49557; 42 USC 1758)**

- 1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.**
- 2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.**
- 3. The students shall not be required to work for their meals or for milk.**
- 4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 3555 - Nutrition Program Compliance)*

**When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price.  
(Education Code 49557; 7 CFR 245.8)**

### **Prices**

AR 3553 (d)

**The maximum price that shall be charged to eligible students for reduced-price meals shall be 40 cents for lunch and 30 cents for breakfast. (42 USC 1758, 1773)**

**(11/04 11/07) 3/11**

Regulation **SOUTH MONTEREY COUNTY CITY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## BP 4033 Personnel

**Lactation Accommodation**

The Governing Board recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any district employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who chooses to express breast milk for her infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030).

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207)

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

## Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

CIVIL CODE

43.3 Right of mothers to breastfeed in any public or private location

GOVERNMENT CODE

12940 Discriminatory employment practices

12945 Discrimination based on pregnancy, childbirth, or related medical conditions  
LABOR CODE

1030-1033 Lactation accommodation

CODE OF REGULATIONS, TITLE 2

7291.2-7291.16 Sex discrimination; pregnancy and related medical conditions

UNITED STATES CODE, TITLE 29

207 Fair Labor Standards Act; lactation accommodation

FAIR EMPLOYMENT AND HOUSING COMMISSION DECISIONS

Department of Fair Employment and Housing v. Acosta Tacos (Chavez), FEHC

Precedential Decision 09-03P, 2009

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Rest Periods/Lactation Accommodation, Frequently Asked Questions

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Minimum Requirements of the California Lactation Accommodation Law

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Lactation Support Program Toolkit

FEDERAL REGISTER

Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages  
80073-80079

OFFICE OF THE SURGEON GENERAL PUBLICATIONS

The Surgeon General's Call to Action to Support Breastfeeding, 2011

HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS

The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly

Worksite, Toolkit, 2008

U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS

Fact Sheet #3: Break Time for Nursing Mothers under the FLSA, rev. December 2010

WEB SITES

California Department of Industrial Relations, Division of Labor and Standards

Enforcement: <http://www.dir.ca.gov/dlse>

California Department of Public Health: <http://www.cdph.ca.gov>

California Women, Infants and Children: <http://www.wicworks.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Health Resources and Services Administration: <http://www.hrsa.gov>

Office of the Surgeon General: <http://www.surgeongeneral.gov>

U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers:

<http://www.dol.gov/whd/nursingmothers>

Issued: 7/11

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BP 4112.2 Personnel

**Certification**

**The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught.** The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications possess the appropriate credential or permit from the Commission on Teacher Credentialing (CTC) authorizing their employment in such positions.

*(cf. 4111/4211/4311 - Recruitment and Selection)*  
*(cf. 4112.21 - Interns)*  
*(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)*  
*(cf. 4112.23 - Special Education Staff)*  
*(cf. 4112.5/4312.5 - Criminal Record Check)*  
*(cf. 4113 - Assignment)*  
*(cf. 4121 - Temporary/Substitute Personnel)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 6178.2 - Regional Occupational Center/Program)*  
*(cf. 6200 - Adult Education)*

~~As necessary a~~ All teachers of core academic subjects ~~teaching in programs supported by federal Title I funds~~ shall meet the requirements of the No Child Left Behind Act. ~~By the end of the 2005-06 school year, all teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act~~ (20 USC 6319, 7801; 5 CCR 6100-6125)

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

**When a credentialed teacher or intern is not available, the district may request that the CTC issue a short-term staff permit, provisional internship permit (PIP), visiting faculty permit, emergency permit, or credential waiver under the conditions and limitations provided in state or federal law.**

**When requesting a PIP, the Board shall approve, as an action item at a public Board meeting, a notice of intent to employ the applicant in the identified position. (5 CCR 80021.1)**

**Before requesting a visiting faculty permit or emergency permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators as an action item at a regularly scheduled public Board meeting. (Education Code 44300.1; 5 CCR 80026)**

**The Superintendent or designee shall provide support and guidance to noncredentialed teachers in accordance with law to ensure the quality of the instructional program. He/she**

**also may provide assistance and support to staff holding preliminary credentials to help them meet the qualifications required for the professional clear credential.**

*(cf. 4131 - Staff Development)*

*(cf. 4131.1 - Beginning Teacher Support/Induction)*

*(cf. 4138 - Mentor Teachers)*

### **National Board for Professional Teaching Standards Certification**

The Board encourages district teachers to voluntarily seek additional certification from the National Board for Professional Teaching Standards which demonstrates advanced knowledge and teaching skills.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. The Superintendent or designee may provide release time and, **fee support, a stipend upon completion, or other support** to teachers participating in the program **contingent upon funding**.

*(cf. 4161.3 - Professional Leaves)*

#### **Legal Reference:**

##### **EDUCATION CODE**

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

41520-41522 Teacher Credentialing Block Grant

42647 Eligibility to issue warrants

44066 Limitations on certification requirements

44200-44399 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

44279.1-44279.7 Beginning Teacher Support and Assessment Program

44300-44302 Emergency permits and visiting faculty permits

44320.2 Teachers' performance assessment

44325-44328 District interns

44330-44355 Certificates and credentials

44380-44387 Alternative certification program

44395-44399 National Board for Professional Teaching Standards

44420-44440 Revocation and suspension of credentials

44450-44468 University internship program

44560-44562 Certificated Staff Mentoring Program

44735 Teaching as a Priority Block Grant

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

##### **CODE OF REGULATIONS, TITLE 5**

6100-6125 Teacher qualifications, No Child Left Behind Act

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6311 Parental notifications

6312 Title I local educational agency plan

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

08-11 Approval of Amendments to Title 5 Regulations Pertaining to Multiple Subject, Single Subject or Education Specialist Short-Term Staff Permit, July 18, 2008

08-09 New Online Credential View and Print Process, July 3, 2008

07-23 Visiting Faculty Permit, December 14, 2007

07-19 Designated Subjects Career Technical Education Teaching Credential, December 14, 2007

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Teacher Supply in California: A Report to the Legislature, April 2008

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, June 2008

The Administrator's Assignment Manual, rev. September 2007

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, rev. March 2007

California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Improving Teacher Quality State Grants, rev. October 5, 2006

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Teacher Credentialing Examinations: <http://www.ctcexams.nesinc.com>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, Commission's Information Guide (for employers' use only):

<http://www.ctc.ca.gov/credentials/cig>"><http://www.ctc.ca.gov>"><http://www.ctc.ca.gov/credential>

s/cig  
National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

(3/04 11/05) 11/08

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 4112.2 Personnel

**Certification**

**The Superintendent or designee shall verify that each employee in a position requiring certification qualifications possesses a valid credential or permit issued by the Commission on Teacher Credentialing (CTC). Such verification shall occur not later than 60 days after the commencement of employment or the renewal of a credential. (Education Code 44857)**

*(cf. 4112.21 - Interns)*

*(cf. 4112.22 - Staff Teaching English Language Learners)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 4121 - Temporary/Substitute Personnel)*

*(cf. 5148 - Child Care and Development)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

*(cf. 6200 - Adult Education)*

**The Superintendent or designee shall maintain records of the appropriate certification of all employees serving in certificated positions.**

*(cf. 3580 - District Records)*

*(cf. 4112.6/4212.6/4312.6 - Personnel Records)*

**Basic Skills Proficiency**

**The district shall not initially hire, on a permanent, temporary, or substitute basis, a certificated person seeking employment in the capacity designated in his/her credential unless that person has demonstrated basic skills proficiency in reading, writing, and mathematics or is specifically exempted from the requirement by law. (Education Code 44252, 44252.6, 44830)**

**The district may hire a certificated teacher who has not taken a test of basic skills proficiency if he/she has not yet been afforded the opportunity to take the test. The employee shall take the test at the earliest opportunity and may remain employed by the district pending the receipt of his/her test results. (Education Code 44830)**

**An out-of-state prepared teacher shall meet the basic skills requirement within one year of being issued a California preliminary credential by the CTC unless he/she has completed a basic skills proficiency test in another state or is otherwise exempted by law. An out-of-state prepared teacher applying to the CTC for a one-year nonrenewable credential pending completion of the basic skills requirement shall pass the district's basic skills proficiency test which is at least equivalent to the district test required for high school graduation. (Education Code 44252, 44274.2; 5 CCR 80071.4, 80413.3)**



*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.2 - Certificate of Proficiency)*

*(cf. 6162.5 - High School Exit Examination)*

### **Short-Term Staff Permit**

The district may request that the CTC issue a short-term staff permit (STSP) to an applicant who meets the qualifications specified in 5 CCR 80021 whenever there is a need to immediately fill a classroom based on unforeseen circumstances, including, but not limited to: (5 CCR 80021)

1. Enrollment adjustments requiring the addition of another teacher
2. Inability of the teacher of record to finish the school year due to approved leave or illness
3. The applicant's need for additional time to complete preservice requirements for enrollment into an approved internship program
4. Inability of the applicant to enroll in an approved internship program due to timelines or lack of space in the program
5. Unavailability of a third-year extension of an internship program or the applicant's withdrawal from an internship program

When requesting issuance of an STSP, the district shall submit to the CTC: (5 CCR 80021)

1. Verification that it has conducted a local recruitment for the permit being requested
2. Verification that it has provided the permit holder with orientation to the curriculum and to instruction and classroom management techniques and has assigned a mentor teacher for the term of the permit

*(cf. 4131 - Staff Development)*

3. Written justification for the permit signed by the Superintendent or designee

The holder of an STSP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021)

### **Provisional Internship Permit**

The district may request that the CTC issue a provisional internship permit (PIP) to an applicant who meets the qualifications specified in 5 CCR 80021.1 whenever a suitable

credentialed teacher cannot be found after a diligent search. The district shall verify all of the following: (5 CCR 80021.1, 80026.5)

1. A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern as evidenced by documentation of the search.

The search shall include, but not be limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media.

*(cf. 4111/4211/4311 - Recruitment and Selection)*

2. Orientation, guidance, and assistance shall be provided to the permit holder as specified in 5 CCR 80026.5.

The orientation shall include, but not be limited to, an overview of the curriculum the permit holder is expected to teach and effective instruction and classroom management techniques at the permit holder's assigned level. The Superintendent or designee shall assign an experienced educator to guide and assist the permit holder.

3. The district shall assist the permit holder in developing a personalized plan through a district-selected assessment that would lead to subject-matter competence related to the permit.
4. The district shall assist the permit holder to seek and enroll in subject-matter training, such as workshops or seminars and site-based courses, along with training in test-taking strategies, and shall assist the permit holder in meeting the credential subject-matter competence requirement related to the permit.
5. A notice of intent to employ the applicant in the identified position has been made public.

The district shall submit a copy of the agenda item presented at a public Governing Board meeting which shall state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s), and grade(s) that he/she will be teaching, and that the applicant will be employed on the basis of a PIP. The district also shall submit a signed statement from the Superintendent or designee that the agenda item was acted upon favorably.

6. The candidate has been apprised of steps to earn a credential and enroll in an internship program.

**The holder of a PIP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021.1)**

### **Visiting Faculty Permits**

**The district may request that the CTC issue a visiting faculty permit authorizing an individual to teach in departmentalized classes if he/she has at least three years full-time teaching experience at an accredited postsecondary institution, possesses a master's degree in a subject area closely related to the subject he/she proposes to teach, and meets other qualifications specified in law. In such cases, the district shall provide the CTC with both of the following: (Education Code 44300.1)**

- 1. Annual documentation that the district has implemented a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, and participating in job fairs in California, but has been unable to recruit a sufficient number of certificated teachers to teach the subject matter that the visiting faculty member proposes to teach**
- 2. The Board-adopted Declaration of Need for Fully Qualified Educators based on the documentation set forth in item #1**

### **Credential Waiver/Long-Term Emergency Permits**

**If a teacher who has completed a teacher preparation program is unavailable for an assignment, the district shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)**

- 1. A candidate who is qualified to participate in and enrolls in an approved internship program in the region of the district**
- 2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is provided orientation, guidance, and assistance by the district**

**If an individual who meets the criteria specified in item #1 or 2 above is not available to the district, the district may, as a last resort, request from the CTC a credential waiver or an emergency permit for the assignment of an individual who does not meet those criteria. (Education Code 44225.7; 5 CCR 80023-80023.2, 80026)**

**The district may request an emergency permit authorizing resource specialist, Crosscultural, Language and Academic Development (CLAD), bilingual, or teacher librarian services.**

**In order to request an emergency permit, the district shall annually submit a Board-approved Declaration of Need for Fully Qualified Educators on a form provided by the CTC. The declaration shall include certification that the district has made reasonable efforts to recruit a fully prepared teacher for the assignment. (Education Code 44225.7; 5 CCR 80023.2, 80026)**

**The Superintendent or designee shall provide any first-time recipient of an emergency teaching permit with an orientation to teaching which, to the extent reasonably feasible, shall occur before he/she begins a teaching assignment. The orientation shall include, but not be limited to, the curriculum the teacher is expected to teach and effective techniques of classroom instruction at the assigned grade-level span. The emergency permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience. (5 CCR 80026.5)**

*(cf. 4117.14/4317.14 - Postretirement Employment)*

### **Emergency Substitute Teaching Permits**

**The district may employ for day-to-day substitute teaching, at any grade level, a person with an emergency substitute permit issued by the CTC with the following restrictions:**

- 1. A person holding an emergency 30-day substitute permit, or any valid teaching or services credential that requires at least a bachelor's degree and completion of the CBEST, shall not serve as a substitute for more than 30 days for any one teacher during the school year. He/she shall not serve as a substitute in a special education classroom for more than 20 days for any one teacher during the school year. (5 CCR 80025, 80025.3, 80025.4)**
- 2. A person with an emergency career substitute teaching permit shall not serve as a substitute for more than 60 days for any one teacher during the school year. (5 CCR 80025.1)**
- 3. A person with an emergency substitute permit for prospective teachers shall not serve as a substitute for more than 30 days for any one teacher during the school year and not more than 90 days total during the school year. (5 CCR 80025.2)**
- 4. A person with an emergency substitute permit for career technical education shall teach only in a program of technical, trade, or vocational education and not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025.5)**

**Before employing a person with an emergency substitute permit pursuant to item #1 or 4 above, the Superintendent or designee shall prepare and keep on file a signed Statement of Need for the school year. The Statement of Need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person does not meet the district's specified employment criteria. (5 CCR 80025, 80025.5)**

**(11/06 11/08) 7/11**

Regulation                **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 4112.22 Personnel

**Staff Teaching English Language Learners**

Definitions

**English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)**

**Instruction for English language development (ELD)** means instruction designed specifically for ~~limited English proficient students~~ **English learners** to develop their listening, speaking, reading, and writing skills in English. (Education Code 44253.2)

**Specially designed academic instruction in English (SDAIE)** means instruction in a subject area, delivered in English, that is specially designed to meet the needs of ~~limited English proficient students~~ **English learners**. (Education Code 44253.2)

**~~Content instruction in the Primary language instruction~~** means instruction in a subject area delivered in the primary language of the student. **includes both primary language development designed to develop English learners' listening, speaking, reading, and writing skills in their primary language and content instruction delivered in the primary language in any subject area.** (Education Code 44253.2)

*(cf. 6174 - Education for English Language Learners)*

**Teacher Qualifications**

The Superintendent or designee shall ensure that a ~~teacher providing instruction for English language development, specially designed academic instruction in English (SDAIE), and/or content instruction in any student's primary language~~ possesses the appropriate authorization(s) issued by the ~~Commission of Teacher Credentialing (CTC)~~. **any with one or more English learners in his/her class possesses an English learner authorization issued by the Commission on Teacher Credentialing (CTC) authorizing ELD and/or SDAIE, as appropriate. A teacher possessing a bilingual authorization may be assigned to provide ELD, SDAIE, and/or primary language instruction.**

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 4112.2 - Certification)*

*(cf. 4112.21 - Interns)*

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 4113 - Assignment)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

~~A teacher may be provisionally assigned to provide instruction for English language development of SDAIE during the period that he/she is pursuing training to complete a Certificate of Completion of Staff Development pursuant to Education Code 44253.10~~

**A teacher with a designated subjects teaching credential or a service credential with a special class authorization may enroll in a CTC-approved staff development program and, upon successful completion, may apply to the CTC for a Certificate of Completion of Staff Development authorizing instruction in SDAIE. (Education Code 44253.11)**

*(cf. 4131 - Staff Development)*

**The Governing Board may, for the purpose of providing primary language instruction, hire bilingual teachers who are employed in public or private schools of a foreign country, state, territory, or possession, provided such teachers speak English fluently and hold the necessary sojourn credential issued by the CTC. After the initial two-year sojourn credential expires, the teacher may annually apply to the CTC for an extension for a total period of not more than five years. Any application for renewal shall include verification by the Superintendent or designee that termination of the employment would adversely affect an existing bilingual program and that attempts to secure the employment of a qualified certificated California teacher have been unsuccessful. (Education Code 44856)**

Legal Reference:

EDUCATION CODE

306 Definition, English learner

44253.1-44253.11 Certification for bilingual-crosscultural competence

44258.9 County superintendent review of teacher assignments

44259.5 Standards for teachers of all students, including English language learners

44380-44386 Alternative certification

44856 Employment of teachers from foreign countries

52160-52178 Bilingual-Bicultural Act of 1976

52180-52186 Bilingual teacher training assistance program

62001-62005. 5 Evaluation and sunseting of programs

99230-99242 Mathematics and Reading Professional Development Program

CODE OF REGULATIONS, TITLE 5

6100-6125 Teacher qualifications, No Child Left Behind Act

80015 Requirements for the CLAD certification or English learner authorization

80015.1-80015.4 Requirements for CLAD, English learner authorization or bilingual authorization

80021 Short-Term Staff Permit

80021.1 Provisional Internship Program

80024.7-80024.8 Emergency CLAD and bilingual permits

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

6601-6651 Training and recruiting high-quality teachers

6801-7014 Language instruction for English learners and immigrant students

7801 Definitions, highly qualified teacher  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.55-200.57 Highly qualified teachers  
COURT DECISIONS

Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-622 Serving English Learners, December 2010

CL-626B Bilingual Authorizations, November 2010

CL-626C Crosscultural, Language and Academic Development (CLAD) Certificate,  
November 2010

CL-568 The Sojourn Certificated Employee Credential, August 2009

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.bilingualeducation.org>

California Department of Education, English Learners: <http://www.cde.ca.gov/sp/el>

California Teachers of English to Speakers of Other Languages: <http://www.catesol.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

(11/04 3/07) 7/11

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: December 13, 2011

Adopted:

King City, California



BP 4127, 4227, 4327 Personnel

## **TEMPORARY ATHLETIC TEAM COACHES**

### **Temporary Athletic Team Coaches**

The Governing Board desires to employ qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes.

*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6145.2 - Athletic Competition)*

The Superintendent or designee may employ a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

*(cf. 4121 - Temporary/Substitute Personnel)*

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct.

*(cf. 4118 - Suspension/Disciplinary Action)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 5131.1 - Bus Conduct)*  
*(cf. 5131.63 - Steroids)*

Noncertificated coaches have no authority to give grades to students. (5 CCR 5591)

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

### **Qualifications**

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess the proper credential or Activity Supervisor Clearance Certificate and an appropriate level of competence, knowledge, and skill.

**Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, possess an Activity**

**Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing.  
(Education Code 49024)**

**An individual who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)**

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.5/4312.5 - Criminal Record Check)*

*(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)*

*(cf. 4212.5 - Criminal Record Check)*

**Legal Reference:**

**EDUCATION CODE**

35179-35179.7 Interscholastic athletics

44010 Sex offense

44011 Controlled substance offense

44258.7 Credential types; Activity Supervisor Clearance Certificate

44332-44332.5 Temporary certificates

44424 Conviction of a crime

44808 Liability when students are not on school property

44919 Classification of temporary employees

49024 Activity Supervisor Clearance Certificate

49030-49034 Performance-enhancing substances

**CODE OF REGULATIONS, TITLE 5**

5531 Supervision of extracurricular activities

5590-5596 Duties of temporary athletic team coaches

**COURT DECISIONS**

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627

San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal.App.3d 1376

**Management Resources:**

**CSBA PUBLICATIONS**

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

**CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS**

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

**COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE**

09-19 Implementation of Assembly Bill 1025 Concerning the Activity Supervisor Clearance Certificate (ASCC), December 2, 2009

**WEB SITES**

CSBA: <http://www.csba.org>

California Athletic Trainers' Association: <http://www.ca-at.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>  
National Athletic Trainers' Association: <http://www.nata.org>  
(6/97 11/05) 3/10

King City, California

AR 4127, 4227, 4327 Personnel

## **TEMPORARY ATHLETIC TEAM COACHES**

### **Qualifications**

The Superintendent or designee shall establish minimum qualification criteria for temporary athletic team coaches. These criteria shall include, but not necessarily be limited to, competencies in the following areas: (5 CCR 5593)

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures, as evidenced by one or more of the following:
  - a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card
  - b. A valid sports injury certificate or first aid card, and a valid CPR card
  - c. A valid Emergency Medical Technician (EMT) I or II card
  - d. A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA)
  - e. Possession of both valid CPR and first aid cards and practical experience under the supervision of an athletic coach or trainer or experience assisting in team athletic training and conditioning
2. Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:
  - a. Completion of a college course in coaching theory and techniques
  - b. Completion of inservice programs arranged by a school district or county office of education
  - c. Prior service as a student coach or assistant athletic coach in the sport or game being coached
  - d. Prior coaching in community youth athletic programs in the sport being coached
  - e. Prior participation in organized competitive athletics at high school level or above in the sport being coached

3. Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules, and, at the high school level, regulations of the California Interscholastic Federation (CIF)
4. Knowledge of child or adolescent psychology, as appropriate, as it relates to sport participation, as evidenced by one or more of the following:
  - a. Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions
  - b. Completion of a seminar or workshop on human growth and development of youth
  - c. Prior active involvement with youth in school or community sports program

The Superintendent or designee may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach until the competencies are met. (5 CCR 5593)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Governing Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

Volunteers who supervise or direct an athletic program shall meet the qualification criteria specified in 5 CCR 5593 required for temporary athletic team coaches employed by the district. Any volunteer who does not meet such criteria shall serve only under the supervision of a fully qualified coach and shall not be given charge of an athletic program.

*(cf. 1240 - Volunteer Assistance)*

#### Additional Qualifications of Noncertificated Personnel and Volunteers

In addition to the qualifications listed above, any noncertificated person employed as a temporary athletic team coach shall: (5 CCR 5592)

1. Be free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the district

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

2. Not have been convicted of any offense referred to in Education Code 44010, 44011, or 44424, or any offense involving moral turpitude or evidencing unfitness to associate with children

~~Beginning July 1, 2010, any~~ **Any** noncertificated employee or volunteer **assigned as a temporary athletic team coach to** ~~who supervises, directs, or coaches an interscholastic athletic team shall be required to obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing~~ **or a criminal background check in accordance with Board policy..** (Education Code 49024)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.5/4312.5 - Criminal Record Check)*

*(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)*

*(cf. 4212.5 - Criminal Record Check)*

Noncertificated coaches shall have no authority to give grades to students (5 CCR 5991)

#### High School Coaching Education Program

Each high school athletic team coach or volunteer coach shall complete, at his/her expense, a coaching education program that meets the standards developed by the CIF. A high school coach who has completed the education program in another California school district shall be deemed to have met the requirement for this district. (Education Code 49032)

An individual who has not completed the education program may be assigned as a coach for no longer than one season of interscholastic competition. (Education Code 49032)

#### Code of Ethical Conduct

Employees providing supervisory or instructional services in interscholastic athletic programs and activities shall: (5 CCR 5596)

1. Show respect for players, officials, and other coaches
2. Respect the integrity and judgment of game officials
3. Establish and model fair play, sportsmanship, and proper conduct
4. Establish player safety and welfare as the highest priority
5. Provide proper supervision of students at all times
6. Use discretion when providing constructive criticism and when reprimanding players

7. Maintain consistency in requiring all players to adhere to the established rules and standards of the game
8. Properly instruct players in the safe use of equipment
9. Avoid exerting undue influence on a student's decision to enroll in an athletic program at any public or private postsecondary educational institution
10. Avoid exerting undue influence on students to take lighter academic course(s) in order to be eligible to participate in athletics
11. Avoid suggesting, providing, or encouraging any athlete to use nonprescriptive drugs, anabolic steroids, or any substance to increase physical development or performance that is not approved by the U.S. Food and Drug Administration, U.S. Surgeon General, or the American Medical Association

*(cf. 5131.63 - Steroids)*

12. Avoid recruitment of athletes from other schools
13. Follow the rules of behavior and the procedures for crowd control as established by the district and the league in which the district participates

#### **Dismissal of an Athletic Team Coach or Volunteer Coach**

**A coach may be dismissed at any time. Termination or release shall be determined by the principal or designee. Should a head coach wish to dismiss a coach they must make a recommendation to the Principal. Reasons for termination could include but is not limited to any of the following:**

- 1. Unprofessional conduct**
- 2. Not fulfilling the coaches expectations and responsibilities**
- 3. Violation of the Code of Ethical Conduct**
- 4. Receiving an unsatisfactory evaluation**
- 5. Not being a good role model of the program for students, parents and the school.**

BP 4154, 4254, 4354 Personnel

## Health And Welfare Benefits

The district shall provide health and welfare benefits for certificated and classified employees in bargaining units in accordance with state and federal law and subject to negotiated employee agreements.

*(cf. 4140/4240 - Bargaining Units)*  
*(cf. 4141/4241 - Collective Bargaining Agreement)*

Certificated management, administrative, and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for certificated employees. Classified management, administrative, and supervisory employees who are not in bargaining units shall receive the same health and welfare benefits as those specified in the collective bargaining agreement for classified employees.

*(cf. 4300 - Administrative and Supervisory Personnel)*

For purposes of granting benefits pursuant to state law, a registered domestic partner and his/her child shall have the same rights, protections, and benefits as a spouse and spouse's child. (Family Code 297.5)

~~The Superintendent or designee shall maintain the confidentiality of employee health record in accordance with law~~ **The Superintendent or designee shall not use or disclose any medical information the district possesses pertaining to an employee without the employee's authorization obtained in accordance with Civil Code 56.21, except for the purpose of administering and maintaining employee benefit plans and for other purposes specified in law. (Civil Code 56.20)**

*(cf. 4112.6/4212.6/4312.6 - Personnel Records)*

## Continuation of Coverage

Retired ~~certificated~~ employees, ~~and other qualified persons~~ **other employees who would otherwise lose coverage due to a qualifying event specified in law and administrative regulation, and their qualified beneficiaries** may continue to participate in the district's group health and welfare benefits in accordance with state and federal law.

The district contribution toward continuation health coverage for covered employees and their qualified beneficiaries shall be the same as for current employees participating in the group health plan.



Legal Reference:

EDUCATION CODE

7000-7008 Health and welfare benefits, retired certificated employees

17566 Self-insurance fund

35208 Liability insurance

35214 Liability insurance (self-insurance)

44041-44042 Payroll deductions for collection of premiums

44986 Leave of absence, state disability benefits

45136 Benefits for classified employees

CIVIL CODE

56.10-56.16 Disclosure of information by medical providers

56.20-56.245 Use and disclosure of medical information by employers

FAMILY CODE

297-297.5 Rights, protections and benefits under law; registered domestic partners

GOVERNMENT CODE

22750-22944 Public Employees' Medical and Hospital Care Act

53200-53210 Group insurance

HEALTH AND SAFETY CODE

1366.20-1366.29 Cal-COBRA program, health insurance

1367.08 Disclosure of fees and commissions paid related to health care service plan

1373 Health services plan, coverage for dependent children over 18 who are full-time students

1373.621 Continuation coverage, age 60 or older after five years with district

1374.58 Coverage for registered domestic partners, health service plans and health insurers

INSURANCE CODE

10116.5 Continuation coverage, age 60 or older after five years with district

10128.50-10128.59 Cal-COBRA program, disability insurance

10277-10278 Group and individual health insurance, coverage for dependent children

10604.5 Annual disclosure of fees and commissions paid

12670-12692.5 Conversion coverage

LABOR CODE

2800.2 Notification of conversion and continuation coverage

4856 Health benefits for spouse of peace officer killed in performance of duties

UNEMPLOYMENT INSURANCE CODE

2613 Education program; notice of rights and benefits

UNITED STATES CODE, TITLE 1

7 Definition of marriage, spouse

UNITED STATES CODE, TITLE 26

139C COBRA premium assistance, elimination of subsidy for high-income individuals

4980B COBRA continuation coverage

6432 COBRA premium assistance

6720C COBRA premium assistance, failure to notify health plan of cessation of eligibility

UNITED STATES CODE, TITLE 29

BP 4154(c)  
4254  
4354

1161-1168 COBRA continuation coverage  
UNITED STATES CODE, TITLE 42  
1395-1395g Medicare benefits  
CODE OF FEDERAL REGULATIONS, TITLE 26  
54.4980B-1-54.4980B-10 COBRA continuation coverage  
CODE OF FEDERAL REGULATIONS, TITLE 45  
164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources:

INTERNAL REVENUE SERVICE GUIDANCE  
Premium Assistance for COBRA Benefits, Notice 2009-27  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Industrial Relations: <http://www.dir.ca.gov>  
California Employment Development Department: <http://www.edd.ca.gov>  
Internal Revenue Service: <http://www.irs.gov>  
U.S. Department of Health and Human Services, Centers for Medicare and Medicaid  
Services: <http://www.cms.hhs.gov>  
U.S. Department of Labor: <http://www.dol.gov>  
(7/04 3/05) 7/09

Policy

**KING CITY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 4154, 4254, 4354 Personnel

## **Health And Welfare Benefits**

### **Retired Certificated Employees**

Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district or was, at the time of death, employed by the district and a member of the State Teachers' Retirement System. (Education Code 7000)

A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing active employee coverage. (Education Code 7000)

### **Continuation Coverage**

**Qualified Covered** district employees ~~their spouses/domestic partner and/or their dependent children and their qualified beneficiaries~~ shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.21, 1366.23, 1373; Insurance Code 10128.51, 10128.53, 10277; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Death of the covered employee
2. Termination or reduction in hours of the covered employee's employment, other than termination by reason of the employee's gross misconduct

*(cf. 4117.4 - Dismissal)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

3. Divorce or legal separation of the covered employee
4. Covered employee's becoming entitled to Medicare benefits
5. A dependent child ceasing to be a dependent child of the covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2, or 4 above, within 30 days of the event. A **covered employee or** qualified beneficiary shall notify the service plan administrator of a qualifying event listed in item #3 or 5 above within 60 days of the event or of the date that the beneficiary would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163, **1166; 26 CFR 54.4980B-6**)

Continuation coverage shall be terminated in accordance with the district's insurance plan **and federal and state law.** (26 USC 4980B; 26 CFR 54.4980B-6; **Health and Safety Code 1373.621; Insurance Code 10116.5**)

## Disability Insurance

The Superintendent or designee shall give notice of disability insurance rights and benefits to each new employee and each employee leaving work due to pregnancy, nonoccupational illness or injury, or the need to provide care for any sick or injured family member, or the need to bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption. (Unemployment Insurance Code 2613)

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness and Injury Leave)

Note: Education Code 7008, reflected below, does not apply to employees of districts that have contracted for health care coverage through PEMHCA, Government Code 22750-22944.

When disabled by an injury resulting from a violent act sustained while performing his/her job duties **within the scope of employment and performing creditable employment**, a certificated or classified employee may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

(3/06 7/09) 3/10

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Regulation  
First reading: December 13, 2011  
Adopted; King City, California

AR 4161.8, 4261.8, 4361.8 Personnel

## **Family Care And Medical Leave**

**The district shall not interfere with, restrain, or deny the exercise of any right for family care and medical leave provided to an eligible employee, as defined below, under the law. In addition, the district shall not discharge or discriminate against any employee for opposing any practice made unlawful by, or because of, his/her involvement in any inquiry or proceeding related to the family care and medical leave. (29 USC 2615; Government Code 12945.2)**

*(cf. 4030 - Nondiscrimination in Employment)*

### **Definitions**

**Any word or phrase defined below shall have the same meaning throughout this administrative regulation except where otherwise specifically defined.**

***Child* means a biological, adopted, or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis as long as the child is under 18 years of age or an adult dependent child. (29 USC 2611; Government Code 12945.2)**

***Eligible employee* means an employee who has been employed with the district for at least 12 months and who has at least 1,250 hours of service with the district during the previous 12-month period. (29 USC 2611; 29 CFR 825.110; Government Code 12945.2)**

***Parent* means a biological, foster, or adoptive parent; a stepparent; a legal guardian; or another person who stood in loco parentis to the employee when the employee was a child. Parent does not include a spouse's parents. (29 USC 2611; 29 CFR 825.122; Government Code 12945.2; 2 CCR 7297.0)**

***Serious health condition* means an illness, injury, impairment, or physical or mental condition that involves either of the following: (29 USC 2611; 29 CFR 825.113, 825.114, 825.115; Government Code 12945.2)**

- 1. Inpatient care in a hospital, hospice, or residential health care facility**
- 2. Continuing treatment or continuing supervision by a health care provider, including one or more of the following:**
  - a. A period of incapacity of more than three consecutive full days**

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- b. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition
- c. For purposes of leave under the Family and Medical Leave Act (FMLA), any period of incapacity due to pregnancy or for prenatal care
- d. Any period of incapacity which is permanent or long term due to a condition for which treatment may not be effective
- e. Any period of absence to receive multiple treatments, including recovery, by a health care provider

*Spouse* means a partner in marriage as defined in Family Code 300 or 1 USC 7. In addition, for purposes of rights under the California Family Rights Act (CFRA), a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (1 USC 7; 29 CFR 825.122; Family Code 297.5, 300; 2 CCR 7297.0)

#### **Eligibility**

The district shall grant family care and medical leave to eligible employees for the following reasons: (29 USC 2612; 29 CFR 825.112; Family Code 297.5; Government Code 12945.2)

1. Because of the birth of a child of the employee or placement of a child with the employee in connection with the employee's adoption or foster care of the child
2. To care for the employee's child, parent, or spouse with a serious health condition
3. Because of the employee's own serious health condition that makes him/her unable to perform one or more essential functions of his/her job position, except that CFRA leave shall not cover an employee's disability on account of pregnancy, childbirth, or related medical conditions
4. Because of any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a covered military member on covered active duty (or has been notified of an impending call or order to covered active duty)
5. To care for a covered servicemember with a serious injury or illness if the employee is the spouse, child, parent, or next of kin, as defined, of the servicemember

In addition to FMLA leave for disability on account of a pregnancy, childbirth, or related medical conditions pursuant to item #3 above, a female employee disabled by pregnancy, childbirth, or related medical conditions may be entitled to take leave for a reasonable period of time, not to exceed four months. (Government Code 12945)

#### **Terms of Leave**

An eligible employee shall be entitled to a total of 12 work weeks of family care and medical leave during any 12-month period, except in the case of leave to care for a covered servicemember as provided under "Military Caregiver Leave" below. (29 USC 2612; Government Code 12945.2)

This 12-month period shall be measured forward from the date the employee's first family care and medical leave begins. (29 CFR 825.200)

Leave taken pursuant to the CFRA shall run concurrently with leave taken pursuant to the FMLA, except in the following circumstances:

1. Leave taken to care for a registered domestic partner or a child of a domestic partner. Such leave shall count as leave under the CFRA only. (Family Code 297.5)
2. Leave taken for disability on account of pregnancy, childbirth, or related medical conditions. FMLA leave taken for these purposes shall run concurrently with the California pregnancy disability leave granted pursuant to Government Code 12945. CFRA leave related to the birth of a child shall not commence until the expiration of the pregnancy disability leave. (Government Code 12945, 12945.2; 2 CCR 7297.6)

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

*(cf. 4261.1 - Personal Illness/Injury Leave)*

Leave taken for the birth or placement of a child must be concluded within the 12-month period beginning on the date of the birth or placement of the child. Such leave does not need to be taken in one continuous period of time. The basic minimum duration of the leave for birth or placement of a child shall be two weeks. However, the district shall grant a request for leave of less than two weeks' duration on any two occasions. (29 USC 2612; 2 CCR 7297.3)

If both parents of a child work for the district, their family care and medical leave related to the birth or placement of the child shall be limited to a combined total of 12 weeks. This restriction shall apply whether or not the parents are married, not married, or registered domestic partners. (29 USC 2612; Government Code 12945.2)

#### **Use/Substitution of Paid Leave**

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**Except for pregnancy disability leave, during the period of family care and medical leave, the district shall require the employee to use his/her accrued vacation leave, other accrued time off, and any other paid or unpaid time off negotiated with the district. If the leave is because of the employee's own serious health condition, the employee shall use accrued sick leave pursuant to the collective bargaining agreement and/or Board policy. (29 USC 2612; Government Code 12945.2)**

*(cf. 4141/4241 - Collective Bargaining Agreement)  
(cf. 4161/4261/4361 - Leaves)*

### **Intermittent Leave/Reduced Leave Schedule**

**Leave related to the serious health condition of the employee or his/her child, parent, or spouse may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition. However, the district may limit leave increments to the shortest period of time that the district's payroll system uses to account for absences or use of leave. (29 USC 2612; 2 CCR 7297.3)**

**If an employee needs intermittent leave or leave on a reduced work schedule that is foreseeable based on planned medical treatment for the employee or a family member, the district may require the employee to transfer temporarily to an available alternative position. This alternative position must have equivalent pay and benefits, the employee must be qualified for the position, and the position must better accommodate recurring periods of leave than the employee's regular job. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced leave schedule. (29 USC 2612; 2 CCR 7297.3)**

*(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)*

### **Request for Leave**

**An employee shall provide at least verbal notice sufficient to make the district aware that he/she needs family care and medical leave and the anticipated timing and duration of the leave. The employee need not expressly assert or mention FMLA/CFRA to satisfy this requirement; however, he/she must state the reason the leave is needed (e.g., birth of child, medical treatment). If more information is necessary to determine whether the employee is eligible for family care and medical leave, the Superintendent or designee shall inquire further and obtain the necessary details of the leave to be taken. (2 CCR 7297.4)**

**Based on the information provided by the employee, the Superintendent or designee shall designate the leave, paid or unpaid, as FMLA/CFRA qualifying leave and shall give notice of such designation to the employee. (2 CCR 7297.4)**



**When the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee shall provide the district with at least 30 days advance notice before the leave. The employee shall consult with the district and make a reasonable effort to schedule, subject to the health care provider's approval, any planned medical treatment or supervision so as to minimize disruption to district operations. (Government Code 12945.2; 2 CCR 7297.4)**

**When the 30 days notice is not practicable because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, the employee shall provide the district with notice as soon as practicable. (2 CCR 7297.4)**

### **Certification of Health Condition**

**At the time of the employee's request for leave for his/her own or his/her child's, parent's, or spouse's serious health condition, or within five business days of the request, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave. Upon receiving the district's request, the employee shall provide the certification within 15 days, unless either the Superintendent or designee provides additional time or it is not practicable under the particular circumstances, despite the employee's diligent, good faith efforts. (29 CFR 825.305; 2 CCR 7297.4)**

**The certification shall include the following: (29 USC 2613; Government Code 12945.2; 2 CCR 7297.0)**

- 1. The date on which the serious health condition began**
- 2. The probable duration of the condition**
- 3. If the employee is requesting leave to care for a child, parent, or spouse with a serious health condition, both of the following:**
  - a. Statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the child, parent, or spouse**
  - b. Estimated amount of time the health care provider believes the employee needs to care for the child, parent, or spouse**

4. If the employee is requesting leave because of his/her own serious health condition, a statement that due to the serious health condition, he/she is unable to work at all or is unable to perform one or more essential functions of his/her job
5. If the employee is requesting leave for intermittent treatment or is requesting leave on a reduced leave schedule for planned medical treatment, a statement of the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave

The Superintendent or designee shall not request any genetic information, as defined in 42 USC 2000ff, from any employee or his/her family member except as necessary to comply with a certification requirement for FMLA/CFRA leave purposes or with the prior written authorization of the employee. Any such genetic information received by the district shall be kept confidential in accordance with law. (42 USC 2000ff-1, 2000ff-5)

When an employee has provided sufficient medical certification to enable the district to determine whether the employee's leave request is FMLA-eligible, the Superintendent or designee shall notify the employee within five business days whether the leave is FMLA-eligible. The Superintendent or designee may also retroactively designate leave as FMLA/CFRA as long as there is no individualized harm to the employee. (29 CFR 825.301)

If the Superintendent or designee doubts the validity of a certification that accompanies a request for leave for the employee's own serious health condition, he/she may require the employee to obtain a second opinion from a district-approved health care provider, at district expense. If the second opinion is contrary to the first, the Superintendent or designee may require the employee to obtain a third medical opinion from a third health care provider approved by both the employee and the district, again at district expense. The opinion of the third health care provider shall be final and binding. (29 USC 2613; Government Code 12945.2)

If additional leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide recertification in the manner specified in items #1-5 above. (29 USC 2613; Government Code 12945.2)

#### **Fitness for Duty Upon Return to Work**

Upon expiration of leave taken for his/her own serious health condition, an employee shall present certification from his/her health care provider that he/she is able to resume work.

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

The certification from the employee's health care provider shall address the employee's ability to perform the essential functions of his/her job.

#### **Rights to Reinstatement and Maintenance of Benefits**

Upon granting an employee's request for family care and medical leave, the Superintendent or designee shall guarantee to reinstate the employee in the same or a comparable position when the leave ends. (29 USC 2614; Government Code 12945.2)

However, the district may refuse to reinstate an employee returning from leave to the same or a comparable position if all of the following apply: (29 USC 2614; Government Code 12945.2)

1. The employee is a salaried "key employee" who is among the highest paid 10 percent of those district employees who are employed within 75 miles of the employee's worksite.
2. The refusal is necessary to prevent substantial and grievous economic injury to district operations.
3. The district informs the employee of its intent to refuse reinstatement at the time it determines that the refusal is necessary, and the employee fails to immediately return to service.

*(cf. 4117.3 - Personnel Reduction)*

*(cf. 4217.3 - Layoff/Rehire)*

During the period when an employee is on family care and medical leave, he/she shall maintain his/her status with the district and the leave shall not constitute a break in service for purposes of longevity, seniority under any collective bargaining agreement, or any employee benefit plan. (29 USC 2614; Government Code 12945.2)

For a period of 12 work weeks, the district shall continue to provide an eligible employee on family care and medical leave the group health plan coverage that was in place before he/she took the leave. The employee shall reimburse the district for premiums paid during the family care and medical leave if he/she fails to return to district employment after the expiration of the leave and the failure is for any reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond his/her control. (29 USC 2614; 29 CFR 825.213; Government Code 12945.2)

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

**In addition, during the period when an employee is on family care and medical leave, he/she shall be entitled to continue to participate in other employee benefit plans including life insurance, short-term or long-term disability insurance, accident insurance, pension and retirement plans, and supplemental unemployment benefit plans to the same extent and under the same conditions as apply to an unpaid leave taken for any other purpose. However, for purposes of pension and retirement plans, the district shall not be required to make plan payments for an employee during the leave period and the leave period shall not be counted for purposes of time accrued under the plan. (Government Code 12945.2)**

### **Military Family Leave Resulting from Qualifying Exigencies**

**An eligible employee may take up to 12 work weeks of unpaid leave during the 12-month period established by the district while a covered military member is on covered active duty or call to covered active duty status for one or more qualifying exigencies. (29 USC 2612)**

**Covered military member means an employee's spouse, son, daughter, or parent on covered active duty or call to covered active duty status. (29 CFR 825.126)**

**Covered active duty means duty during the deployment of a member of the regular Armed Forces to a foreign country or duty during the deployment of a member of the National Guard or Reserves to a foreign country under a call or order to active duty. (29 USC 2611)**

**Qualifying exigencies include time needed to: (29 CFR 825.126)**

- 1. Address issues arising from short notice deployment (up to seven calendar days from the date of receipt of call or order of short notice deployment)**
- 2. Attend military events and related activities, such as any official ceremony or family assistance program related to the active duty or call to active duty status**
- 3. Arrange childcare or attend school activities arising from the active duty or call to active duty, such as arranging for alternative childcare, enrolling or transferring a child to a new school, or attending meetings**
- 4. Make or update financial and legal arrangements to address a covered military member's absence**
- 5. Attend counseling provided by someone other than a health care provider**
- 6. Spend time (up to five days of leave per instance) with a covered military member who is on short-term temporary rest and recuperation leave during deployment**

7. Attend to certain post-deployment activities, such as arrival ceremonies or reintegration briefings
8. Address any other event that the employee and district agree is a qualifying exigency

The employee shall provide the Superintendent or designee with notice of the need for the qualifying exigency leave as soon as practicable, regardless of how far in advance such leave is foreseeable. (29 CFR 825.302)

An employee who is requesting such leave for the first time shall provide the Superintendent or designee with a copy of the covered military member's active duty orders, or other documentation issued by the military, and the dates of the service. In addition, the employee shall provide the Superintendent or designee with certification of the qualifying exigency necessitating the leave. The certification shall contain the information specified in 29 CFR 825.309.

The employee's qualifying exigency leave may be taken on an intermittent or reduced leave schedule basis. (29 CFR 825.302)

During the period of qualified exigency leave, the district's rule regarding an employee's use of his/her accrued vacation leave and any other accrued paid or unpaid time off, as specified in "Use/Substitution of Paid Leave" above, shall apply.

#### **Military Caregiver Leave**

The district shall grant up to a total of 26 work weeks of leave during a single 12-month period, measured forward from the first date of leave taken, to an eligible employee to care for a covered servicemember with a serious illness or injury. In order to be eligible for such military caregiver leave, an employee must be the spouse, son, daughter, parent, or next of kin of the covered servicemember. This 26-week period is not in addition to, but rather is inclusive of, the 12 work weeks of leave that may be taken for other FMLA qualifying reasons. (29 USC 2611, 2612; 29 CFR 825.127)

*Covered servicemember* may be either: (29 USC 2611)

1. A member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness

2. A veteran who, within the five years preceding his/her undergoing of medical treatment, recuperation, or therapy for a serious injury or illness, was a member of the Armed Forces, including the National Guard or Reserves

*Son or daughter of a covered servicemember* means the biological, adopted, or foster child, stepchild, legal ward, or a child of any age for whom the covered servicemember stood in loco parentis. (29 CFR 825.127)

*Parent of a covered servicemember* means the covered servicemember's biological, adopted, step or foster parent, or any other individual who stood in loco parentis to the covered servicemember (except "parents in law"). (29 CFR 825.127)

*Next of kin* means the nearest blood relative to the covered servicemember, or as designated in writing by the covered servicemember. (29 USC 2611, 2612)

*Outpatient status* means the status of a member of the Armed Forces assigned to a military medical treatment facility as an outpatient or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. (29 USC 2611; 29 CFR 825.127)

*Serious injury or illness* means: (29 USC 2611; 29 CFR 825.127)

1. For a member of the Armed Forces, an injury or illness incurred or aggravated by the member's service in the line of duty while on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating
2. For a veteran, an injury or illness incurred or aggravated by the member's service in the line of duty on active duty in the Armed Forces, including the National Guard or Reserves, that manifested itself before or after the member became a veteran

The employee shall provide reasonable and practicable notice of the need for the leave in accordance with the procedures in the section entitled "Request for Leave" above.

An employee requesting leave to care for a covered servicemember with a serious injury or illness shall provide the Superintendent or designee with certification from an authorized health care provider of the servicemember that contains the information specified in 29 CFR 825.310.

The leave may be taken intermittently or on a reduced schedule when medically necessary. An employee taking military caregiver leave in combination with other leaves pursuant to this administrative regulation shall be entitled to a combined total of 26 work weeks of

leave during a single 12-month period. When both spouses work for the district and both wish to take such leave, the spouses are limited to a maximum combined total of 26 work weeks during a single 12-month period. (29 USC 2612)

During the period of military caregiver leave, the district's rule regarding an employee's use of his/her accrued vacation leave and other accrued paid or unpaid time off, as specified in "Use/Substitution of Paid Leave" above, shall apply.

### **Notifications**

The Superintendent or designee shall provide the following notifications about state and federal law related to FMLA/CFRA:

1. ***General Notice:*** Information explaining the provisions of the FMLA/CFRA and employee rights and obligations shall be posted in a conspicuous place on district premises, or electronically, and shall be included in employee handbooks. (29 USC 2619; 2 CCR 7297.9)

The general notice shall also explain an employee's obligation to provide the Superintendent or designee with at least 30 days notice of the need for the leave, when the need for the leave is reasonably foreseeable. (2 CCR 7297.4)

2. ***Eligibility Notice:*** When an employee requests leave or when the Superintendent or designee acquires knowledge that an employee's leave may be for an FMLA/CFRA qualifying reason, the Superintendent or designee shall, within five business days, provide notification to the employee of his/her eligibility to take such leave. (29 CFR 825.300)
3. ***Rights and Responsibilities Notice:*** Each time the eligibility notice is provided to an employee, the Superintendent or designee shall provide written notification explaining the specific expectations and obligations of the employee, including any consequences for a failure to meet those obligations. Such notice shall include, as appropriate: (29 CFR 825.300)
  - a. A statement that the leave may be designated and counted against the employee's annual FMLA/CFRA leave entitlement and the appropriate 12-month entitlement period, if qualifying
  - b. Any requirements for the employee to furnish medical certification of a serious health condition, serious injury or illness, or qualifying exigency arising out of active duty or call to active duty status and the consequences of failing to provide the certification

- c. The employee's right to substitute paid leave, whether the district will require substitution of paid leave, conditions related to any substitution, and the employee's entitlement to take unpaid leave if the employee does not meet the conditions for paid leave
- d. Any requirements for the employee to make any premium payments to maintain health benefits, the arrangement for making such payments, and the possible consequences of failure to make payments on a timely basis
- e. If applicable, the employee's status as a "key employee," potential consequence that restoration may be denied following the FMLA leave, and explanation of the conditions required for such denial
- f. The employee's right to maintenance of benefits during the leave and restoration to the same or an equivalent job upon return from leave
- g. The employee's potential liability for health insurance premiums paid by the district during the employee's unpaid FMLA leave should the employee not return to service after the leave

Any time the information provided in the above notice changes, the Superintendent or designee shall, within five business days of his/her receipt of an employee's first notice of need for leave, provide the employee with a written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

- 4. *Designation Notice:* When the Superintendent or designee has information (e.g., sufficient medical certification) to determine whether the leave qualifies as FMLA/CFRA leave, he/she shall, within five business days, provide written notification designating the leave as FMLA/CFRA qualifying or, if the leave will not be so designated, the reason for that determination. (29 CFR 825.300)

If the amount of leave needed is known, the notice shall include the number of hours, days, or weeks that will be counted against the employee's FMLA/CFRA entitlement. If it is not possible to provide that number at the time of the designation notice, notification shall be provided of the amount of leave counted against the employee's entitlement upon request by the employee and at least once in every 30-day period if leave was taken in that period. (29 CFR 825.300)

If the district requires paid leave to be substituted for unpaid family care and medical leave, the notice shall so specify. If the district requires an employee to present a fitness-for-duty certification that addresses the employee's ability to perform the essential functions of the job, the notice shall also specify that requirement.



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**Any time the information provided in the designation notice changes, the Superintendent or designee shall, within five business days, provide the employee with written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)**

## **Records**

**The Superintendent or designee shall maintain records pertaining to an individual employee's use of family care and medical leave in accordance with law. (29 USC 2616; 42 USC 2000ff-1; 29 CFR 825.500; Government Code 12946)**

### **Legal Reference:**

#### **EDUCATION CODE**

44965 Granting of leaves of absence for pregnancy and childbirth

#### **FAMILY CODE**

297-297.5 Rights, protections and benefits under law; registered domestic partners

300 Validity of marriage

#### **GOVERNMENT CODE**

12940 Unlawful employment practices

12945 Pregnancy; childbirth or related medical condition; unlawful practice

12945.1-12945.2 California Family Rights Act

#### **CODE OF REGULATIONS, TITLE 2**

7291.2-7291.16 Sex discrimination: pregnancy and related medical conditions

7297.0-7297.11 Family care leave

#### **UNITED STATES CODE, TITLE 1**

7 Definition of marriage, spouse

#### **UNITED STATES CODE, TITLE 29**

2601-2654 Family and Medical Leave Act of 1993, as amended

#### **UNITED STATES CODE, TITLE 42**

2000ff-1-2000ff-11 Genetic Information Nondiscrimination Act of 2008

#### **CODE OF FEDERAL REGULATIONS, TITLE 29**

825.100-825.800 Family and Medical Leave Act of 1993

#### **COURT DECISIONS**

Faust v. California Portland Cement Company, (2007) 150 Cal.App.4th 864

Tellis v. Alaska Airlines, (9th Cir., 2005) 414 F.3d 1045

### **Management Resources:**

#### **FEDERAL REGISTER**

Final Rule and Supplementary Information, November 17, 2008. Vol. 73, No. 222, pages 67934-68133

#### **U.S. DEPARTMENT OF LABOR PUBLICATIONS**

Military Family Leave Provisions of the FMLA Frequently Asked Questions and Answers

#### **WEB SITES**

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California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Labor, FMLA: <http://www.dol.gov/whd/fmla>

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Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: December 13, 2011

Adopted:

King City, California

## BP 5121 Students

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT**

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

*(cf. 5124 - Communication with Parents/Guardians)*  
*(cf. 6011 - Academic Standards)*

A teacher shall base a student's grades on impartial, consistent and methodical observation of the quality of the student's work and his/her mastery of course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios.

*(cf. 6162.5 - Student Assessment)*

The teacher of each course shall determine the student's grade **at the end of each grading period**. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. On rare occasions a grade change may occur when it is determined that there has been clerical or mechanical mistakes, fraud, bad faith (**e.g. non-compliance with policy or administrative regulation**), or incompetency. (Education Code 49066)

*(cf. 5125.3 - Challenging Student Records)*

**After a grade is assigned by the teacher, the results of a student's performance on certain tests and/or examinations, including but not limited to Advanced Placement (AP), California High School Exit Examination (CAHSEE), and Content Standards Tests (CST), shall not determine or change a student's grade.**

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

*(cf. 5125 - Student Records)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

### **Effect of Absences on Grades**

Students are to be in school each day, unless they are absent with an excused absence.

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

*(cf. 6154 - Homework/Makeup Work)*

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

*(cf. 5113 - Absences and Excuses)*

### **Grade Point Average**

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, honors, and/or concurrent postsecondary courses.

*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6172 - Gifted and Talented Student Program)*  
*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

### **Legal Reference:**

EDUCATION CODE  
 41505-41508 Pupil Retention Block Grant  
 48070 Promotion and retention  
 48205 Excused absences  
 48800-48802 Enrollment of gifted students in community college  
 48904-48904.3 Withholding grades, diplomas, or transcripts  
 49066 Grades; finalization; physical education class  
 49067 Mandated regulations regarding student's achievement

49069.5 Foster care, grades and credits  
51242 Exemption from physical education based on participation in interscholastic athletics  
**52244 Advanced Placement Program: pilot grant program, examination fees**  
76000-76002 Enrollment in community college  
CODE OF REGULATIONS, TITLE 5  
10060 Criteria for reporting physical education achievement, high schools  
30008 Definition of high school grade point average for student aid eligibility  
UNITED STATES CODE, TITLE 20  
1232g Family Education Rights and Privacy Act (FERPA)  
6101-6251 School-to-Work Opportunities Act of 1994  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy Act  
COURT DECISIONS  
Owasso Independent School District v. Falvo, (2002) 534 U.S. 426  
Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1  
Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764  
Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

**Management Resources:**

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Aiming High: High Schools for the 21st Century, 2002

Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students, 2001

Elementary Makes the Grade!, 2000

**Fiscal Management Advisory, 11-01**

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS

CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr>

(3/02 11/03) 7/09

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
 Revised Reading: December 13, 2011  
 Adopted: King City, California

## AR 5121 Students

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT**

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

*(cf. 6020 - Parent Involvement)*

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

*(cf. 5123 - Promotion/Acceleration/Retention)*

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

*(cf. 5125 - Student Records)*

*(cf. 6146.1 - High School Graduation Requirements)*

**Grades for Achievement**

Grades for achievement shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6172 - Gifted and Talented Student Program)*  
*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

**At no time shall extra grade weighting be provided as a result of a student's performance on certain tests and/or examinations; including, but not limited to: Advanced Placement (AP), California High School Exit Examination (CAHSEE), and Content Standards Tests (CST).**

### **Grades for Physical Education**

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

*(cf. 6142.7 - Physical Education)*

**If a student is excused from a physical education class due to medical (and/or religious) reasons, an alternative means for acquiring the required P.E. credit shall be provided. Medical excuses shall be provided by a licensed physician.**

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students may use interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242; and may be graded on this participation provided that a district-employee, credentialed to teach physical education, supervises this participation and assigns the grade. A district physical education committee will determine the methods of determining the amount of supervised interscholastic athletic participation needed for a grade to be assigned.

*(cf. 6145.2 - Athletic Competition)*

### **Grades for College Courses**

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

### **Grades for Citizenship, Study Skills, and Effort**

Grades for citizenship, study skills, and effort shall be reported as follows:

O	Outstanding
S	Satisfactory
N	Needs Improvement

### **Pass/Fail Grading**

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a A-F letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in

the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

### **Peer Grading**

~~At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.~~

### **Repeating Classes**

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course.

The highest grade received shall be used in determining the student's overall grade point average (GPA).

### **Withdrawal from Classes**

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

### **Effect of Absences on Grades**

Teachers who withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians at the beginning of the school year or semester. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's



policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged with the parent.

*(cf. 5113 - Absences and Excuses)*

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

*(cf. 6173.1 - Education for Foster Youth)*

### **Grade Point Average**

The Superintendent or designee shall calculate each student's GPA using the grade points assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed.

*(cf. 5126 - Awards for Achievement)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA. Plus designations are limited to B+, C+, D+, and minus designations are limited to A-, B-, C-, D-.

(7/02 11/03) 7/09

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Revised Reading: December 13, 2011

Adopted:

King City, California

AR 5142.1 Students

**Identification And Reporting Of Missing Children**

Notices of Missing Children

Every school shall post in an appropriate area the monthly poster on missing children provided by the Department of Justice (DOJ). For elementary schools, the poster shall be posted in an area restricted to adults. (Education Code 38139; Penal Code 14208)

School staff are also encouraged to monitor "Amber Alerts" issued by law enforcement agencies in serious, time-critical child abduction cases.

If a law enforcement agency notifies the district that a child enrolled in the district has been reported missing, the principal or designee of the school in which the child is enrolled shall place a notice on the front of the child's school record indicating that he/she has been reported missing. If a school receives a record inquiry or request from any person or entity regarding a missing child about whom the school has been notified, the principal or designee shall immediately notify the law enforcement agency that informed the school of the missing child's status. (Education Code 49068.6)

*(cf. 5125 - Student Records)*

Reporting Missing Children

Any district employee who recognizes a child who has been reported missing through a DOJ notice, an Amber Alert, or other means shall immediately notify law enforcement using the hotline telephone number listed.

In the event that a district employee witnesses a child abduction, he/she shall immediately contact law enforcement and provide the agency with information on the location of the abduction and a description of the victim, the suspect, and any vehicle involved. He/she shall also notify the Superintendent or designee who shall implement steps, as needed, to ensure the safety of other students.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5142 - Safety)*

Legal Reference:

EDUCATION CODE

32390 Voluntary program for fingerprinting students

38139 Posting of information about missing children

48980 Parental notification of district programs, rights and responsibilities

49068.5-49068.6 Missing children; transfers

49370 Legislative intent re: reporting of missing children

PENAL CODE

14200-14213 Violent crime information center

CODE OF REGULATIONS, TITLE 5

640-641 Student fingerprinting program

Management Resources:

WEB SITES

California Department of Justice, Missing Persons: <http://oag.ca.gov/missing>

California Highway Patrol, Amber Alert: <http://www.chp.ca.gov/amber>

National Center for Missing and Exploited Children: <http://www.missingkids.com>

(7/00) 7/11

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## BP 5144 Students

**Discipline**

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. **In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.**

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 5137 - Positive School Climate)*  
***(cf. 5138 - Conflict Resolution/Peer Mediation)***  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.9 - Hate-Motivated Behavior)*  
*(cf. 6020 - Parent Involvement)*

Board policies and **administrative** regulations shall ~~delineate~~ **outline** acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's ~~individual~~ **particular** needs.

*(cf. 5131 - Conduct)*  
*(cf. 5131.1 - Bus Conduct)*

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. ~~Consistently~~ **Persistently** disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3515 - Campus Security)*  
*(cf. 3515.3 - District Police/Security Department)*  
*(cf. 4158/4258/4358 - Employee Security)*  
*(cf. 5136 - Gangs)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*  
*(cf. 6164.5 - Student Success Teams)*  
*(cf. 6184 - Continuation Education)*  
*(cf. 6185 - Community Day School)*

Staff shall enforce disciplinary rules fairly, consistently ~~and without discrimination~~, **and in accordance with the district's nondiscrimination policies.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, **and establishing cooperative relationships with parents/guardians.**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49000-49001 Prohibition of corporal punishment

49330-49335 Injurious objects

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

(6/99 11/02) 3/11

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

AR 5144 Students

**Discipline**

**Site-Level Rules**

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

*(cf. 3515.3 - District Police/Security Department)*

5. For junior high and high schools, students enrolled in the school

Disciplinary strategies provided in Board policy, administrative regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:

1. Referral of the student for advice and counseling

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 6164.2 - Guidance/Counseling Services)*

2. Discussion or conference with parents/guardians

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

3. Recess restriction
4. Detention during and after school hours
5. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

*(cf. 6145 - Extracurricular/Cocurricular Activities)*

6. Community service

7. Reassignment to an alternative educational environment

*(cf. 6158 - Independent Study)*  
*(cf. 6181 - Alternative Schools/Programs of Choice)*  
*(cf. 6184 - Continuation Education)*  
*(cf. 6185 - Community Day School)*

8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Each school shall file a copy of its rules with the Superintendent or designee.

The rules shall be consistent with law, Board policy, and district regulations. The Governing Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

**Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student.

Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

**Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity.** In addition, an employee's use of force that is reasonable and necessary to protect the employee himself/herself, students, staff, or other persons, or to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

*(cf. 4158/4258/4358 - Employee Security)*  
*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
*(cf. 6145.2 - Athletic Competition)*

**Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

*(cf. 6176 - Weekend/Saturday Classes)*

## Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

## Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California



AR 5144.2 Students

**Suspension And Expulsion/Due Process (Students With Disabilities)**

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been officially identified as a student with ~~disabilities~~ **a disability** pursuant to IDEA and who has **engaged in behavior that** violated the district's code of student conduct may assert any of the ~~procedural safeguards granted under this administrative regulation~~ **protections under IDEA** only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.527 ~~534~~)

1. The parent/guardian has expressed concern to **district** supervisory or administrative district personnel in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement ~~or to a teacher of the student~~, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300 ~~530-300.311~~ **536**.

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation **pursuant to 34 CFR 300.300-300.311** and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities **who engage in comparable behavior**. (20 USC 1415(k)(5); **34 CFR 300.534**)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures **pursuant to 34 CFR 300.530**, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.527 534)

## **Suspension**

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.519536. (34 CFR 300.520 530; Education Code 48903)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

*(cf. 6159 - Individualized Education Program)*

**The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)**

- 1. The removal is for more than 10 consecutive school days.**
- 2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:**
  - a. The series of removals total more than 10 school days in a school year.**
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.**
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.**

**If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)**

## **Services During Suspension**

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension ~~to the extent necessary to provide the student a free and appropriate public education.~~ **School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP.** (20 USC 1412(a)(1)(A); 34 CFR 300.520 530)

If a student with a disability is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or **his/her** parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

*(cf. 3541.2 - Transportation for Students with Disabilities)*

### **Interim Alternative Educational Placement Due to Dangerous Behavior**

**The district may unilaterally place a** ~~A~~ student with a disability ~~may be placed~~ in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

**The student's interim alternative educational setting shall be determined by his/her IEP team.** (20 USC 1415(k)(1)(G); 34 CFR 300.531)

**On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504.** (20 USC 1415(k)(1)(H); 34 CFR 300.530)

**A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are**

**designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)**

### **~~Procedural Safeguards/~~ Manifestation Determination**

The following procedural safeguards shall apply when a student **with a disability** is suspended for more than 10 consecutive school days, when ~~disciplinary action is contemplated for a dangerous behavior as described above~~ **a series of removals of a student constitutes a pattern**, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. *Notice:* On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to **34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)**

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

2. *Manifestation Determination Review:* Immediately if possible, but in no case later than 10 school days after the date the decision **to take disciplinary action is made**, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, **the student's** parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); **34 CFR 300.530**)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, **in which case the district shall take immediate steps to remedy those deficiencies**

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); **34 CFR 300.530**)

3. **Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral**

**intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)**

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); **34 CFR 300.530**)

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

4. *Determination that Behavior is Not a Manifestation of the Student's Disability:* If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall ~~continue to~~ receive services to the extent necessary to participate in the general education curriculum ~~although in another setting and~~ **to allow him/her** to progress toward meeting the goals set out in ~~the student's~~ **his/her** IEP. As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); **34 CFR 300.530**)

*(cf. 6158 - Independent Study)*

*(cf. 6185 - Community Day School)*

## **Due Process Appeals**

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. **The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)**

**Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.**

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

## **Readmission**

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

## **Suspension of Expulsion**

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

## **Notification to Law Enforcement Authorities**

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

## **Report to County Superintendent of Schools**

**The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)**

### **Legal Reference:**

#### **EDUCATION CODE**

35146 Closed sessions re: suspensions

35291 Rules of governing board

#### **48203 Reports of severance of attendance of disabled students**

48900-48925 Suspension and expulsion

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individualized education program teams

56505 State hearing

#### **PENAL CODE**

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE, TITLE 18

## 930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

## 1412 State eligibility

## 1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

## 812 Controlled substances

UNITED STATES CODE, TITLE 29

## 706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

### 104.35 Evaluation and placement

### 104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

### **300.530-300.537 Discipline procedures**

## COURT DECISIONS

**Schaffer v. Weast, (2005) 546 U.S. 549**

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp.  
1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

## WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

(3/05 11/06) 3/10

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: December 13, 2011

Adopted:

King City, California

## BP 5145.6 Students

**Parental Notifications**

The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5022 - Student and Family Privacy Rights)*

*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall ensure that notifications which must be sent at the beginning of each academic year include a request that the parent/guardian sign the notice and return it to the school. (Education Code 48981, 48982)

Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the district's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

*(cf. 6174 - Education for English Language Learners)*

## Legal Reference:

## EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

262.3 Appeals; information re: availability of civil remedies

310 Structured English Immersion Program

17288 Students: school buildings

17612 Notification of pesticide use

**32221.5 Insurance for athletic team members**

32255-32255.6 Right to refuse harmful or destructive use of animals

32390 Fingerprint program; contracts; funding; consent of parent/guardian

35178.4 Notice of accreditation status

35183 School dress codes; uniforms

35186 Complaints concerning deficiencies in instructional materials and facilities

35256 School accountability report card

35291 Rules

37616 Consultation

39831.5 School bus rider rules and information

44808.5 Permission to leave school grounds

46010.1 Notice re: excuse to obtain confidential medical services



46014 Regulations regarding absences for religious purposes  
46600-46611 Interdistrict attendance agreements especially:  
46601 Failure to approve interdistrict attendance  
48000 Minimum age of admission  
48070.5 Promotion or retention of students  
48205 Absence for personal reasons  
48206.3 Students with temporary disabilities; individual instruction; definitions  
48207 Students with temporary disabilities in hospitals outside of school district  
48208 Students with temporary disabilities in qualifying hospitals  
48216 Immunization  
48260.5 Notice to parent re truancy  
48263 Referral to SARB or probation department  
48432.5 Involuntary transfers of students  
~~48637.1 Notice of intended assignment~~  
48904 Liability of parent/guardian for willful student misconduct  
48904.3 Withholding grades, diplomas, or transcripts  
48906 Notification of release of student to peace officer  
48911 Notification in case of suspension  
48912 Closed sessions; consideration of suspension  
48915.1 Expelled individuals: enrollment in another district  
48916 Readmission procedures  
48918 Rules governing expulsion procedures  
48980 Required notification at beginning of term  
48980.3 Notification of pesticide use  
48981 Time and means of notification  
48982 Signature; return to school; effect of signature  
48983 Contents of notice  
48984 Activities prohibited unless notice given  
48985 Notices to parents in language other than English  
48987 Child abuse information  
49063 Notification of parents of their rights  
49067 Regulations regarding student's achievement  
49068 Transfer of permanent enrollment and scholarship record  
49069 Absolute right to access  
49070 Challenging content of records  
49073 Release of directory information  
49076 Access to student records  
49077 Access to information concerning a student in compliance with court order  
49091.14 Prospectus  
~~49032 Parent consent~~  
49332 Notifications of retention of object by school personnel; release  
49403 Cooperation in control of communicable disease and immunization  
49423 Administration of prescribed medication for student  
49451 Physical examinations: parent's refusal to consent

49452.5 Screening for scoliosis

**49452.7 Information on type 2 diabetes**

**49452.8 Oral health assessment**

49456 Report to parent

49480 Continuing medication regimen for nonepisodic conditions

49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970

**51229 Course of study for grades 7-12**

51513 Personal beliefs

**51870.5 Internet access policy**

51938 Right of parent/guardian re: notice HIV/AIDS and sexual health instruction

52164.1 Census-taking methods; determination of primary language; assessment of language skills 52164.3 Notice of reassessment of language skills

52173 Consultation with parents or guardians; notice to parents or guardians; withdrawal of student

52244 Advanced Placement Program

54444.2 Migrant education programs; parent involvement

56301 Child-find system; policies re: written notification rights

56321 Special education: proposed assessment plan

**56321.5-56321.6 Notice of parent rights pertaining to special education**

56329 Written notice of right to findings; independent assessment

**56341.1 Development of individualized education program; right to audio record meeting**

56341.5 Individualized education program team meetings

56343.5 IEP meetings

56346 Parental notice and consent to special education program

58501 Alternative schools: notice required prior to establishment

60641 Standardized Testing and Reporting Program

60850 High school exit examination

**60852.4 High school exit examination waiver for disabled student**

**66204 Certification of high school courses as meeting university admission criteria**

HEALTH AND SAFETY CODE

1596.857 Right to enter child care facility

120365 Immunizations

120370 Immunizations

120375 Immunizations

120440 Sharing immunization information

124100 School districts and private schools; information to parents

PENAL CODE

627.5 Hearing request following denial or revocation of registration

WELFARE AND INSTITUTIONS CODE

18976.5 Parental notice; right of refusal to participate

CODE OF REGULATIONS, TITLE 5

863 Standardized Testing and Reporting Program

3052 Behavioral intervention

3831 General standards (Gifted and Talented Program)  
4622 Notice requirements and recipients  
4631 Responsibilities of the local agency  
11303 Reclassification of English language learners  
11309 Parental exception waivers  
11523 Notice of proficiency examinations  
18066 Policies and procedures absences for child care  
UNITED STATES CODE, TITLE 20  
1232g Family Educational Rights and Privacy Act  
1415 Procedural safeguards  
1681-1688 Title IX, discrimination based on sex or blindness  
6311 State plans  
6312 Local education agency plans  
6316 Academic assessment and local education agency school improvement  
6318 Parental involvement  
7908 Armed forces recruiter access to students  
UNITED STATES CODE, TITLE 42  
2000d -2000d-7, Title VI, Civil Rights Act of 1964  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.7 Student records, annual notification  
99.34 Student records, disclosure to other educational agencies  
104.36 Procedural safeguards  
106.9 Dissemination of policy, nondiscrimination on basis of sex  
300.322 Parent participation  
300.502 Independent educational evaluation  
300.503 Prior written notice  
**300.504 Procedural safeguards notice**  
300.508 Due process complaint  
**300.530 Discipline procedures**  
CODE OF FEDERAL REGULATIONS, TITLE 40  
**763.84 Asbestos inspections, response actions and post-response actions**  
763.93 Asbestos management plans  
(3/05 3/06) 3/07

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

## E 5145.6 Students

**Parental Notifications**

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Note: The following exhibit lists those notices which the law requires be provided to parents/guardians. Unless otherwise indicated, code numbers below refer to Education Code sections.

**I. Annually**

<u>When to Notify:</u>	<u>Education or Other Legal Code:</u>	<u>Board Policy/ Admin. Regulation:</u>	<u>Subject:</u>
Beginning of each school year	Education Code 231.5, 48980	AR 5145.7	Sexual harassment policy as related to students
Beginning of each school year	Education Code 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information
Beginning of each school year	Education Code 32255-32255.6, 48980	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 35160.2, 48204, 46600-46611, 48980	AR 5111.1, AR 5116.1, AR 5117	All statutory attendance options, available local attendance options, options for meeting residency
Annually by February 1	Education Code 35256	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	BP 5144, See AR 5144.1	District and site discipline rules
Beginning of each school year if high school open campus	Education Code 44808.5, 48980	AR 5112.5	Open campus
Beginning of each school year if Board has adopted resolution allowing such absence	Education Code 46014, 48980	BP 5113, See AR 5113	Absence for religious purposes
Beginning of each school year	Education Code 48205, 48980	BP 5113, See AR 5113	Absence for justifiable personal reasons

Beginning of each school year	Education Code 48205, 48980	AR 6154	Grade/credit cannot be reduced due to excused absence if work or test has been completed
Beginning of each school year	Education Code 48206.3, 48207, 48208, 48980	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 52244	AR 6141.5	Availability of state funds to cover costs of advanced placement exam fees
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days
Beginning of each school year	Education Code 49063, 49068, 49069, 20 USC 1232g, 34 CFR 99.7	AR 5125	Student records: Inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine school official legitimate educational interest
Beginning of each school year	Education Code 49063, 49070	AR 5125, AR 5125.3	Challenge, review and expunging of records
Beginning of each school year	Education Code 49063, 49073	AR 5125.1	Release of directory information
Beginning of each school year	Education Code 49063, 49091.14	AR 5020, AR 5125	Availability of course prospectus
<b>Beginning of each school year</b>	<b>Education Code 49403, 48980</b>	<b>BP 5141.31</b>	<b>Consent to school immunization program</b>
Beginning of each school year	Education Code 49423, 49480, 48980	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 49451, 48980; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 49472, 48980	AR 5143	Availability of insurance
Beginning of each school year	Education Code 49510-49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Free and reduced price meals
Annually	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501	AR 6181	Alternative schools

Beginning of each school year	20 USC 1681-1688, 42 USC 2000d-2000d-7, 34 CFR 106.9 5 CCR 4622	BP 6178, BP 0410,  AR 1312.3	Nondiscrimination on basis of sex, disability, ethnicity or lack of English skills  Uniform complaint procedures, available appeals, civil law remedies, and identity of coordinator
Annually			
Beginning of each school year:	20 USC 1232h	AR 5022, BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities
Beginning of each school year: for districts receiving Title I funds	20 USC 6311	4112.24, AR 4222	Right to request information re: professional qualifications of their child's teacher and paraprofessional
Annually to parent, teacher and employee organizations or, in absence, individuals	40 CFR 763.84, 40 CFR 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in their progress

**II. At Specific Times During the Student's Academic Career**

At least once before counseling in grades 7 through 12	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
At beginning of each school year student has been placed in structured English immersion program	Education Code 310, 5 CCR 11309	AR 6174	Placement of child in program and opportunity to apply for if parental exception waiver
Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
<b>To members of athletic teams</b>	<b>Education Code 32221.5</b>	<b>AR 5143</b>	<b>Offer of insurance, no-cost and low-cost program options</b>
Before presenting a course using live or dead animals or animal parts	Education Code 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
<b>Beginning of each term for students who have not passed the exit exam by the end of grade 12</b>	<b>Education Code 37254</b>	<b>AR 6179</b>	<b>Availability of intensive instruction and services for two consecutive academic years and right to file complaint</b>

Beginning of each school year in grades 7-12	Education Code 46010.1	BP 5113	Absence for confidential medical services
Beginning each school year in grades 9-12 and when high school student transfers into the district	Education Code 48980, 60850	AR 6162.52	Requirement to pass the high school exit exam including: date of exam, requirements for passing, consequences of not passing, and that passing is a condition of graduation
<b>Beginning of each school year for students in grades 9-12 education</b>	<b>Education Code 51229, 48980</b>	<b>BP 6143</b>	<b>College admission requirements, UC and CSU web sites that list certified courses, description of career technical and CDE Internet address, how students may meet with counselors</b>
Beginning of each school year for students in grades 7-12	Education Code 51938, 48980	AR 6142.1	Explanation of sex and HIV/AIDS instruction; right to view A/V materials, who's teaching, request specific Education Code sections, right to excuse
Assessment and reassessment of English proficiency and enrollment in program of education for English language learners	Education Code 52164.1, 52164.3, 52173, 5 CCR 11303	AR 6174	Program of education for English language learners
Within 20 working days of receiving results of standardized achievement tests	Education Code 60641, 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
<b>Annually to each high school student</b>	<b>Education Code 66204</b>	<b>BP 6143</b>	<b>Copy of list of courses offered Student that are certified by UC as meeting admission criteria</b>
Prior student participation in gifted and talented program	5 CCR 3831	AR 6172	Gifted and talented student program
Within 30 calendar days of receipt of CELDT results	5 CCR 11511.5	AR 6174	CELDT test results
To students in grades 11 and 12, early enough to enable registration for current fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complaints
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
At least six months before implementing a schoolwide uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
<b>III. When Special Circumstances Occur</b>			
Before implementing a year-round Schedule	Education Code 37616	BP 6117	Year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
<b>When student excluded due to quarantine, contagious or infectious disease, danger to safety or health</b>	<b>Education Code 48213</b>	<b>AR 5112.2, BP 5141.33</b>	<b>Student has been excluded from school</b>
<b>Before student is excluded for lack of immunization</b>	<b>Education Code 48216</b>	<b>AR 5141.31</b>	<b>Two weeks to submit evidence of immunization or exemption; referral to medical care</b>
When a student is classified a truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When a school is identified on the state's Open Enrollment List	Education Code 48354; 5 CCR 4702	AR 5118	Student's opinion to transfer to another school
<b>Within 60 days of receiving application for transfer out of open enrollment school</b>	<b>Education Code 48357; 5 CCR 4702</b>	<b>AR 5118</b>	<b>Whether student's transfer application is accepted or rejected; reasons for rejection</b>



Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to require meeting prior to involuntary transfer to continuation school
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer
At time of suspension	Education Code 48911	BP 5144.1, AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
Before holding a closes session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	AR 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Description of readmission procedures
10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after the beginning of the school year
When parents request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record information to a judge or probation officer for conducting a truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456	AR 5141.3	Vision or hearing test
Before any test questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
Within 14 days of instruction if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
When migrant education program is established	Education Code 54444.2	BP 6175, AR 6175	Parent advisory council membership composition
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing

When providing written decision in response to a complaint re: discrimination, special education, or noncompliance with laws regulating educational programs	5 CCR 4631	AR 1312.3	Appeal rights and procedures
<b>When district substantively changes policy on student privacy rights</b>	<b>20 USC 1232h</b>	<b>AR 5022</b>	<b>Notice of any substantive change in policy or regulation</b>
For districts receiving Title I funds, when a child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"	20 USC 6311	AR 4112.24	Timely notice to parent of child's assignment
When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress	20 USC 6312	AR 0520.2	Notice of failure to parents of English language learners
When school identified for program improvement or corrective action	20 USC 6316	AR 0520.2, AR 5116.1	Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services
For districts with schools that have been identified for program improvement or corrective action, annually	20 USC 6316	AR 0520.2	Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers
When district identified for program improvement	20 USC 6316	AR 0520.3	Explanation of status, reasons for identification, how parents can participate in upgrading district
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
For districts with secondary students receiving Title I funds	20 USC 7908	AR 5125.1	Notice that parents may request district to not release name, address, phone number of child to military recruiters without prior written consent

When household is selected for verification of eligibility for free or reduced price meals	42 USC 1758; 7 CFR 246.6a	AR 3553	Notice of need to submit verification information; any subsequent change in benefits; right to appeal
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
<b>IV. Special Education Notices</b>			
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329, 34 CFR 300.502	AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent to attend IEP meeting	Education Code 56341.5 34 CFR 300.322	AR 6159	Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate
When parent orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
For student receiving exit exam waiver, prior to receipt of diploma	Education Code 60852.4	AR 6162.52	Right to FAPE
Before functional behavioral assessment begins	5 CCR 3052	AR 6159.4	Notification and consent
Before modification of behavioral intervention plan	5 CCR 3052	AR 6159.4	Need for modification, right to question modification
Within one school day of emergency intervention or serious property damage	5 CCR 3052	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation or	20 USC 1415(c), 34 CFR 300.300, 300.503	AR 6159, AR 6159.1	Prior written notice

placement, or FAPE, including  
when parent/guardian revokes  
consent for services

Initial referral for evaluation 20 USC 1415(d), 34 CFR 300.503 AR 6159.1

Registration of complaint 20 USC 1415(d), 34 CFR 300.504 AR 6159.1

Disciplinary action taken for  
dangerous behavior 20 USC 1415(k), 34 CFR 300.530 AR 5144.2

Suspension or change of  
placement for more than 10 days 20 USC 1415(k), 34 CFR 300.530 AR 5144.2

Upon requesting a due process  
hearing : 20 USC 1415(k), 34 CFR 300.508 AR 6159.1

**Eligibility for services under  
Section 504 34 CFR 104.32, 104.36 AR 6164.6**

#### **V. Classroom Notices**

In each classroom in each school Education Code 35186 AR 1312.4, E 1312.4

Prior written notice and procedural safeguards notice

Procedural safeguards notice

Decision and procedural safeguards notice

Decision and procedural safeguards notice

Child's name, address, school, description of problem,  
proposed resolution

**Procedural safeguards, district responsibilities**

Complaint rights re: sufficiency of instructional materials,  
teacher vacancy and misassignment, maintenance of facilities,  
and, for classrooms with grades 10-12, right of students who  
did not pass the exit exam to receive intensive instruction after  
completion of grade 12

(3/08 3/10) 3/11

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted:

King City, California

BP 5146 Students

**Married/Pregnant/Parenting Students**

**The Governing Board recognizes that early marriage, pregnancy or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to provide instruction and services designed to assist in pregnancy prevention. The Board also desires to support male and female expectant and parenting students to attain strong academic and parenting skills and to promote the healthy development of their children.**

*(cf. 5147 - Dropout Prevention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.11 - Alternative Credits Toward Graduation)*  
*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

**Married, expectant and parenting students shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 5127 - Graduation Ceremonies and Activities)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*

**For school-related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of students who are 18, even if the marriage has been dissolved. (Family Code 7002)**

**Expectant and Parenting Students**

**The Board is committed to providing to expectant and parenting students and their children a comprehensive, continuous, community-linked program that reflects the cultural and linguistic diversity of the community.**

**The Superintendent or designee shall collaborate with the County Superintendent of Schools and other community agencies and organizations to ensure that appropriate educational and related support services are available to meet the needs of expectant and parenting students their children.**

*(cf. 1020 - Youth Services)*  
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

**Expectant and parenting students retain the right to participate in any comprehensive school or educational alternative programs. School placement and instructional strategies**

**for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual student and/or child. (Education Code 54745)**

*(cf. 6158 - Independent Study)*  
*(cf. 6183 - Home and Hospital Instruction)*  
*(cf. 6184 - Continuation Education)*  
*(cf. 6200 - Adult Education)*

**In addition to providing a quality education program for expectant and parenting students, the district's program shall provide parenting education and life skills instruction, special school nutrition supplements for pregnant and lactating students, and a child care and development program on or near the school site for the children of enrolled students. The district's program may provide other support services authorized by Education Code 54746 as necessary to meet the needs of students and their children. (Education Code 54745)**

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 5148.1 - Child Care Services for Parenting Students)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

### **Pregnancy Prevention Program**

**The Superintendent or designee shall ensure that age-appropriate, culturally sensitive and community-sensitive instruction and services are available to assist in the prevention of pregnancy among minors. The district's program shall be based on strategies that have proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth. Instruction shall be consistent with the district's family life/sex education curriculum.**

*(cf. 5141.25 - Availability of Condoms)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6143 - Courses of Study)*

### **Legal Reference:**

#### **EDUCATION CODE**

2551.3 Determination of state aid for pregnant minors program  
17293 School facilities for pregnant/parenting teen programs  
48220 Compulsory education requirement  
48410 Persons exempted from continuation classes  
49553 Nutrition supplements for pregnant/lactating students  
49558 Confidentiality of applications and records for free or reduced price meals  
51220.5 Parenting skills and education

51745 Independent study  
52610.5 Enrollment of pregnant and parenting students in adult education  
54740-54749.5 California School Age Families Education Program (Cal-SAFE)  
FAMILY CODE  
7002 Description of emancipated minor  
7050 Purposes for which emancipated minor considered an adult  
HEALTH AND SAFETY CODE  
124175-124200 Adolescent and Family Life Act  
UNITED STATES CODE, TITLE 20  
1681-1688 Title IX, Education Act Amendments  
CODE OF FEDERAL REGULATIONS, TITLE 34  
106.40 Marital or parental status

Management Resources:

CDE PUBLICATIONS

Pregnant and Parenting Students: A Report to the Legislature, April 1996

SBE POLICIES

Policy statement on adolescent pregnancy and parenting, July 9, 1993

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

Department of Social Services: <http://www.dss.cahswnet.gov>

(6/99 3/01) 3/03

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California



AR 5146 Students

**Married/Pregnant/Parenting Students**

**The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)**

*(cf. 5112.3 - Student Leave of Absence)*

**A pregnant or parenting student also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)**

*(cf. 5112.1 - Exemptions from Attendance)*

**Cal-SAFE Program**

**A male or female student shall be eligible to enroll in the district's California School Age Families Education (Cal-SAFE) program if he/she: (Education Code 54747, 56026)**

- 1. Is an expectant parent, custodial parent, or noncustodial parent taking an active role in the care and supervision of the child**
- 2. Has not earned a high school diploma or its equivalent**
- 3. Meets one of the following additional conditions:**
  - a. Is age 18 years of age or younger.**
  - b. Is age 19 and has been continuously enrolled in the program since before his/her 19th birthday. Such a student may be enrolled in the program for one additional semester.**
  - c. The student is below age 22 and has an active individualized education plan.**

*(cf. 6159 - Individualized Education Program)*

**Students shall be enrolled in the program on an open-entry and open-exit basis. (Education Code 54745)**

**A student shall not be denied initial or continuous enrollment because of having had multiple pregnancies, more than one child, or a change in eligibility status from expectant to parenting. (Education Code 54747)**

**No fees shall be charged to students or their families for services provided through the district's Cal-SAFE program. (Education Code 54745)**

*(cf. 3260 - Fees and Charges)*

**The Superintendent or designee shall complete an intake procedure regarding each student upon entry into the program, and periodically thereafter as necessary, to determine appropriate levels and types of services to be provided. (Education Code 54746)**

**The Superintendent or designee shall provide staff development and conduct community outreach in order to establish a positive learning environment and supportive school policies. (Education Code 54745)**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**The Superintendent or designee shall participate in the development of the county service coordination plan for providing educational and related support services to expectant and parenting teens and their children. He/she also shall participate in data collection and evaluation of the program. (Education Code 54744, 54745)**

*(cf. 5148.1 - Child Care Services for Parenting Students)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*(cf. 9000 - Role of the Board)*

**(6/99 3/01) 3/03**

Regulation            **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BP 5148.2 Students

**Before/After School Programs**

**The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program and provide safe, constructive alternatives for students. In order to increase academic achievement of participating students, the content of such programs shall be aligned with the district's vision and goals for student learning, its curriculum, and district and state academic standards and shall be integrated with other learning support activities.**

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6162.52 - High School Exit Examination)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer School)*  
*(cf. 6179 - Supplemental Instruction)*

**The district's program shall be planned through a collaborative process that includes parents/guardians, students, representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)**

*(cf. 1020 - Youth Services)*  
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*

**The establishment of any program shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)**

**The program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, the program may include support services that reinforce the educational component and promote student health and well-being, including, but not limited to, drug and violence prevention programs, counseling/guidance services, character education, and programs that promote parent/guardian involvement and family literacy.**

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 6020 - Parent Involvement)*  
*(cf. 6142.3 - Civic Education)*  
*(cf. 6164.2 - Counseling/Guidance Services)*

**No fee shall be charged for participation in the program.**

*(cf. 3260 - Fees and Charges)*

**The Board and the Superintendent or designee shall monitor student participation rates and shall identify measures that shall be used to determine program effectiveness, such as outcome-based data on academic performance, attendance, and positive behavioral changes.**

*(cf. 0500 - Accountability)*

Legal Reference:

EDUCATION CODE

8263 Eligibility and priorities for subsidized child development services

8350-8359.1 Programs for CalWORKS recipients

8420-8428 21st Century After-School Program for Teens

8482-8484.6 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

17264 New construction; accommodation of before- and after-school programs

35021.3 After-school physical recreation instructors

45125 Criminal record check

49430-49436 Nutrition standards

49553 Free or reduced-price meals

69530-69547.9 Cal Grant program

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide programs

6319 Program improvement

7171-7176 21st Century community learning centers

Management Resources:

CSBA ADVISORIES

Proposition 49: New Funding for Before and After School Programs, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

21st Century High School After School Safety and Enrichment for Teens (ASSETS)

Program Evaluation Guidebook 2005-06, July 2006

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO) PUBLICATIONS

Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs, August 2005

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Building and Sustaining After-School Programs: Successful Practices in School Board Leadership, 2005

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

21st Century Community Learning Centers, February 2003

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

After-School Programs: Keeping Children Safe and Smart, June 2000

WEB SITES

CSBA: <http://www.csba.org>

Academy for Educational Development, Promising Practices in Afterschool:

<http://www.afterschool.org>

California Department of Education, After School Partnerships Office:

<http://www.cde.ca.gov/ls/ba>

California School-Age Consortium: <http://calsac.org>

Children Now: <http://www.childrennow.org>

Council of Chief State School Officers: <http://www.ccsso.org>

National School Boards Association, Extended-Day Learning Opportunities Program:

<http://www.nsba.org/edlo>

(3/06) 11/06

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BP 6141.5 Instruction

**Advanced Placement**

**To encourage students to challenge themselves academically and to enable students to be more competitive when applying for admission to postsecondary institutions, the Governing Board shall provide opportunities for college-level coursework that will prepare interested high school students to pass Advanced Placement (AP) examinations.**

*(cf. 0200 - Goals for the School District)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

**The Board desires to provide at least four AP courses at each high school. The Superintendent or designee shall recommend subject areas for AP courses at each school based on student interest and the availability of qualified certificated staff, instructional materials, and other resources. The Superintendent or designee shall also explore alternative methods of delivering AP courses, such as online courses or distance learning.**

**The Superintendent or designee shall ensure that the district's educational program provides opportunities for students to acquire the skills necessary to successfully undertake AP coursework. To the extent possible, the Superintendent or designee shall collaborate with feeder middle schools in developing and implementing a preparation program.**

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6143 - Courses of Study)*

**All students who meet course prerequisites shall have equal access to AP courses.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

**Grades for AP courses shall be assigned in accordance with Board policy and administrative regulation.**

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

**The Superintendent or designee shall make efforts to encourage students to participate in AP courses and to take end-of-course AP exams by creating support systems for AP students, such as resource centers and programs to recognize student accomplishments. In addition, the Superintendent or designee shall explore partnerships with colleges and universities to help encourage students to pursue postsecondary education.**

*(cf. 5126 - Awards for Achievement)*

*(cf. 6164.2 - Guidance/Counseling Services)*

To increase the capacity of district schools to offer these courses, the Superintendent or designee shall provide staff development and support to AP teachers. Such professional development may include, but not be limited to, opportunities for teachers to obtain course-specific information, as well as information on instructional methods and data-driven decisions; mentoring for prospective AP teachers; and opportunities for staff within the district to share course syllabi and practices.

*(cf. 4111 - Recruitment and Selection)*

*(cf. 4113 - Assignment)*

*(cf. 4131 - Staff Development)*

Legal Reference:

EDUCATION CODE

48980 Parental notifications

52200-52212 Gifted and talented education program

52240-52244 Advanced Placement program

CODE OF REGULATIONS, TITLE 5

3840 Advanced Placement as program option for gifted and talented students

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Advancement Via Individual Determination: <http://www.avidcenter.org>

California Colleges.edu: <http://californiacolleges.edu>

California Department of Education, Advanced Placement Programs:

<http://www.cde.ca.gov/ci/gs/ps/apgen.asp>

College Board: <http://www.collegeboard.org/ap>

U.S. Department of Education: <http://www.ed.gov>

(11/00 3/02) 7/08

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

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King City, California

AR 6141.5 Instruction

**Advanced Placement**

**At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the availability of state funds to cover the costs of Advanced Placement examination fees pursuant to Education Code 52244. (Education Code 48980)**

*(cf. 5145.6 - Parental Notifications)*

**Any economically disadvantaged student, as defined in Education Code 52241, who is enrolled in an Advanced Placement course may apply to the Superintendent or designee to cover the costs of Advanced Placement examination fees minus five dollars which shall be paid by the student. (Education Code 52244)**

**11/00**

Regulation            **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: December 13, 2011

Adopted:

King City, California



## BP 6161.1 Instruction

**Selection And Evaluation Of Instructional Materials**

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect ~~the ethnic and cultural society's~~ diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of **Board shall adopt** instructional materials shall be based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and meet criteria specified in law. **Textbooks, technology-based materials, and other educational materials shall be aligned with state and district content standards and the district's curriculum in order to ensure that they effectively support the district's adopted courses of study.**

*(cf. 0440 - District Technology Plan)*  
*(cf. 6000 - Concepts and Roles)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6161 - Equipment, Books and Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6163.1 - Library Media Centers)*  
*(cf. 9000 - Role of the Board)*

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.  
**(Education Code 60002)**

All recommended instructional materials shall be available for public inspection at the district office.

*(cf. 5020 - Parent Rights and Responsibilities)*

Individuals who participate in ~~selecting and evaluating~~ **the selection or evaluation of** instructional materials shall ~~have no financial interest~~ **not have a conflict of interest, as defined in administrative regulation**, in the materials being reviewed.

*(cf. 9270 - Conflict of Interest)*

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

The Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history-social science.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

### **Public Hearing on Sufficiency of Textbooks or Instructional Materials**

The Board shall annually conduct one or more public hearings on the sufficiency of the district's **textbooks or** instructional materials. (Education Code 60119; 5 CCR 9531)

**The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)**

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing and in three public places within the district, the Superintendent or designee shall post a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

*(cf. 9322 - Agenda/Meeting Materials)*

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, **including each English learner**, has sufficient textbooks or instructional materials in each of the following subjects which are aligned to the state content standards adopted pursuant to Education Code 60605 and consistent with the content and cycles of the state's curriculum frameworks: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall

determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

**In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)**

**For the 2008-09 through 2012-13 fiscal years, the Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, 60119, and 60422. (Education Code 1240.3, 42605)**

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public setting forth, for each school **in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area** and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

#### Legal Reference:

#### EDUCATION CODE

1240 County superintendent, general duties  
 1240.3 Definition of sufficiency for categorical flexibility  
 33050-33053 General waiver authority  
 33126 School accountability report card  
 35272 Education and athletic materials  
 42605 Tier 3 categorical flexibility  
 44805 Enforcement of course of studies; use of textbooks, rules and regulations  
 49415 Maximum textbook weight  
 51501 Subject matter reflecting on race, color, etc.  
 60000-60005 Instructional materials, legislative intent  
 60010 Definitions  
 60040-60052 Instructional requirements and materials  
 60060-60062 Requirements for publishers and manufacturers  
 60070-60076 Prohibited acts (re instructional materials)  
 60110-60115 Instructional materials on alcohol and drug education

King City, California

AR 6161.1 Instruction

**Selection And Evaluation Of Instructional Materials**

**Instructional Materials Funding Realignment Program**

**The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials, in an electronic or hard-bound format, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. (Education Code 60422, 60422.3)**

**Instructional materials for grades 9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the Board, as applicable. (Education Code 60422)**

*(cf. 6011 - Academic Standards)*

**For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.**

**After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)**

**Criteria for Selection and Adoption of Instructional Materials**

**Instructional materials adopted by the Board shall:**

- 1. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226 (Education Code 60400)**
- 2. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)**
- 3. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)**

4. **With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)**
5. **Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)**
  - a. **The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.**
  - b. **The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.**

*(cf. 1325 - Advertising and Promotion)*

6. **If the materials are technology-based materials, be both available and comparable to other, equivalent instructional materials (Education Code 60052)**
7. **Meet the requirements of Education Code 60040-60043 for specific subject content**
8. **Support the district's adopted courses of study and curricular goals**

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6143 - Courses of Study)*

9. **Contribute to a comprehensive, balanced curriculum**
10. **Demonstrate reliable quality of scholarship as evidenced by:**
  - a. **Accurate, up-to-date, and well-documented information**
  - b. **Objective presentation of diverse viewpoints**
  - c. **Clear, concise writing and appropriate vocabulary**
  - d. **Thorough treatment of subject**
11. **Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels**
12. **Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills**
13. **Contribute to the proper articulation of instruction through grade levels**

14. **As appropriate, have corresponding versions available in languages other than English**
15. **Include high-quality teacher's guides**
16. **Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics**
18. **When available from the publishers, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials**

#### **Instructional Materials Evaluation Committee**

**The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall substantially be composed of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.**

*(cf. 1220 - Citizen Advisory Committees)*

**The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.**

#### **Conflict of Interest**

**To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee who is participating in the evaluation of instructional materials and not otherwise designated in the district's conflict of interest code shall not:**

1. **Accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)**

**Sample copies of instructional materials are excepted from this prohibition.  
(Education Code 60075)**

*(cf. 9270 - Conflict of Interest)*

2. **Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district**

- 3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district**
- 4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district**

(11/06 11/09) 11/10

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Regulation  
First Reading: December 13, 2011  
Adopted:

King City, California



## BP 7310 Facilities

### Naming Of Facility

The Governing Board shall name **district schools or individual and other district-owned or leased buildings, grounds, and facilities** in recognition of:

1. Individuals, living or deceased, ~~who~~ **and entities that** have made outstanding contributions, **including financial contributions**, to the ~~county or school~~ community
2. Individuals, living or deceased, who have made contributions of statewide, national, or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. **A citizen advisory committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.**

*(cf. 1220 - Citizen Advisory Committees)*

**Any name adopted for any new school shall not be so similar to the name of any existing district school as to result in confusion to members of the community.**

**Before adopting any proposed name, the Board shall hold a public hearing at which members of the public will be given an opportunity to provide input.**

*(cf. 9320 - Meetings and Notices)*

**When naming or renaming a district school, building, or facility, the Board may specify the duration for which the name shall be in effect.**

### Memorials

Upon request, the Board shall consider ~~naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year.~~ **planting commemorative trees, erecting monuments, or dedicating buildings, parts of buildings, athletic fields, gardens, or other district facilities, in memory of deceased students, staff members, community members, and benefactors of the district.**

### Naming Rights

**The Board may grant to any person or entity the right to name any district building or facility. In doing so, the Board shall enter into a written agreement which shall:**

- 1. Specify the benefits to the district from entering into the agreement**
- 2. State the roles and responsibilities of the parties to the agreement, including whether or not the Board shall retain the power to approve any proposed name**
- 3. Provide details related to the naming right granted, including the building, grounds, or facility involved and the duration for which the name shall be in effect**
- 4. Prohibit any message, image, or other depiction that advocates or endorses the use of drugs, tobacco, or alcohol, encourages unlawful discrimination against any person or group, or promotes the use of violence or the violation of any law or district policy**

*(cf. 0410 - Nondiscrimination in District Programs/Activities)*

*(cf. 1325 - Advertising/Promotions)*

*(cf. 3290 - Gifts, Grants and Bequests)*

5. Reserve the authority to terminate the naming right if it determines that the grantee, subsequent to receiving the naming right, has engaged in any of the prohibited acts stated in item #4 above or other criminal or unlawful acts that might bring the district into disrepute

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

(2/86 2/96) 7/11

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: December 13, 2011

Adopted;

King City, California

BB 9150 Board Bylaws

**Student Board Members**

The Governing Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. **that engaging the student body and seeking its input and feedback regarding the district's educational programs and activities are vital to achieving the district's mission of educating district students.** In order to provide student input and To enhance communication between the student body and to encourage student involvement in district affairs, the **at least one (1) student Board member from each comprehensive selected by** procedures approved by the Board **collected students in accordance with**

The term of a student Board member is **one** year. A student Board member shall attend all Board meetings except closed **(executive)** sessions. (Education

year, commencing on July 1 of each year, attend all Board meetings except closed

(cf. 9321 - Closed Session Purposes are)

A student Board member shall be seated with other members of the Board and. **In addition, a student Board member** shall be recognized at Board meetings as a full member, shall receive all materials presented to other Board members except those related to closed sessions, and may participate in questioning witnesses and discussing issues. (Education Code 35012)

(cf. 9322 - Agenda/Meeting Materials)

A student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board minutes. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

**A student Board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)**

**A student Board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)**

(cf. 3350 - Travel Expenses)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

**Student Board Member Development**

**The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.**

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms; pupil members

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Association of Student Councils: <http://www.casc.net>

National School Boards Association: <http://www.nsba.org>

(12/92 3/93) 7/11

Bylaw **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: December 13, 2011

Adopted:

King City, California

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** First Interim Report

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

School districts are required to report their financial status as of October 31<sup>st</sup> each year.

Recommendation:

Approve the First Interim Report

Fiscal Impact:

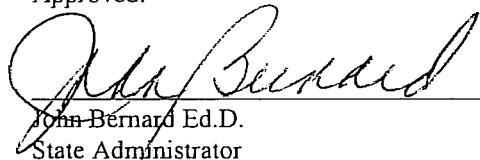
None

Submitted By:

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Linda Grundhoffer, CBO

Approved:

  
\_\_\_\_\_  
John Bernard Ed.D.  
State Administrator

SOUTH MONTEREY COUNTY JOINT  
UNION HIGH SCHOOL DISTRICT

**EXECUTIVE SUMMARY**  
**2011-12 1<sup>st</sup> INTERIM REPORT**

Presented on December 13, 2011

California school districts are required under Education Code 42130 to approve two interim reports during a fiscal year. One ends as of October 31 and the other as of January 31. The interim reports are to be presented within 45 days of these dates and forwarded to the County office. Districts such as South Monterey County Joint Union High School District that are under fiscal stress must file a third interim report as of April 30.

The first interim report is based on information known on October 31, 2011. Information from School Services of California dashboard, dated September 12, 2011, was used to compile the multi-year projection. A looming fiscal problem for all school districts in the State of California is the “trigger” language in AB114. This bill enacted language that automatically implements reductions to K-12 education if state revenue forecasts of \$88.5 billion are not met. If there is a \$2 billion shortfall, the estimated cut to K-12 schools, statewide, could be as much as \$1.5 billion. For South Monterey County Joint Union High School District that could mean a loss of \$522,000. This dollar amount has not been reflected in the First Interim Report.

#### GENERAL FUND

##### **REVENUE LIMIT**

The revenue limit funding is based mainly on student attendance. The South Monterey County Joint Union High School District is considered a declining enrollment district. Therefore, the basis for the 2011-12 revenue limit funding is the 2010-11 P-2 attendance data with certain annual adjustments. A declining enrollment district is held harmless for one year to help minimize the impact of the declining funding. In addition, because the district now has a charter school, there is an adjustment for the P-2 attendance of the students who go to and return from the charter. If more students go to the charter than return there is an additional reduction to the P-2 ADA used for calculating the revenue limit. For this year that ADA is 22.06. The regular ADA used for the 2011-12 budget is 1741.44.

##### **OTHER REVENUES**

Federal, State and Local revenues have been adjusted to reflect information known on October 31.

##### **EXPENDITURES**

Expenditures have been adjusted to the known revenues. At this point the district shows an unrestricted deficit of \$79,252.

##### **BEGINNING BALANCE**

The 2010-11 year has been closed and the ending balances have been brought forward to the beginning balances for 2011-12. The General Fund unrestricted beginning balance is \$842,000 and the restricted beginning balance is \$788,822 for a total of \$1,630,823. This balance, had the district not been using the State Loan, would currently be a (\$9,369,177).

## BUDGET AND MULTI-YEAR PROJECTION ASSUMPTIONS

### 2011-12

ADA	1741.44
COLA	2.24%
Deficit Factor	19.754%
Consumer Price Index	3.20%
STRS	8.25%
PERS	10.979%
FICA	6.20%
Medicare	1.45%
Unemployment Ins.	1.61%
Workers Comp	2.4465%
Lottery Revenue	\$111.75/ADA unrestricted; \$17.00/ADA restricted

### 2012-13

ADA	1728.85
COLA	3.10%
Deficit Factor	19.754%
Consumer Price Index	2.80%
STRS	8.25%
PERS	10.979%
FICA	6.20%
Medicare	1.45%
Unemployment Ins.	1.61%
Workers Comp	2.4465%
Lottery Revenue	\$111.75/ADA unrestricted; \$17.00/ADA restricted
Reduction of 2 FTE for declining enrollment	

### 2013-14

ADA	1712.72
COLA	2.80%
Deficit Factor	19.754%
Consumer Price Index	3.00%
STRS	8.25%
PERS	10.979%
FICA	6.20%
Medicare	1.45%
Unemployment Ins.	1.61%
Workers Comp	2.4465%
Lottery Revenue	\$111.75/ADA unrestricted; \$17.00/ADA restricted
Reduction of 2 FTE for declining enrollment	



## **MULTI-YEAR FISCAL RECOVERY PLAN**

The 2011-12 budgets are at the minimum required to operate the day to day functions of the district.

The district continues to have a structural deficit. However, that deficit has dropped approximately \$2,079,523 since 2009-10. The multi-year projection is meant to demonstrate the requirement that the district will meet its financial obligations in the 2011-12 budget year AND the two subsequent years. This projection demonstrates that this obligation will not be met in the 2013-14 year.

## **NEXT STEPS**

Economic recovery in the nation and in California is slow at best. Once again the State Legislature has passed a budget based on wishful thinking rather than reality. Around December 15, 2011, the State revenue shortfall will be calculated and school districts will know the additional reductions that will have to be made in the current and future years.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: \_\_\_\_\_  
District Superintendent or Designee

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

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 13, 2011

Signed: \_\_\_\_\_  
President of the Governing Board

#### CERTIFICATION OF FINANCIAL CONDITION

☐ POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☒ NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Linda Grundhoffer

Telephone: 831-385-0606

Title: CBO

E-mail: lgrundhoffer@kingcity.k12.ca.us

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Revenue Limit	Projected revenue limit for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7a	Deferred Maintenance	SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this item has been inactivated for that period.		
7b	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel tax, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2010-11) annual payment?  • If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?		X
			X	
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, have there been changes since budget adoption in OPEB liabilities?		X
			X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?  • If yes, have there been changes since budget adoption in self-insurance liabilities?	X	
			n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for: • Certificated? (Section S8A, Line 1b) • Classified? (Section S8B, Line 1b) • Management/supervisor/confidential? (Section S8C, Line 1b)	X X X	
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: • Certificated? (Section S8A, Line 3) • Classified? (Section S8B, Line 3)	n/a n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		X
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	10,646,684.00	10,675,273.00	1,917,927.77	10,675,273.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,823,104.00	1,833,504.00	558,656.98	1,833,504.00	0.00	0.0%
4) Other Local Revenue		8600-8799	118,300.00	118,300.00	80,055.24	118,300.00	0.00	0.0%
5) TOTAL, REVENUES			12,588,088.00	12,627,077.00	2,556,639.99	12,627,077.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	5,841,383.00	5,935,221.00	1,765,518.76	5,935,221.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,645,976.59	1,645,976.59	504,158.86	1,645,976.59	0.00	0.0%
3) Employee Benefits		3000-3999	2,507,805.45	2,461,969.45	939,788.39	2,461,969.45	0.00	0.0%
4) Books and Supplies		4000-4999	269,725.00	359,057.55	91,719.22	359,057.55	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,289,186.00	1,314,752.00	465,500.69	1,314,752.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,276,263.76	1,323,564.00	944,107.82	1,323,564.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(106,709.00)	(56,262.00)	0.00	(56,262.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			12,723,630.80	12,984,278.59	4,710,793.74	12,984,278.59		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(135,542.80)	(357,201.59)	(2,154,153.75)	(357,201.59)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	200,000.00	0.00	200,000.00	0.00	0.0%
b) Transfers Out		7600-7629	116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,821,186.74)	(1,805,331.44)	2,928.00	(1,805,331.44)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			62,094.26	277,949.56	2,002,928.00	277,949.56		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(73,448.54)	(79,252.03)	(151,225.75)	(79,252.03)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	742,971.11	842,000.15		842,000.15	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			742,971.11	842,000.15		842,000.15		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			742,971.11	842,000.15		842,000.15		
2) Ending Balance, June 30 (E + F1e)			669,522.57	762,748.12		762,748.12		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	669,522.57	762,748.12		762,748.12		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	6,059,759.00	6,093,770.00	1,601,783.00	6,093,770.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	252,909.96	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	26,000.00	26,000.00	0.00	26,000.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	4,369,500.00	4,369,500.00	0.00	4,369,500.00	0.00	0.0%
Unsecured Roll Taxes		8042	165,000.00	165,000.00	0.00	165,000.00	0.00	0.0%
Prior Years' Taxes		8043	160,000.00	160,000.00	50,111.33	160,000.00	0.00	0.0%
Supplemental Taxes		8044	25,000.00	25,000.00	5,924.84	25,000.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	28,309.00	28,309.00	353.49	28,309.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	(6,147.18)	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			10,833,568.00	10,867,579.00	1,904,935.44	10,867,579.00	0.00	0.0%
<b>Revenue Limit Transfers</b>								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Continuation Education ADA Transfer	2200	8091						
Community Day Schools Transfer	2430	8091						
Special Education ADA Transfer	6500	8091						
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	33,116.00	27,694.00	12,992.33	27,694.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(220,000.00)	(220,000.00)	0.00	(220,000.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			10,646,684.00	10,675,273.00	1,917,927.77	10,675,273.00	0.00	0.0%
<b>DERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Food Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
MA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Agency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
ss-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
CLB/IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290						
California Dept of Education								
S.F. 87								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Vocational and Applied Technology Education	3500-3699	8290						
Safe and Drug Free Schools	3700-3799	8290						
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311						
Prior Years	2430	8319						
ROC/P Entitlement								
Current Year	6355-6360	8311						
Prior Years	6355-6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
Home-to-School Transportation	7230	8311						
Economic Impact Aid	7090-7091	8311						
Spec. Ed. Transportation	7240	8311						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	0.00	0.00	69,357.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	194,454.00	194,454.00	2,513.72	194,454.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590						
Drug/Alcohol/Tobacco Funds	6650-6690	8590						
Healthy Start	6240	8590						
Class Size Reduction Facilities	6200	8590						
School Community Violence Prevention Grant	7391	8590						
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590	1,628,650.00	1,639,050.00	486,786.26	1,639,050.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			1,823,104.00	1,833,504.00	558,656.98	1,833,504.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625						
			30 - 360 -	30,000.00	462.86	30,000.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	26,800.00	26,800.00	4,304.00	26,800.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	1,520.70	4,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00		
Transportation Services	7230, 7240	8677						
Interagency Services	All Other	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	57,500.00	57,500.00	73,767.68	57,500.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			118,300.00	118,300.00	80,055.24	118,300.00	0.00	0.0%
TOTAL, REVENUES			12,588,088.00	12,627,077.00	2,556,639.99	12,627,077.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	4,848,348.00	4,942,186.00	1,474,936.68	4,942,186.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	41,201.00	41,201.00	6,866.84	41,201.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	847,834.00	847,834.00	281,435.24	847,834.00	0.00	0.0%
Other Certificated Salaries		1900	104,000.00	104,000.00	2,280.00	104,000.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>5,841,383.00</b>	<b>5,935,221.00</b>	<b>1,765,518.76</b>	<b>5,935,221.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	693,113.40	693,113.40	218,854.89	693,113.40	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	430,028.00	430,028.00	145,913.32	430,028.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	440,335.19	440,335.19	139,390.65	440,335.19	0.00	0.0%
Other Classified Salaries		2900	82,500.00	82,500.00	0.00	82,500.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,645,976.59</b>	<b>1,645,976.59</b>	<b>504,158.86</b>	<b>1,645,976.59</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	443,490.00	451,232.00	136,105.03	451,232.00	0.00	0.0%
PERS		3201-3202	168,102.45	168,102.45	51,856.90	168,102.45	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	206,387.00	207,748.00	59,798.28	207,748.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	1,040,929.00	1,051,746.00	434,028.09	1,051,746.00	0.00	0.0%
Unemployment Insurance		3501-3502	118,353.00	119,864.00	35,665.04	119,864.00	0.00	0.0%
Workers' Compensation		3601-3602	178,887.00	181,185.00	54,098.15	181,185.00	0.00	0.0%
OPEB, Allocated		3701-3702	180,000.00	115,993.00	38,778.68	115,993.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	21,332.00	15,774.00	10,019.17	15,774.00	0.00	0.0%
Other Employee Benefits		3901-3902	150,325.00	150,325.00	119,439.05	150,325.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,507,805.45</b>	<b>2,461,969.45</b>	<b>939,788.39</b>	<b>2,461,969.45</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	1,400.00	1,400.00	0.00	1,400.00	0.00	0.0%
Books and Other Reference Materials		4200	4,400.00	4,400.00	0.00	4,400.00	0.00	0.0%
Materials and Supplies		4300	251,925.00	339,657.55	82,755.78	339,657.55	0.00	0.0%
Noncapitalized Equipment		4400	12,000.00	13,600.00	8,963.44	13,600.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>269,725.00</b>	<b>359,057.55</b>	<b>91,719.22</b>	<b>359,057.55</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	18,865.00	30,142.00	12,638.97	30,142.00	0.00	0.0%
Dues and Memberships		5300	23,092.00	25,593.00	14,376.53	25,593.00	0.00	0.0%
Insurance		5400-5450	130,000.00	130,000.00	129,786.00	130,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	422,800.00	422,055.00	129,778.58	422,055.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	75,088.00	88,763.00	22,349.55	88,763.00	0.00	0.0%
Transfers of Direct Costs		5710	125,000.00	50,000.00	2,137.90	50,000.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	453,921.00	525,450.00	131,951.61	525,450.00	0.00	0.0%
Communications		5900	40,420.00	42,749.00	22,481.55	42,749.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,289,186.00</b>	<b>1,314,752.00</b>	<b>465,500.69</b>	<b>1,314,752.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	12,420.00	12,420.00	0.00	12,420.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	31,000.00	31,000.00	0.00	31,000.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	28,000.00	28,000.00	0.00	28,000.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	927,843.76	975,144.00	674,107.82	975,144.00	0.00	0.0%
Other Debt Service - Principal		7439	277,000.00	277,000.00	270,000.00	277,000.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			1,276,263.76	1,323,564.00	944,107.82	1,323,564.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(62,096.00)	(56,262.00)	0.00	(56,262.00)	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(44,613.00)	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			(106,709.00)	(56,262.00)	0.00	(56,262.00)	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			12,723,630.80	12,984,278.59	4,710,793.74	12,984,278.59	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	200,000.00	0.00	200,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	200,000.00	0.00	200,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(1,821,186.74)	(1,805,331.44)	2,928.00	(1,805,331.44)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,821,186.74)	(1,805,331.44)	2,928.00	(1,805,331.44)	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(- b + c - d + e)			62,094.26	277,949.56	2,002,928.00	277,949.56	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,447,904.00	1,461,104.17	431,744.69	1,461,104.17	0.00	0.0%
3) Other State Revenue		8300-8599	705,192.00	719,070.00	185,835.93	719,070.00	0.00	0.0%
4) Other Local Revenue		8600-8799	911,000.00	890,021.56	148,711.18	890,021.56	0.00	0.0%
5) TOTAL, REVENUES			3,064,096.00	3,070,195.73	766,291.80	3,070,195.73		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	1,501,320.00	1,520,930.00	505,968.58	1,520,930.00	0.00	0.0%
2) Classified Salaries		2000-2999	808,166.30	816,984.00	233,431.25	816,984.00	0.00	0.0%
3) Employee Benefits		3000-3999	817,604.00	844,812.00	233,531.82	844,812.00	0.00	0.0%
4) Books and Supplies		4000-4999	372,777.00	628,145.65	156,071.74	628,145.65	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	861,476.00	1,054,460.87	148,890.66	1,054,460.87	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	502,656.00	502,656.00	123,812.94	502,656.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	62,096.00	56,262.00	0.00	56,262.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,926,095.30	5,424,250.52	1,401,706.99	5,424,250.52		
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,861,999.30)	(2,354,054.79)	(635,415.19)	(2,354,054.79)		
<b>OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	1,821,186.74	1,805,331.44	(2,928.00)	1,805,331.44	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,821,186.74	1,805,331.44	(2,928.00)	1,805,331.44		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(40,812.56)	(548,723.35)	(638,343.19)	(548,723.35)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	296,435.08	788,820.94		788,820.94	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			296,435.08	788,820.94		788,820.94		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			296,435.08	788,820.94		788,820.94		
2) Ending Balance, June 30 (E + F1e)			255,622.52	240,097.59		240,097.59		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	255,622.52	240,097.59		240,097.59		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
<b>Subtotal, Revenue Limit Sources</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>Revenue Limit Transfers</b>								
Unrestricted Revenue Limit								
Transfers - Current Year	0000	8091						
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
ERS Reduction Transfer		8092	0.00	0.00	0.00	0.00		
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>GENERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	356,305.00	356,305.00	(69,452.74)	356,305.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Investment Reserve Funds		8260	0.00	0.00	0.00	0.00		
Food Control Funds		8270	0.00	0.00	0.00	0.00		
Life Reserve Funds		8280	0.00	0.00	0.00	0.00		
MA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Agency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
IB/IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	1,032, - 367 -	1,046,117.17	534,979.19	1,046,117.17	0.00	0.0%
California Dept of Education Financial Reporting Software - 2011.2.0								
Indicia (Rev 06/07/2011)								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Vocational and Applied Technology Education	3500-3699	8290	58,682.00	58,682.00	(33,781.76)	58,682.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,447,904.00	1,461,104.17	431,744.69	1,461,104.17	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	2430	8319	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	282,113.00	282,113.00	78,967.00	282,113.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311	311,375.00	327,763.00	64,976.93	327,763.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi:		8560	17,450.00	17,450.00	4,103.24	17,450.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence								
Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	94,254.00	91,744.00	37,788.76	91,744.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			705,192.00	719,070.00	185,835.93	719,070.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625						
omia Dept of Education								



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	30.40	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	50,000.00	50,000.00	0.00	50,000.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%)		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	211,000.00	100,097.56	60,374.78	100,097.56	0.00	0.0%
tion		8710	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	650,000.00	739,924.00	88,306.00	739,924.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
OC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
AL, OTHER LOCAL REVENUE			911,000.00	890,021.56	148,711.18	890,021.56	0.00	0.0%
ALL REVENUES			3,064,096.00	3,070,195.73	766,291.80	3,070,195.73	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	1,123,988.00	1,155,849.00	373,538.27	1,155,849.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	154,411.00	162,403.00	54,133.96	162,403.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	220,921.00	182,758.00	54,121.35	182,758.00	0.00	0.0%
Other Certificated Salaries		1900	2,000.00	19,920.00	24,175.00	19,920.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			1,501,320.00	1,520,930.00	505,968.58	1,520,930.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	306,464.30	341,805.00	108,750.64	341,805.00	0.00	0.0%
Classified Support Salaries		2200	444,004.00	411,004.00	104,582.29	411,004.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	51,152.00	51,152.00	17,050.64	51,152.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	6,546.00	13,023.00	3,047.68	13,023.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			808,166.30	816,984.00	233,431.25	816,984.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
RETIREMENT SYSTEMS		3101-3102	119,415.00	130,708.00	40,900.11	130,708.00	0.00	0.0%
UNEMPLOYMENT COMPENSATION		3201-3202	80,960.00	81,568.00	23,808.18	81,568.00	0.00	0.0%
DISABILITY/Alternative		3301-3302	82,169.00	84,629.00	24,970.72	84,629.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	431,585.00	440,251.00	111,370.54	440,251.00	0.00	0.0%
Unemployment Insurance		3501-3502	36,547.00	37,485.00	11,713.50	37,485.00	0.00	0.0%
Workers' Compensation		3601-3602	55,954.00	59,061.00	17,799.57	59,061.00	0.00	0.0%
UNEMPLOYMENT BENEFITS, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
UNEMPLOYMENT BENEFITS, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYMENT REDUCTION		3801-3802	10,974.00	11,110.00	2,969.20	11,110.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			817,604.00	844,812.00	233,531.82	844,812.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	75,102.00	108,599.00	39,548.04	108,599.00	0.00	0.0%
Books and Other Reference Materials		4200	13,464.00	154,531.62	31,549.00	154,531.62	0.00	0.0%
Materials and Supplies		4300	280,711.00	359,578.03	84,974.70	359,578.03	0.00	0.0%
Noncapitalized Equipment		4400	3,500.00	5,437.00	0.00	5,437.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			372,777.00	628,145.65	156,071.74	628,145.65	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	195,000.00	199,685.00	32,446.25	199,685.00	0.00	0.0%
Travel and Conferences		5200	46,341.00	42,317.00	5,779.30	42,317.00	0.00	0.0%
Dues and Memberships		5300	728.00	828.00	72.00	828.00	0.00	0.0%
Insurance		5400-5450	10,725.00	10,725.00	0.00	10,725.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	75,663.00	63,625.00	23,221.02	63,625.00	0.00	0.0%
Transfers of Direct Costs		5710	(125,000.00)	(50,000.00)	(2,137.90)	(50,000.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	657,179.00	784,760.87	88,675.02	784,760.87	0.00	0.0%
Communications		5900	840.00	2,520.00	834.97	2,520.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			861,476.00	1,054,460.87	148,890.66	1,054,460.87	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	502,656.00	502,656.00	123,812.94	502,656.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			502,656.00	502,656.00	123,812.94	502,656.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	62,096.00	56,262.00	0.00	56,262.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			62,096.00	56,262.00	0.00	56,262.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			4,926,095.30	5,424,250.52	1,401,706.99	5,424,250.52	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	1,821,186.74	1,805,331.44	(2,928.00)	1,805,331.44	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
e) TOTAL, CONTRIBUTIONS			1,821,186.74	1,805,331.44	(2,928.00)	1,805,331.44	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
- b + c - d + e)			1,821,186.74	1,805,331.44	(2,928.00)	1,805,331.44	0.00	0.0%

2011-12 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

27 66068 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUES</b>								
1) Revenue Limit Sources		8010-8099	10,646,684.00	10,675,273.00	1,917,927.77	10,675,273.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,447,904.00	1,461,104.17	431,744.69	1,461,104.17	0.00	0.0%
3) Other State Revenue		8300-8599	2,528,296.00	2,552,574.00	744,492.91	2,552,574.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,029,300.00	1,008,321.56	228,766.42	1,008,321.56	0.00	0.0%
5) TOTAL, REVENUES			15,652,184.00	15,697,272.73	3,322,931.79	15,697,272.73		
<b>EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	7,342,703.00	7,456,151.00	2,271,487.34	7,456,151.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,454,142.89	2,462,960.59	737,590.11	2,462,960.59	0.00	0.0%
3) Employee Benefits		3000-3999	3,325,409.45	3,306,781.45	1,173,320.21	3,306,781.45	0.00	0.0%
4) Books and Supplies		4000-4999	642,502.00	987,203.20	247,790.96	987,203.20	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,150,662.00	2,369,212.87	614,391.35	2,369,212.87	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	1,778,919.76	1,826,220.00	1,067,920.76	1,826,220.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(44,613.00)	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			17,649,726.10	18,408,529.11	6,112,500.73	18,408,529.11		
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(1,997,542.10)	(2,711,256.38)	(2,789,568.94)	(2,711,256.38)		
<b>OTHER FINANCING SOURCES/USES</b>								
a) Interfund Transfers								
a) Transfers In		8900-8929	0.00	200,000.00	0.00	200,000.00	0.00	0.0%
b) Transfers Out		7600-7629	116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
c) Other Sources/Uses								
a) Sources		8930-8979	2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
c) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, OTHER FINANCING SOURCES/USES			1,883,281.00	2,083,281.00	2,000,000.00	2,083,281.00		

2011-12 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(114,261.10)	(627,975.38)	(789,568.94)	(627,975.38)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,039,406.19	1,630,821.09		1,630,821.09	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,039,406.19	1,630,821.09		1,630,821.09		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,039,406.19	1,630,821.09		1,630,821.09		
2) Ending Balance, June 30 (E + F1e)			925,145.09	1,002,845.71		1,002,845.71		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	255,622.52	240,097.59		240,097.59		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	669,522.57	762,748.12		762,748.12		

2011-12 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	6,059,759.00	6,093,770.00	1,601,783.00	6,093,770.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	252,909.96	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	26,000.00	26,000.00	0.00	26,000.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	4,369,500.00	4,369,500.00	0.00	4,369,500.00	0.00	0.0%
Unsecured Roll Taxes		8042	165,000.00	165,000.00	0.00	165,000.00	0.00	0.0%
Prior Years' Taxes		8043	160,000.00	160,000.00	50,111.33	160,000.00	0.00	0.0%
Supplemental Taxes		8044	25,000.00	25,000.00	5,924.84	25,000.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	28,309.00	28,309.00	353.49	28,309.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	(6,147.18)	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Loyalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Total, Revenue Limit Sources</b>			<b>10,833,568.00</b>	<b>10,867,579.00</b>	<b>1,904,935.44</b>	<b>10,867,579.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>Revenue Limit Transfers</b>								
Unrestricted Revenue Limit								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Other Revenue Limit								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
RS Reduction Transfer		8092	33,116.00	27,694.00	12,992.33	27,694.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(220,000.00)	(220,000.00)	0.00	(220,000.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>10,646,684.00</b>	<b>10,675,273.00</b>	<b>1,917,927.77</b>	<b>10,675,273.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>GENERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	356,305.00	356,305.00	(69,452.74)	356,305.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Food Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Trust Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Life Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
Agency Contracts Between LEAs		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Agency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
3000-3299, 4000-4139, 4201-4215, 4610, 5510		8290	1,032,500.00	1,046,117.17	534,979.19	1,046,117.17	0.00	0.0%
<b>TOTAL, GENERAL REVENUE</b>								
<b>TOTAL, REVENUES</b>			<b>21,489,842.00</b>	<b>21,542,852.17</b>	<b>3,852,865.23</b>	<b>21,542,852.17</b>	<b>0.00</b>	<b>0.0%</b>

2011-12 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Vocational and Applied Technology Education	3500-3699	8290	58,682.00	58,682.00	(33,781.76)	58,682.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,447,904.00</b>	<b>1,461,104.17</b>	<b>431,744.69</b>	<b>1,461,104.17</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	2430	8319	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	282,113.00	282,113.00	78,967.00	282,113.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311	311,375.00	327,763.00	64,976.93	327,763.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	69,357.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi:		8560	211,904.00	211,904.00	6,616.96	211,904.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence								
Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,722,904.00	1,730,794.00	524,575.02	1,730,794.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>2,528,296.00</b>	<b>2,552,574.00</b>	<b>744,492.91</b>	<b>2,552,574.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	30,000.00	30,000.00	462.86	30,000.00	0.00	0.0%



2011-12 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	26,800.00	26,800.00	4,304.00	26,800.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	1,551.10	4,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	50,000.00	50,000.00	0.00	50,000.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	268,500.00	157,597.56	134,142.46	157,597.56	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	650,000.00	739,924.00	88,306.00	739,924.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,029,300.00	1,008,321.56	228,766.42	1,008,321.56	0.00	0.0%
TOTAL, REVENUES			15,652,184.00	15,697,272.73	3,322,931.79	15,697,272.73	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	5,972,336.00	6,098,035.00	1,848,474.95	6,098,035.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	195,612.00	203,604.00	61,000.80	203,604.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,068,755.00	1,030,592.00	335,556.59	1,030,592.00	0.00	0.0%
Other Certificated Salaries		1900	106,000.00	123,920.00	26,455.00	123,920.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			7,342,703.00	7,456,151.00	2,271,487.34	7,456,151.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	306,464.30	341,805.00	108,750.64	341,805.00	0.00	0.0%
Classified Support Salaries		2200	1,137,117.40	1,104,117.40	323,437.18	1,104,117.40	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	481,180.00	481,180.00	162,963.96	481,180.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	446,881.19	453,358.19	142,438.33	453,358.19	0.00	0.0%
Other Classified Salaries		2900	82,500.00	82,500.00	0.00	82,500.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			2,454,142.89	2,462,960.59	737,590.11	2,462,960.59	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	562,905.00	581,940.00	177,005.14	581,940.00	0.00	0.0%
PERS		3201-3202	249,062.45	249,670.45	75,665.08	249,670.45	0.00	0.0%
QASDI/Medicare/Alternative		3301-3302	288,556.00	292,377.00	84,769.00	292,377.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	1,472,514.00	1,491,997.00	545,398.63	1,491,997.00	0.00	0.0%
Unemployment Insurance		3501-3502	154,900.00	157,349.00	47,378.54	157,349.00	0.00	0.0%
Workers' Compensation		3601-3602	234,841.00	240,246.00	71,897.72	240,246.00	0.00	0.0%
OPEB, Allocated		3701-3702	180,000.00	115,993.00	38,778.68	115,993.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	32,306.00	26,884.00	12,988.37	26,884.00	0.00	0.0%
Other Employee Benefits		3901-3902	150,325.00	150,325.00	119,439.05	150,325.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			3,325,409.45	3,306,781.45	1,173,320.21	3,306,781.45	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	76,502.00	109,999.00	39,548.04	109,999.00	0.00	0.0%
Books and Other Reference Materials		4200	17,864.00	158,931.62	31,549.00	158,931.62	0.00	0.0%
Materials and Supplies		4300	532,636.00	699,235.58	167,730.48	699,235.58	0.00	0.0%
Noncapitalized Equipment		4400	15,500.00	19,037.00	8,963.44	19,037.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			642,502.00	987,203.20	247,790.96	987,203.20	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	195,000.00	199,685.00	32,446.25	199,685.00	0.00	0.0%
Travel and Conferences		5200	65,206.00	72,459.00	18,418.27	72,459.00	0.00	0.0%
Dues and Memberships		5300	23,820.00	26,421.00	14,448.53	26,421.00	0.00	0.0%
Insurance		5400-5450	140,725.00	140,725.00	129,786.00	140,725.00	0.00	0.0%
Operations and Housekeeping Services		5500	422,800.00	422,055.00	129,778.58	422,055.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	150,751.00	152,388.00	45,570.57	152,388.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,111,100.00	1,310,210.87	220,626.63	1,310,210.87	0.00	0.0%
Communications		5900	41,260.00	45,269.00	23,316.52	45,269.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,150,662.00	2,369,212.87	614,391.35	2,369,212.87	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	12,420.00	12,420.00	0.00	12,420.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	533,656.00	533,656.00	123,812.94	533,656.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	28,000.00	28,000.00	0.00	28,000.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	927,843.76	975,144.00	674,107.82	975,144.00	0.00	0.0%
Other Debt Service - Principal		7439	277,000.00	277,000.00	270,000.00	277,000.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			1,778,919.76	1,826,220.00	1,067,920.76	1,826,220.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(44,613.00)	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			(44,613.00)	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			17,649,726.10	18,408,529.11	6,112,500.73	18,408,529.11	0.00	0.0%

2011-12 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	200,000.00	0.00	200,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	200,000.00	0.00	200,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(- b + c - d + e)			1,883,281.00	2,083,281.00	2,000,000.00	2,083,281.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	477,000.00	520,998.00	126,772.91	520,998.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	30,500.00	36,086.00	8,466.00	36,086.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100.00	100.00	(14.66)	100.00	0.00	0.0%
5) TOTAL REVENUES			507,600.00	557,184.00	135,224.25	557,184.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	259,464.00	301,659.00	72,324.92	301,659.00	0.00	0.0%
2) Classified Salaries		2000-2999	35,038.00	35,038.00	10,780.70	35,038.00	0.00	0.0%
3) Employee Benefits		3000-3999	98,450.00	98,450.00	19,071.02	98,450.00	0.00	0.0%
4) Books and Supplies		4000-4999	10,000.00	9,744.00	1,384.54	9,744.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,900.00	11,156.00	3,429.30	11,156.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	44,613.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			458,465.00	456,047.00	106,990.48	456,047.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			49,135.00	101,137.00	28,233.77	101,137.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	200,000.00	0.00	200,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	(200,000.00)	0.00	(200,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND</b>								
<b>BALANCE (C + D4)</b>			49,135.00	(98,863.00)	28,233.77	(98,863.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	137,733.00	234,988.51		234,988.51	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			137,733.00	234,988.51		234,988.51		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			137,733.00	234,988.51		234,988.51		
2) Ending Balance, June 30 (E + F1e)			186,868.00	136,125.51		136,125.51		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	1,083.00		1,083.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	186,868.00	135,042.51		135,042.51		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
Charter Schools General Purpose Entitlement - State Aid		8015	327,000.00	370,998.00	87,034.00	370,998.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	39,738.91	0.00	0.00	0.0%
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	150,000.00	150,000.00	0.00	150,000.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>477,000.00</b>	<b>520,998.00</b>	<b>126,772.91</b>	<b>520,998.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Transportation	7240	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%

2011-12 First Interim  
Charter Schools Special Revenue Fund  
Revenues, Expenditures, and Changes in Fund Balance

27 66068 0000000  
Form 091

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	30,500.00	36,086.00	8,466.00	36,086.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			30,500.00	36,086.00	8,466.00	36,086.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100.00	100.00	(14.66)	100.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			100.00	100.00	(14.66)	100.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			507,600.00	557,184.00	135,224.25	557,184.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	212,608.00	217,105.00	44,140.40	217,105.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	46,856.00	84,554.00	28,184.52	84,554.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			259,464.00	301,659.00	72,324.92	301,659.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	35,038.00	35,038.00	10,780.70	35,038.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			35,038.00	35,038.00	10,780.70	35,038.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	21,191.00	21,191.00	4,387.45	21,191.00	0.00	0.0%
PERS		3201-3202	3,755.00	3,755.00	1,177.58	3,755.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	33,804.00	33,804.00	1,657.98	33,804.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	27,050.00	27,050.00	8,510.63	27,050.00	0.00	0.0%
Unemployment Insurance		3501-3502	4,699.00	4,699.00	1,324.60	4,699.00	0.00	0.0%
Workers' Compensation		3601-3602	7,141.00	7,141.00	2,012.78	7,141.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	810.00	810.00	0.00	810.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			98,450.00	98,450.00	19,071.02	98,450.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	6,000.00	6,000.00	0.00	6,000.00	0.00	0.0%
Books and Other Reference Materials		4200	1,500.00	173.00	0.00	173.00	0.00	0.0%
Materials and Supplies		4300	2,500.00	3,571.00	1,384.54	3,571.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			10,000.00	9,744.00	1,384.54	9,744.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	5,500.00	2,872.00	0.00	2,872.00	0.00	0.0%
Dues and Memberships		5300	150.00	150.00	0.00	150.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,250.00	6,628.00	2,503.84	6,628.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,000.00	1,506.00	925.46	1,506.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>				11,156.00	3,429.30	11,156.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	44,613.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			44,613.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			458,465.00	456,047.00	106,990.48	456,047.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	200,000.00	0.00	200,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	200,000.00	0.00	200,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	(200,000.00)	0.00	(200,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.00	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.00	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.00	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,522.41	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,522.41	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,522.41	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			4,522.41	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	4,522.41	0.00		0.00		

2011-12 First Interim  
Adult Education Fund  
Revenues, Expenditures, and Changes in Fund Balance

27 66068 0000000  
Form 111

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL EXPENDITURES</b>			0.00	0.00	0.00	0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	216,000.00	216,000.00	73,100.55	216,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	20,000.00	20,000.00	6,288.47	20,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	74,000.00	74,000.00	19,590.64	74,000.00	0.00	0.0%
5) TOTAL REVENUES			310,000.00	310,000.00	98,979.66	310,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	143,886.00	143,886.00	39,051.88	143,886.00	0.00	0.0%
3) Employee Benefits		3000-3999	46,835.00	46,835.00	9,642.92	46,835.00	0.00	0.0%
4) Books and Supplies		4000-4999	214,500.00	214,500.00	136,157.02	214,500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	20,100.00	20,100.00	2,326.94	20,100.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			425,321.00	425,321.00	187,178.76	425,321.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(115,321.00)	(115,321.00)	(88,199.10)	(115,321.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			116,719.00	116,719.00	0.00	116,719.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,398.00	1,398.00	(88,199.10)	1,398.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			1,398.00	1,398.00		1,398.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,398.00	1,398.00		1,398.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>REVENUE LIMIT SOURCES</b>								
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	216,000.00	216,000.00	73,100.55	216,000.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			216,000.00	216,000.00	73,100.55	216,000.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	20,000.00	20,000.00	6,288.47	20,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			20,000.00	20,000.00	6,288.47	20,000.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	74,000.00	74,000.00	20,000.80	74,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(410.16)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			74,000.00	74,000.00	19,590.64	74,000.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			310,000.00	310,000.00	98,979.66	310,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	96,000.00	96,000.00	23,762.32	96,000.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	45,886.00	45,886.00	15,289.56	45,886.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			143,886.00	143,886.00	39,051.88	143,886.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	6,968.00	6,968.00	2,363.30	6,968.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	23,685.00	23,685.00	2,986.98	23,685.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	10,819.00	10,819.00	2,704.83	10,819.00	0.00	0.0%
Unemployment Insurance		3501-3502	2,127.00	2,127.00	628.61	2,127.00	0.00	0.0%
Workers' Compensation		3601-3602	3,236.00	3,236.00	955.24	3,236.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	3.96	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			46,835.00	46,835.00	9,642.92	46,835.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	10,000.00	10,000.00	706.03	10,000.00	0.00	0.0%
Noncapitalized Equipment		4400	4,500.00	4,500.00	0.00	4,500.00	0.00	0.0%
Food		4700	200,000.00	200,000.00	135,450.99	200,000.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			214,500.00	214,500.00	136,157.02	214,500.00	0.00	0.0%

2011-12 First Interim  
Cafeteria Special Revenue Fund  
Revenues, Expenditures, and Changes in Fund Balance

27 66068 0000000  
Form 13I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,500.00	1,500.00	344.10	1,500.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,485.00	13,485.00	156.75	13,485.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,115.00	5,115.00	1,826.09	5,115.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>20,100.00</b>	<b>20,100.00</b>	<b>2,326.94</b>	<b>20,100.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>425,321.00</b>	<b>425,321.00</b>	<b>187,178.76</b>	<b>425,321.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			116,719.00	116,719.00	0.00	116,719.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			116,719.00	116,719.00	0.00	116,719.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	7.89	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	7.89	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	5,000.00	0.00	5,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	2,000.00	2,000.00	2,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	7,000.00	2,000.00	7,000.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	(7,000.00)	(1,992.11)	(7,000.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(7,000.00)	(1,992.11)	(7,000.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	7,095.67		7,095.67	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	7,095.67		7,095.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	7,095.67		7,095.67		
2) Ending Balance, June 30 (E + F1e)			0.00	95.67		95.67		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	95.67		95.67		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	7.89	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Local Revenue</b>								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	7.89	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	7.89	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	5,000.00	0.00	5,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	2,000.00	2,000.00	2,000.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	2,000.00	2,000.00	2,000.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	7,000.00	2,000.00	7,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General, Special Reserve, & Building Funds		8915	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	55.05	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	55.05	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	0.00	55.05	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	55.05	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,316,265.00	6,397,639.41		6,397,639.41	0.00	0.0%
b) Audit Adjustments		9793	(2,000,000.00)	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,316,265.00	6,397,639.41		6,397,639.41		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,316,265.00	6,397,639.41		6,397,639.41		
2) Ending Balance, June 30 (E + F1e)			2,316,265.00	6,397,639.41		6,397,639.41		
<b>Components of Ending Fund Balance</b>								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	2,316,265.00	6,397,639.41		6,397,639.41		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	55.05	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	55.05	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	55.05	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,500.00	7,500.00	2,794.36	7,500.00	0.00	0.0%
5) TOTAL REVENUES			7,500.00	7,500.00	2,794.36	7,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	2,500.00	2,412.60	2,500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	23,144.00	400.00	23,144.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	40,000.00	38,462.44	40,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	108,673.00	108,673.00	2,000.00	108,673.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			108,673.00	174,317.00	43,275.04	174,317.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(101,173.00)	(166,817.00)	(40,480.68)	(166,817.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(101,173.00)	(166,817.00)	(40,480.68)	(166,817.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	551,368.98	570,420.12		570,420.12	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			551,368.98	570,420.12		570,420.12		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			551,368.98	570,420.12		570,420.12		
2) Ending Balance, June 30 (E + F1e)			450,195.98	403,603.12		403,603.12		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	450,195.98	403,603.12		403,603.12		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2011-12 First Interim  
Capital Facilities Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,500.00	2,500.00	647.21	2,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	5,000.00	5,000.00	2,147.15	5,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>7,500.00</b>	<b>7,500.00</b>	<b>2,794.36</b>	<b>7,500.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>7,500.00</b>	<b>7,500.00</b>	<b>2,794.36</b>	<b>7,500.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	2,500.00	2,412.60	2,500.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	2,500.00	2,412.60	2,500.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	23,144.00	400.00	23,144.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	23,144.00	400.00	23,144.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	40,000.00	38,462.44	40,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	40,000.00	38,462.44	40,000.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
<b>Other Transfers Out</b>								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Debt Service</b>								
Debt Service - Interest		7438	30,447.00	30,447.00	0.00	30,447.00	0.00	0.0%
Other Debt Service - Principal		7439	78,226.00	78,226.00	2,000.00	78,226.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			108,673.00	108,673.00	2,000.00	108,673.00	0.00	0.0%
<b>TOTAL EXPENDITURES</b>			108,673.00	174,317.00	43,275.04	174,317.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,500.00	12,500.00	3,750.19	12,500.00	0.00	0.0%
5) TOTAL REVENUES			12,500.00	12,500.00	3,750.19	12,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	11,000.00	10,995.25	11,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	3,300,000.00	3,294,788.00	425,793.75	3,294,788.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			3,300,000.00	3,305,788.00	436,789.00	3,305,788.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(3,287,500.00)	(3,293,288.00)	(433,038.81)	(3,293,288.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,287,500.00)	(3,293,288.00)	(433,038.81)	(3,293,288.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,354,735.95	3,368,521.51		3,368,521.51	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,354,735.95	3,368,521.51		3,368,521.51		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,354,735.95	3,368,521.51		3,368,521.51		
2) Ending Balance, June 30 (E + F1e)			67,235.95	75,233.51		75,233.51		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	67,235.95	75,233.51		75,233.51		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	12,500.00	12,500.00	3,750.19	12,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			12,500.00	12,500.00	3,750.19	12,500.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			12,500.00	12,500.00	3,750.19	12,500.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	11,000.00	10,995.25	11,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	11,000.00	10,995.25	11,000.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,300,000.00	3,294,788.00	425,793.75	3,294,788.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			3,300,000.00	3,294,788.00	425,793.75	3,294,788.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			3,300,000.00	3,305,788.00	436,789.00	3,305,788.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.00	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	0.00	0.00	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.00	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	1,303,373.00		1,303,373.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	1,303,373.00		1,303,373.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	1,303,373.00		1,303,373.00		
2) Ending Balance, June 30 (E + F1e)			0.00	1,303,373.00		1,303,373.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	1,303,373.00		1,303,373.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2011-12 First Interim  
Bond Interest and Redemption Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Voted Indebtedness Levies								
Homeowners' Exemptions		8571	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes Voted Indebtedness Levies Secured Roll		8611	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	0.00	0.00		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Bond Redemptions		7433	0.00	0.00	0.00	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund		7614	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d)			0.00	0.00	0.00	0.00		

Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>ELEMENTARY</b>						
1. General Education	0.00	0.00	0.00	0.00	0.00	0%
2. Special Education	0.00	0.00	0.00	0.00	0.00	0%
<b>HIGH SCHOOL</b>						
3. General Education	1,671.99	1,667.34	1,656.99	1,667.10	(0.24)	0%
4. Special Education	64.52	74.10	76.20	74.10	0.00	0%
<b>COUNTY SUPPLEMENT</b>						
5. County Community Schools	11.50	11.50	11.50	11.50	0.00	0%
6. Special Education	10.04	10.04	10.04	10.04	0.00	0%
7. TOTAL K-12 ADA	1,758.05	1,762.98	1,754.73	1,762.74	(0.24)	0%
8. ADA for Necessary Small Schools also included in lines 1 - 4.	0.00	0.00	0.00	0.00	0.00	0%
9. Regional Occupational Centers/Programs (ROC/P)*						
<b>CLASSES FOR ADULTS</b>						
10. Concurrently Enrolled Secondary Students*						
11. Adults Enrolled, State Apportioned*						
12. Independent Study - (Students 21 years or older and students 19 years or older and not continuously enrolled since their 18th birthday)*						
13. TOTAL CLASSES FOR ADULTS						
14. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
15. ADA TOTALS (Sum of lines 7, 9, 13, & 14)	1,758.05	1,762.98	1,754.73	1,762.74	(0.24)	0%
<b>SUPPLEMENTAL INSTRUCTIONAL HOURS</b>						
6. Elementary*						
7. High School*						
8. TOTAL SUPPLEMENTAL HOURS						



Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
COMMUNITY DAY SCHOOLS - Additional Funds						
19. ELEMENTARY						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
20. HIGH SCHOOL						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
CHARTER SCHOOLS						
21. Charter ADA funded thru the Block Grant						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RLI)	0.00	0.00	0.00	0.00	0.00	0%
b. All Other Block Grant Funded Charters	92.15	71.31	71.31	71.31	0.00	0%
22. Charter ADA funded thru the Revenue Limit	0.00	0.00	0.00	0.00	0.00	0%
23. TOTAL, CHARTER SCHOOLS ADA (sum lines 21a, 21b, and 22)	92.15	71.31	71.31	71.31	0.00	0%
24. SUPPLEMENTAL INSTRUCTIONAL HOURS*						

\*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), currently in effect from 2008-09 through 2014-15.

	Object	July	August	September	October	November	December
ACTUALS THROUGH THE MONTH OF (Enter Month Name):							
A. BEGINNING CASH	9110	615,705.03	581,149.49	(348,719.59)	1,911,348.47	604,685.17	(72,181.65)
B. RECEIPTS							
Revenue Limit Sources							
Property Taxes	8020-8079	34,082.95	(26,324.47)	42,484.00	5,267.57		2,324,585.41
Principal Apportionment	8010-8019			1,601,783.00	252,909.96		
Miscellaneous Funds	8080-8099	2,466.31	3,511.10	3,543.09	3,471.83		
Federal Revenue	8100-8299		432,901.62		(1,156.93)	130,519.96	12,193.91
Other State Revenue	8300-8599	163,850.00	74,555.00	334,527.54	171,560.37	200,983.96	149,272.46
Other Local Revenue	8600-8799	4,754.38	37,970.88	102,411.05	83,630.11	90,102.00	145,671.69
Interfund Transfers In	8910-8929					200,000.00	
All Other Financing Sources	8930-8979			2,000,000.00			
Other Receipts/Non-Revenue			24,035.71				
TOTAL RECEIPTS		205,153.64	546,649.84	4,084,748.68	515,682.91	621,605.92	2,631,723.47
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	101,510.24	710,839.43	716,370.62	742,767.05	720,007.35	100,257.00
Classified Salaries	2000-2999	131,602.39	207,980.99	205,191.54	192,815.19	195,361.00	196,351.00
Employee Benefits	3000-3999	77,144.36	414,212.24	332,140.96	349,822.65	340,264.00	66,784.00
Books, Supplies and Services	4000-5999	297,553.81	156,352.49	172,588.24	235,687.77	207,640.60	207,640.60
Capital Outlay	6000-6599						
Other Outgo	7000-7499	20,043.97	42,092.34	986,200.16	19,584.29	71,759.50	248,982.50
Interfund Transfers Out	7600-7629						
All Other Financing Uses	7630-7699						
Other Disbursements/ Non Expenditures		(17.11)	816,472.45	(127.30)	(104.02)		
TOTAL DISBURSEMENTS		627,837.66	2,347,949.94	2,412,364.22	1,540,572.93	1,535,032.45	820,015.10
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable	9200	619,841.15	1,036,195.64	724,297.99	(326,322.30)	216,760.71	
Accounts Payable	9500	231,712.67	164,764.62	136,614.39	(44,549.02)	(19,799.00)	
TOTAL PRIOR YEAR TRANSACTIONS		388,128.48	871,431.02	587,683.60	(281,773.28)	236,559.71	0.00
E. NET INCREASE/DECREASE (B - C + D)		(34,555.54)	(929,869.08)	2,260,068.06	(1,306,663.30)	(676,866.82)	1,811,708.37
F. ENDING CASH (A + E)		581,149.49	(348,719.59)	1,911,348.47	604,685.17	(72,181.65)	1,739,526.72
G. ENDING CASH, PLUS ACCRUALS							

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	Object	January	February	March	April	May	June	Accruals	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH	9110	1,739,526.72	2,087,627.17	902,350.17	(408,741.88)	1,327,795.74	220,463.63		
B. RECEIPTS									
Revenue Limit Sources									
Property Taxes	8020-8079				2,173,713.54				4,553,809.00
Principal Apportionment	8010-8019	1,542,779.31	13,892.07		777,812.98	157,058.43	217,246.25	1,557,982.00	6,121,464.00
Miscellaneous Funds	8080-8099						(12,992.33)		0.00
Federal Revenue	8100-8299	42,339.95	310,041.35	48,098.18	65259.9/8	149,054.43	155,106.20	182,005.33	1,461,104.00
Other State Revenue	8300-8599	444,467.66	66,785.30	67,204.01	265,047.60	105,097.86	42,406.15	466,816.09	2,552,574.00
Other Local Revenue	8600-8799	1,055.03	224,224.78	23,581.26	73,141.00	185,683.67	26,800.00	9,296.15	1,008,322.00
Interfund Transfers In	8910-8929								200,000.00
All Other Financing Sources	8930-8979								2,000,000.00
Other Receipts/Non-Revenue									0.00
TOTAL RECEIPTS		2,030,641.95	614,943.50	138,883.45	3,289,715.12	596,894.39	404,530.56	2,216,099.57	17,897,273.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	830,400.00	735,121.00	735,121.00	754,678.00	785,042.00	473,112.00	50,925.31	7,456,151.00
Classified Salaries	2000-2999	206,821.00	212,846.00	212,846.00	212,846.00	210,584.00	235,687.00	42,028.89	2,462,961.00
Employee Benefits	3000-3999	415,874.00	215,673.00	215,673.00	265,673.00	335,841.00	236,030.00	41,748.79	3,306,881.00
Books, Supplies and Services	4000-5999	157,687.00	564,821.00	214,576.00	248,221.00	301,000.00	198,547.49	392,000.00	3,354,316.00
Capital Outlay	6000-6599								0.00
Other Outgo	7000-7499	71,759.50	71,759.50	71,759.50	71,759.50	71,759.50	71,759.50	9,400.24	1,828,620.00
Interfund Transfers Out	7600-7629						116,719.00		116,719.00
Other Financing Uses	7630-7699								0.00
Disbursements/									0.00
Expenditures							(816,224.02)		0.00
TOTAL DISBURSEMENTS		1,682,541.50	1,800,220.50	1,449,975.50	1,553,177.50	1,704,226.50	515,630.97	536,103.23	18,525,648.00
D. PRIOR YEAR TRANSACTIONS									
Accounts Receivable	9200								2,270,773.19
Accounts Payable	9500								468,743.66
TOTAL PRIOR YEAR TRANSACTIONS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,802,029.53
E. NET INCREASE/DECREASE (B - C + D)		348,100.45	(1,185,277.00)	(1,311,092.05)	1,736,537.62	(1,107,332.11)	(111,100.41)	1,679,996.34	1,173,654.53
F. ENDING CASH (A + E)		2,087,627.17	902,350.17	(408,741.88)	1,327,795.74	220,463.63	109,363.22		
G. ENDING CASH, PLUS ACCRUALS									1,789,359.56

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 535,607.00
2. Contracted general administrative positions not paid through payroll
- a. Enter the costs, if any, of general administrative positions performing services on site but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
- b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 13,009,440.04

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.12%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. \_\_\_\_\_  
Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)****A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	850,880.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	56,892.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	16,000.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	67,686.61
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	991,458.61
9. Carry-Forward Adjustment (Part IV, Line F)	251,182.94
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,242,641.55

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	9,895,677.31
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,833,255.36
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	1,527,633.55
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	541,644.04
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	417,310.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	55,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,575,192.24
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	425,321.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	16,271,033.50

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**  
(For information only - not for use when claiming/recovering indirect costs)  
(Line A8 divided by Line B18)

6.09%

**D. Preliminary Proposed Indirect Cost Rate**(For final approved fixed-with-carry-forward rate for use in 2012-13 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))  
(Line A10 divided by Line B18)

7.64%

**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>991,458.61</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>493,203.55</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>(102,642.39)</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (10.78%) times Part III, Line B18); zero if negative	<u>251,182.94</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.78%) times Part III, Line B18) or (the highest rate used to recover costs from any program (9.52%) times Part III, Line B18); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>251,182.94</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>251,182.94</u>

Approved indirect cost rate: 10.78%  
Highest rate used in any program: 9.52%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	420,054.17	40,000.00	9.52%
01	3550	56,153.00	2,529.00	4.50%
01	4035	65,600.00	2,733.00	4.17%
01	7091	488,419.31	11,000.00	2.25%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
<b>A. REVENUES AND OTHER FINANCING SOURCES</b> (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted except line A1h)						
1. Revenue Limit Sources	8010-8099	10,675,273.00				
a. Base Revenue Limit per ADA (Form RLI, line 4, ID 0024)		7,523.64	3.09%	7,756.33	2.81%	7,973.97
b. Revenue Limit ADA (Form RLI, line 5b, ID 0033)		1,762.74	-0.70%	1,750.43	-0.92%	1,734.30
c. Total Base Revenue Limit (Line A1a times line A1b, ID 0269)		13,262,221.17	2.37%	13,576,912.72	1.86%	13,829,256.17
d. Other Revenue Limit (Form RLI, lines 6 thru 14)		0.00	0.00%		0.00%	
e. Total Revenue Limit Subject to Deficit (Sum lines A1c plus A1d, ID 0082)		13,262,221.17	2.37%	13,576,912.72	1.86%	13,829,256.17
f. Deficit Factor (Form RLI, line 16)		0.80246	0.00%	0.80246	0.00%	0.80246
g. Deficit Revenue Limit (Line A1e times line A1f, ID 0284)		10,642,402.00	2.37%	10,894,929.38	1.86%	11,097,424.91
h. Plus: Other Adjustments (e.g., basic aid, charter schools object 8015, prior year adjustments objects 8019 and 8099)			0.00%		0.00%	
i. Revenue Limit Transfers (Objects 8091 and 8097)			0.00%		0.00%	
j. Other Adjustments (Form RLI, lines 18 thru 20 and line 41)		32,871.00	-12.25%	28,843.00	-13.63%	24,913.00
k. Total Revenue Limit Sources (Sum lines A1g thru A1j) (Must equal line A1)		10,675,273.00	2.33%	10,923,772.38	1.82%	11,122,337.91
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,833,504.00	2.08%	1,871,570.00	2.53%	1,918,943.00
4. Other Local Revenues	8600-8799	118,300.00	0.14%	118,460.00	1.00%	119,645.00
5. Other Financing Sources	8900-8999	394,668.56	-17.05%	327,397.00	-458.96%	(1,175,212.00)
6. Total (Sum lines A1k thru A5)		13,021,745.56	1.69%	13,241,199.38	-9.48%	11,985,713.91
<b>B. EXPENDITURES AND OTHER FINANCING USES</b> (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				5,935,221.00		5,848,189.00
b. Step & Column Adjustment				2,968.00		2,924.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(90,000.00)		(90,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,935,221.00	-1.47%	5,848,189.00	-1.49%	5,761,113.00
2. Classified Salaries						
a. Base Salaries				1,645,976.59		1,646,799.59
b. Step & Column Adjustment				823.00		823.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,645,976.59	0.05%	1,646,799.59	0.05%	1,647,622.59
3. Employee Benefits	3000-3999	2,461,969.45	-1.22%	2,431,889.00	-1.24%	2,401,809.00
4. Books and Supplies	4000-4999	359,057.55	-16.21%	300,867.00	13.97%	342,887.00
5. Services and Other Operating Expenditures	5000-5999	1,314,752.00	2.13%	1,342,775.00	1.96%	1,369,031.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,323,564.00	0.20%	1,326,164.00	0.00%	1,326,164.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(56,262.00)	-9.87%	(50,710.00)	-25.81%	(37,622.00)
9. Other Financing Uses	7600-7699	116,719.00	-100.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		13,100,997.59	-1.95%	12,845,973.59	-0.27%	12,811,004.59
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(79,252.03)		395,225.79		(825,290.68)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		842,000.15		762,748.12		1,157,973.91
2. Ending Fund Balance (Sum lines C and D1)		762,748.12		1,157,973.91		332,683.23
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00		6,000.00		6,000.00
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		524,841.00		522,012.00
2. Unassigned/Unappropriated	9790	762,748.12		627,132.91		(195,328.77)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		762,748.12		1,157,973.91		332,683.23



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		524,841.00		522,012.00
c. Unassigned/Unappropriated	9790	762,748.12		627,132.91		(195,328.77)
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790	6,397,639.41		0.00		
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>		<b>7,160,387.53</b>		<b>1,151,973.91</b>		<b>326,683.23</b>
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Reduction of 2 FTE due to declining enrollment						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	1,461,104.17	-32.75%	982,582.00	0.00%	982,582.00
3. Other State Revenues	8300-8599	719,070.00	0.99%	726,205.00	2.76%	746,216.00
4. Other Local Revenues	8600-8799	890,021.56	2.36%	911,000.00	0.00%	911,000.00
5. Other Financing Sources	8900-8999	1,805,331.44	0.96%	1,822,603.00	0.14%	1,825,212.00
6. Total (Sum lines A1 thru A5)		4,875,527.17	-8.88%	4,442,390.00	0.51%	4,465,010.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				1,520,930.00		1,199,469.00
b. Step & Column Adjustment				760.00		600.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(322,221.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,520,930.00	-21.14%	1,199,469.00	0.05%	1,200,069.00
2. Classified Salaries						
a. Base Salaries				816,984.00		817,392.00
b. Step & Column Adjustment				408.00		409.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	816,984.00	0.05%	817,392.00	0.05%	817,801.00
3. Employee Benefits	3000-3999	844,812.00	-14.65%	721,082.00	0.28%	723,086.00
4. Books and Supplies	4000-4999	628,145.65	-46.45%	336,372.00	3.07%	346,693.00
5. Services and Other Operating Expenditures	5000-5999	1,054,460.87	-16.53%	880,182.00	2.46%	901,821.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	502,656.00	2.80%	516,730.00	3.00%	532,232.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	56,262.00	-9.87%	50,710.00	-25.81%	37,622.00
9. Other Financing Uses	7600-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		5,424,250.52	-16.63%	4,521,937.00	0.83%	4,559,324.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(548,723.35)		(79,547.00)		(94,314.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		788,820.94		240,097.59		160,550.59
2. Ending Fund Balance (Sum lines C and D1)		240,097.59		160,550.59		66,236.59
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	240,097.59		160,550.59		66,236.59
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		240,097.59		160,550.59		66,236.59

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Reduction due to loss of Ed Jobs funding						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	10,675,273.00	2.33%	10,923,772.38	1.82%	11,122,337.91
2. Federal Revenues	8100-8299	1,461,104.17	-32.75%	982,582.00	0.00%	982,582.00
3. Other State Revenues	8300-8599	2,552,574.00	1.77%	2,597,775.00	2.59%	2,665,159.00
4. Other Local Revenues	8600-8799	1,008,321.56	2.10%	1,029,460.00	0.12%	1,030,645.00
5. Other Financing Sources	8900-8999	2,200,000.00	-2.27%	2,150,000.00	-69.77%	650,000.00
6. Total (Sum lines A1 thru A5)		17,897,272.73	-1.19%	17,683,589.38	-6.97%	16,450,723.91
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				7,456,151.00		7,047,658.00
b. Step & Column Adjustment				3,728.00		3,524.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(412,221.00)		(90,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,456,151.00	-5.48%	7,047,658.00	-1.23%	6,961,182.00
2. Classified Salaries						
a. Base Salaries				2,462,960.59		2,464,191.59
b. Step & Column Adjustment				1,231.00		1,232.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,462,960.59	0.05%	2,464,191.59	0.05%	2,465,423.59
3. Employee Benefits	3000-3999	3,306,781.45	-4.65%	3,152,971.00	-0.89%	3,124,895.00
4. Books and Supplies	4000-4999	987,203.20	-35.45%	637,239.00	8.21%	689,580.00
5. Services and Other Operating Expenditures	5000-5999	2,369,212.87	-6.17%	2,222,957.00	2.15%	2,270,852.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,826,220.00	0.91%	1,842,894.00	0.84%	1,858,396.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses	7600-7699	116,719.00	-100.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		18,525,248.11	-6.25%	17,367,910.59	0.01%	17,370,328.59
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(627,975.38)		315,678.79		(919,604.68)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,630,821.09		1,002,845.71		1,318,524.50
2. Ending Fund Balance (Sum lines C and D1)		1,002,845.71		1,318,524.50		398,919.82
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	240,097.59		160,550.59		66,236.59
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		6,000.00		6,000.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		524,841.00		522,012.00
2. Unassigned/Unappropriated	9790	762,748.12		627,132.91		(195,328.77)
f. Total Components of Ending Fund Balance (Line D3eF must agree with line D2)		1,002,845.71		1,318,524.50		398,919.82

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		524,841.00		522,012.00
c. Unassigned/Unappropriated	9790	762,748.12		627,132.91		(195,328.77)
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	6,397,639.41		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2b)		7,160,387.53		1,151,973.91		326,683.23
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		38.65%		6.63%		1.88%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Column A: Form A1, Estimated P-2 ADA column, lines 1-4 and 22; enter projections)		1,733.19		1,712.72		1,682.60
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		18,525,248.11		17,367,910.59		17,370,328.59
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		18,525,248.11		17,367,910.59		17,370,328.59
d. Reserve Standard Percentage Level						
(Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		555,757.44		521,037.32		521,109.86
f. Reserve Standard - By Amount						
(Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		555,757.44		521,037.32		521,109.86
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		NO

Section I - Expenditures	Funds 01, 09, and 62			2011-12 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	19,181,295.11
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3330, 3340, 3355, 3360, 3370, 3375, 3385, and 3405)	All	All	1000-7999	1,549,710.33
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999 except 3801-3802	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	1,252,144.00
4. Other Transfers Out	All	9200	7200-7299	28,000.00
5. Interfund Transfers Out	All	9300	7600-7629	316,719.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999 except 3801-3802	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. PERS Reduction	All	All	3801-3802	27,694.00
10. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C9, D1, or D2.			
11. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C10)				1,624,557.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	115,321.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures before adjustments (Line A minus lines B and C11, plus lines D1 and D2)				16,122,348.78
F. Charter school expenditure adjustments (From Section V)				0.00
G. Total expenditures subject to MOE (Line E plus Line F)				16,122,348.78

Section II - Expenditures Per ADA		2011-12 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, lines 1 - 4, plus line 23)*		1,804.50
B. Supplemental Instructional Hours converted to ADA (Form AI, Column C, Lines 18 and 24 - Currently not collected due to flexibility provisions of SBX3 4 as amended by SB 70)*		
C. Total ADA before adjustments (Lines A plus B)		1,804.50
D. Charter school ADA adjustments (From Section V)		0.00
E. Adjusted total ADA (Lines C plus D)		1,804.50
F. Expenditures per ADA (Line I.G divided by Line II.E)		8,934.52

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	16,941,160.93	9,130.83
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section VI)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	16,941,160.93	9,130.83
B. Required effort (Line A.2 times 90%)	15,247,044.84	8,217.75
C. Current year expenditures (Line I.G and Line II.F)	16,122,348.78	8,934.52
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2013-14 may be reduced by the lower of the two percentages)	0.00%	0.00%

\*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA has been preloaded. Manual adjustment may be required to reflect estimated Annual ADA.

**Section IV - ARRA State Fiscal Stabilization Fund (SFSF) Expenditures and/or Education Jobs Fund Expenditures to Meet MOE Requirement (If both amounts in Line D of Section III are positive)**

SFSF Expenditures (Resource 3200)/Education Jobs Fund Expenditures (Resource 3205)	Funds 01, 09, and 62			2011-12 Expenditures
	Goals	Functions	Objects	
A. Expenditures available to apply to deficiency:				
1. All Resource 3200 and/or Resource 3205 Expenditures	All	All	1000-7999	526,821.16
2. Less state and local expenditures not allowed for MOE:				
a. Community Services	All	5000-5999	1000-7999 except 3801-3802	0.00
b. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
c. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
d. Other Transfers Out	All	9200	7200-7299	0.00
e. Interfund Transfers Out	All	9300	7600-7629	0.00
f. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
g. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999 except 3801-3802	0.00
h. PERS Reduction	All	All	3801-3802	0.00
i. Supplemental expenditures made as a result of a Presidentially declared disaster.	Manually entered. Must not include expenditures previously included.			
j. Total state and local expenditures not allowed for MOE calculation (Sum lines A2a through A2i)				0.00
3. Plus additional MOE expenditures:				
a. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures previously included.			
4. Total SFSF/Education Jobs Fund expenditures available to apply to deficiency (Line IV.A1 minus Line IV.A2j plus Line IV.A3a)				526,821.16



**Section IV - ARRA State Fiscal Stabilization Fund (SFSF) Expenditures and/or Education Jobs Fund Expenditures to Meet MOE Requirement (If both amounts in Line D of Section III are positive) (continued)**

<b>Aggregate Expenditures/Per ADA Expenditures</b>	<b>Total</b>	<b>Per ADA</b>
B. MOE deficiency amount if MOE not met Col 1 (Line III.D) and Col 2 (Line III.D x Line II.E)	0.00	0.00
C. SFSF/Education Jobs Fund expenditures applied (Using lowest amount needed) (Lowest amount in Line IV.B, up to amount available in Line IV.A4)	0.00	0.00
D. Total expenditures, with adjustments, Col 1 (Line I.G plus Line IV.C)	16,122,348.78	
E. Total expenditures per ADA, with adjustments, Col 2 (Col 1 Line IV.D divided by Line II.E)		8,934.52
F. Adjusted MOE expenditures deficiency amount, Col 1 (Line IV.B minus Line IV.C)	0.00	
G. Adjusted MOE per pupil expenditure deficiency amount, Col 2 (Line III.B minus IV.E) (If negative, then zero)		0.00
H. MOE determination with SFSF/Education Jobs Fund expenditure adjustment. (If both amounts in lines F and G are positive, MOE not met. If either column in Line IV.F or IV.G equals zero, MOE requirement has been met)	MOE Met	
I. MOE adjusted deficiency percentage, if MOE not met; otherwise zero. Col 1 (Line IV.F divided by Line III.B) and Col 2 (Line IV.G divided by Line III.B) (Funding under NCLB covered programs in FY 2013-14 may be reduced by the lower of the two percentages)	0.00%	0.00%

**SECTION V - Detail of Charter School Adjustments (used in Section I, Line F and Section II, Line D)**

Charter School Name	Expenditure Adjustment	ADA Adjustment
Total charter school adjustments	0.00	0.00

**SECTION VI - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)**

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
<b>BASE REVENUE LIMIT PER ADA</b>				
1. Base Revenue Limit per ADA (prior year)	0025	7,337.34	7,337.34	7,337.34
2. Inflation Increase	0041	164.00	164.00	164.00
3. All Other Adjustments	0042, 0525, 0719	22.30	22.30	22.30
4. TOTAL, BASE REVENUE LIMIT PER ADA (Sum Lines 1 through 3)	0024	7,523.64	7,523.64	7,523.64
<b>REVENUE LIMIT SUBJECT TO DEFICIT</b>				
5. Total Base Revenue Limit				
a. Base Revenue Limit per ADA (from Line 4)	0024	7,523.64	7,523.64	7,523.64
b. Revenue Limit ADA	0033	1,758.05	1,762.74	1,762.74
c. Total Base Revenue Limit (Line 5a times Line 5b)	0269	13,226,935.30	13,262,221.17	13,262,221.17
6. Allowance for Necessary Small School	0489	0.00	0.00	0.00
7. Gain or Loss from Interdistrict Attendance Agreements	0272	0.00	0.00	0.00
8. Meals for Needy Pupils	0090			
9. Special Revenue Limit Adjustments	0274	0.00	0.00	0.00
10. One-time Equalization Adjustments	0275			
11. Miscellaneous Revenue Limit Adjustments	0276, 0659	0.00	0.00	0.00
12. Less: All Charter District Revenue Limit Adjustment	0217	0.00	0.00	0.00
13. Beginning Teacher Salary Incentive Funding	0552			
14. Less: Class Size Penalties Adjustment	0173	0.00	0.00	0.00
15. REVENUE LIMIT SUBJECT TO DEFICIT (Sum Lines 5c through 11, plus Line 13, minus Lines 12 and 14)	0082	13,226,935.30	13,262,221.17	13,262,221.17
<b>DEFICIT CALCULATION</b>				
16. Deficit Factor	0281	0.80246	0.80246	0.80246
17. TOTAL, DEFICITED REVENUE LIMIT (Line 15 times Line 16)	0284	10,614,086.50	10,642,402.00	10,642,402.00
<b>OTHER REVENUE LIMIT ITEMS</b>				
18. Unemployment Insurance Revenue	0060	159,795.00	162,917.00	162,917.00
19. Less: Longer Day/Year Penalty	0287	0.00	0.00	0.00
20. Less: Excess ROC/P Reserves Adjustment	0288	0.00	0.00	0.00
21. Less: PERS Reduction	0195	33,116.00	27,694.00	27,694.00
22. PERS Safety Adjustment/SFUSD PERS Adjustment	0205, 0654	0.00	0.00	0.00
23. TOTAL, OTHER REVENUE LIMIT ITEMS (Sum Lines 18 and 22, minus Lines 19 through 21)	---	126,679.00	135,223.00	135,223.00
24. TOTAL REVENUE LIMIT (Sum Lines 17 and 23)	0088	10,740,765.50	10,777,625.00	10,777,625.00

First Interim  
2011-12 INTERIM REPORT  
General Fund  
Revenue Limit Summary

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
<b>REVENUE LIMIT - LOCAL SOURCES</b>				
25. Property Taxes	0587	4,745,500.00	4,745,500.00	4,745,500.00
26. Miscellaneous Funds	0588	0.00	0.00	0.00
27. Community Redevelopment Funds	0589	28,309.00	28,309.00	28,309.00
28. Less: Charter Schools In-lieu Taxes	0595	220,000.00	220,000.00	220,000.00
29. TOTAL, REVENUE LIMIT - LOCAL SOURCES (Sum Lines 25 through 27, minus Line 28)	0126	4,553,809.00	4,553,809.00	4,553,809.00
30. Charter School General Purpose Block Grant Offset (Unified Districts Only)	0293	0.00	0.00	0.00
31. STATE AID PORTION OF REVENUE LIMIT (Sum Line 24, minus Lines 29 and 30. If negative, then zero)	0111	6,186,956.50	6,223,816.00	6,223,816.00
<b>OTHER ITEMS</b>				
32. Less: County Office Funds Transfer	0458	127,198.00	130,046.00	130,046.00
33. Core Academic Program	9001			
34. California High School Exit Exam	9002			
35. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017			
36. Apprenticeship Funding	0570			
37. Community Day School Additional Funding	3103, 9007			
38. Basic Aid "Choice"/Court Ordered Voluntary Pupil Transfer	0634, 0629	0.00	0.00	0.00
39. Basic Aid Supplement Charter School Adjustment	9018	0.00	0.00	0.00
40. All Other Adjustments	---	0.00	0.00	0.00
41. TOTAL, OTHER ITEMS (Sum Lines 33 through 40, minus Line 32)	---	(127,198.00)	(130,046.00)	(130,046.00)
42. TOTAL, STATE AID PORTION OF REVENUE LIMIT (Sum Lines 31 and 41) (This amount should agree with Object 8011)	---	6,059,758.50	6,093,770.00	6,093,770.00

**OTHER NON-REVENUE LIMIT ITEMS**

43. Core Academic Program	9001	15,239.00	3,225.00	32,235.00
44. California High School Exit Exam	9002	0.00	0.00	0.00
45. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017	69,773.00	109,424.00	109,424.00
46. Apprenticeship Funding	0570	0.00	0.00	0.00
47. Community Day School Additional Funding	3103, 9007	0.00	0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					200,000.00	116,719.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	200,000.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					116,719.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
261 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
271 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

First Interim  
2011-12 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
851 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	316,719.00	316,719.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

#### 1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. First Interim Projected Year Totals data for Current Year are extracted. If First Interim Form MYPI exists, Projected Year Totals data will be extracted for the two subsequent years; if not, enter data into the second column.

Fiscal Year	Revenue Limit (Funded) ADA		Percent Change	Status
	Budget Adoption	First Interim		
	Budget	Projected Year Totals		
	(Form 01CS, Item 4A1, Step 2A)	(Form MYPI, Unrestricted, A1b)		
Current Year (2011-12)	1,758.05	1,762.74	0.3%	Met
1st Subsequent Year (2012-13)	1,687.00	1,750.43	3.8%	Not Met
2nd Subsequent Year (2013-14)	1,690.00	1,734.30	2.6%	Not Met

#### 1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - The projected change since budget adoption for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:  
(required if NOT met)

When CBEDS came in for the current year, there was less of a loss of students than anticipated last May.

## 2. CRITERION: Enrollment

**STANDARD:** Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

### 2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2011-12)	1,841	1,875	1.8%	Met
1st Subsequent Year (2012-13)	1,814	1,850	2.0%	Met
2nd Subsequent Year (2013-14)	1,831	1,821	-0.5%	Met

### 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)



### 3. CRITERION: ADA to Enrollment

**STANDARD:** Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

#### 3A. Calculating the District's ADA to Enrollment Standard

**DATA ENTRY:** Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2008-09)	1,977	2,134	92.6%
Second Prior Year (2009-10)	1,917	2,075	92.4%
First Prior Year (2010-11)	1,752	1,919	91.3%
Historical Average Ratio:			92.1%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			92.6%

#### 3B. Calculating the District's Projected Ratio of ADA to Enrollment

**DATA ENTRY:** If Form MYPI exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines 1-4 and 22) (Form MYPI, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2011-12)	1,733	1,875	92.4%	Met
1st Subsequent Year (2012-13)	1,713	1,850	92.6%	Met
2nd Subsequent Year (2013-14)	1,683	1,821	92.4%	Met

#### 3C. Comparison of District ADA to Enrollment Ratio to the Standard

**DATA ENTRY:** Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

#### 4. CRITERION: Revenue Limit

STANDARD: Projected revenue limit for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Revenue Limit Standard Percentage Range: -2.0% to +2.0%

#### 4A. Calculating the District's Projected Change in Revenue Limit

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Revenue Limit					
(Fund 01, Objects 8011, 8020-8089)					
Fiscal Year	Budget Adoption	First Interim		Percent Change	Status
	(Form 01CS, Item 4B)	Projected Year Totals			
Current Year (2011-12)	10,833,568.00	10,867,579.00		0.3%	Met
1st Subsequent Year (2012-13)	10,746,958.00	10,923,772.00		1.6%	Met
2nd Subsequent Year (2013-14)	10,749,806.00	11,122,338.00		3.5%	Not Met

#### 4B. Comparison of District Revenue Limit to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected revenue limit has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting revenue limit.

Explanation:  
(required if NOT met)

RL adjusted to reflect new Dartboard and revised ADA

**5. CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2008-09)	11,173,777.87	13,332,866.94	83.8%
Second Prior Year (2009-10)	12,412,336.19	15,005,399.29	82.7%
First Prior Year (2010-11)	10,889,577.71	13,761,960.86	79.1%
	Historical Average Ratio:		81.9%

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	78.9% to 84.9%	78.9% to 84.9%	78.9% to 84.9%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2011-12)	10,043,167.04	12,984,278.59	77.3%	Not Met
1st Subsequent Year (2012-13)	9,926,877.59	12,845,973.59	77.3%	Not Met
2nd Subsequent Year (2013-14)	9,810,544.59	12,811,004.59	76.6%	Not Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:  
(required if NOT met)

Reductions were made in 12-13 due to loss of Ed Jobs funding and because of declining enrollment

**6. CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:

-5.0% to +5.0%

District's Other Revenues and Expenditures Explanation Percentage Range:

-5.0% to +5.0%

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2011-12)	1,447,904.00	1,461,104.17	0.9%	No
1st Subsequent Year (2012-13)	982,582.00	982,582.00	0.0%	No
2nd Subsequent Year (2013-14)	982,582.00	982,582.00	0.0%	No

Explanation:  
(required if Yes)

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2011-12)	2,528,296.00	2,552,574.00	1.0%	No
1st Subsequent Year (2012-13)	2,562,765.00	2,597,775.00	1.4%	No
2nd Subsequent Year (2013-14)	2,609,244.00	2,665,159.00	2.1%	No

Explanation:  
(required if Yes)

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2011-12)	1,029,300.00	1,008,321.56	-2.0%	No
1st Subsequent Year (2012-13)	1,029,464.00	1,029,460.00	0.0%	No
2nd Subsequent Year (2013-14)	1,029,643.00	1,030,645.00	0.1%	No

Explanation:  
(required if Yes)

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2011-12)	642,502.00	987,203.20	53.6%	Yes
1st Subsequent Year (2012-13)	576,913.00	637,239.00	10.5%	Yes
2nd Subsequent Year (2013-14)	569,605.00	689,580.00	21.1%	Yes

Explanation:  
(required if Yes)

For 11-12 the increase reflects carryover of SFSF funds to be spent by 9-30-11.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2011-12)	2,150,662.00	2,369,212.87	10.2%	Yes
1st Subsequent Year (2012-13)	2,151,204.00	2,222,957.00	3.3%	No
2nd Subsequent Year (2013-14)	2,176,256.00	2,270,852.00	4.3%	No

Explanation:  
(required if Yes)

In 11-12 a large part of the increase is the use of outside transportation services

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2011-12)	5,005,500.00	5,021,999.73	0.3%	Met
1st Subsequent Year (2012-13)	4,574,811.00	4,609,817.00	0.8%	Met
2nd Subsequent Year (2013-14)	4,621,469.00	4,678,386.00	1.2%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2011-12)	2,793,164.00	3,356,416.07	20.2%	Not Met
1st Subsequent Year (2012-13)	2,728,117.00	2,860,196.00	4.8%	Met
2nd Subsequent Year (2013-14)	2,745,861.00	2,960,432.00	7.6%	Not Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD MET - Projected total operating revenues have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:

Federal Revenue  
(linked from 6A  
if NOT met)

Explanation:

Other State Revenue  
(linked from 6A  
if NOT met)

Explanation:

Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Books and Supplies  
(linked from 6A  
if NOT met)

For 11-12 the increase reflects carryover of SFSF funds to be spent by 9-30-11.

Explanation:

Services and Other Exps  
(linked from 6A  
if NOT met)

In 11-12 a large part of the increase is the use of outside transportation services

## 7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance Account).

### 7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance

NOTE: SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this section has been inactivated for that period.

### 7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter Budget Adoption data into lines 1 and 2. All other data are extracted.

	Budget Adoption 1% Required Minimum Contribution (Form 01CS, Item 7B2c)	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	177,664.00	281,798.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7B, Line 2c)			

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:  
(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Available Reserve Percentages (Criterion 10C, Line 9)	4.1%	6.6%	1.9%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.4%	2.2%	0.6%

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2011-12)	(79,252.03)	13,100,997.59	0.6%	Met
1st Subsequent Year (2012-13)	395,225.79	12,845,973.59	N/A	Met
2nd Subsequent Year (2013-14)	(825,290.68)	12,811,004.59	6.4%	Not Met

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:  
(required if NOT met)

The district will be working in 11-12 and 12-13 to reduce expenditures so that deficit spending is eliminated

**9. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2 ) (Form MYPI, Line D2)		Status
Current Year (2011-12)		1,002,845.71	Met
1st Subsequent Year (2012-13)		1,318,524.50	Met
2nd Subsequent Year (2013-14)		398,919.82	Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

**B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2011-12)		109,363.22	Met

**B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)



## 10. CRITERION: Reserves

STANDARD: Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

Percentage Level	District ADA		
5% or \$60,000 (greater of)	0	to	300
4% or \$60,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District Estimated P-2 ADA (Criterion 3, Item 3B)	1,733	1,713	1,683
District's Reserve Standard Percentage Level:	3%	3%	3%

### 10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s):

Yes

- Special Education Pass-through Funds  
(Fund 10, resources 3300-3499 and 6500-6540,  
objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
0.00		

### 0B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	18,525,248.11	17,367,910.59	17,370,328.59
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	18,525,248.11	17,367,910.59	17,370,328.59
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	555,757.44	521,037.32	521,109.86
6. Reserve Standard - by Amount (\$60,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	555,757.44	521,037.32	521,109.86

**10C. Calculating the District's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years. If Fund 17 does not exist, enter data for the current and two subsequent years, as appropriate.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	0.00	524,841.00	522,012.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	762,748.12	627,132.91	(195,328.77)
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	
8. District's Available Reserve Amount (Lines C1 thru C7)	762,748.12	1,151,973.91	326,683.23
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.12%	6.63%	1.88%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>555,757.44</b>	<b>521,037.32</b>	<b>521,109.86</b>
Status:	Met	Met	Not Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Available reserves are below the standard in one or more of the current year or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to increase reserves to, or above, the standard.

Explanation:  
(required if NOT met)

Without significant reductions and/or an increase in enrollment and/or an increase in State funding or a combination of all, the district will be unable to meet the required reserve.

## SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

### S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

Yes

- 1b. If Yes, identify the liabilities and how they may impact the budget:

Pending potential litigation

### S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

### S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

### S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard:

-5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. Enter data into the second column, except for Current Year Contributions, which are extracted.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund</b> (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2011-12)	(1,821,187.00)	(1,805,331.44)	-0.9%	(15,855.56)	Met
1st Subsequent Year (2012-13)	(1,830,275.00)	(1,822,603.00)	-0.4%	(7,672.00)	Met
2nd Subsequent Year (2013-14)	(1,839,571.00)	(1,825,212.00)	-0.8%	(14,359.00)	Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2011-12)	0.00	200,000.00	New	200,000.00	Not Met
1st Subsequent Year (2012-13)	0.00	150,000.00	New	150,000.00	Not Met
2nd Subsequent Year (2013-14)	0.00	150,000.00	New	150,000.00	Not Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2011-12)	116,719.00	0.00	-100.0%	(116,719.00)	Not Met
1st Subsequent Year (2012-13)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2013-14)	0.00	0.00	0.0%	0.00	Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

- 1a. MET - Projected contributions have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

- 1b. NOT MET - The projected transfers in to the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:  
(required if NOT met)

The district revised the MOU with the Charter and will be sweeping excess fund balance each year.

- 1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:  
(required if NOT met)

The district anticipates that the FANS program will be self reliant by 12-13.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?  
(If No, skip items 1b and 2 and sections S6B and S6C)
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption?
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2011
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	8	Capital Facilities Fund	104672.76	571,701
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program	4	General Fund	150323.58	182,580
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Lease-Lease Back Bond - Loan	18	General Fund	1245143.76	14,125,000

Type of Commitment (continued)	Prior Year (2010-11) Annual Payment (P & I)	Current Year (2011-12) Annual Payment (P & I)	1st Subsequent Year (2012-13) Annual Payment (P & I)	2nd Subsequent Year (2013-14) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Lease-Lease Back Bond - Loan				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2010-11)?	No	No	No	No

---

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

**Explanation:**  
(Required if Yes  
to increase in total  
annual payments)

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

**Explanation:**  
(Required if Yes)

## S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

### S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes
-----

- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

No
----

- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

No
----

#### 2. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)

- b. OPEB unfunded actuarial accrued liability (UAAL)

- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?

- d. If based on an actuarial valuation, indicate the date of the OPEB valuation.

Budget Adoption (Form 01CS, Item S7A)	First Interim
2,700,265.00	2,700,265.00
2,700,265.00	2,700,265.00

Actuarial	Actuarial
Mar 05, 2010	Mar 05, 2010

#### 3. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method

Current Year (2011-12)

1st Subsequent Year (2012-13)

2nd Subsequent Year (2013-14)

Budget Adoption (Form 01CS, Item S7A)	First Interim
0.00	0.00
0.00	0.00
0.00	0.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)

(Funds 01-70, objects 3701-3752)

Current Year (2011-12)

1st Subsequent Year (2012-13)

2nd Subsequent Year (2013-14)

180,000.00	115,993.00
0.00	0.00
0.00	0.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2011-12)

1st Subsequent Year (2012-13)

2nd Subsequent Year (2013-14)

0.00	0.00
0.00	0.00
0.00	0.00

- d. Number of retirees receiving OPEB benefits

Current Year (2011-12)

1st Subsequent Year (2012-13)

2nd Subsequent Year (2013-14)

0	0
0	0
0	0

#### 4. Comments:

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**S7B. Identification of the District's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No
----

- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

n/a
-----

- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a
-----

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)		First Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
Current Year (2011-12)  
1st Subsequent Year (2012-13)  
2nd Subsequent Year (2013-14)

Budget Adoption (Form 01CS, Item S7B)		First Interim

- b. Amount contributed (funded) for self-insurance programs

- Current Year (2011-12)  
1st Subsequent Year (2012-13)  
2nd Subsequent Year (2013-14)


4. Comments:

--

## S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

## S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8A. If No, enter data, as applicable, in the remainder of section S8A; there are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

Yes

If Yes, skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of certificated (non-management) full-time-equivalent (FTE) positions	81.0	75.0	73.0	71.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

No

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

If Yes, date of budget revision board adoption:

n/a

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

### One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

### Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

No		
----	--	--

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**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Certificated (Non-management) - Other**

Other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8B. If No, enter data, as applicable, in the remainder of section S8B; there are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of budget adoption?

If Yes, skip to section S8C.

If No, continue with section S8B.

Yes

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of classified (non-management) FTE positions	43.1	44.6	44.6	44.6

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

No

**Negotiations Settled Since Budget Adoption**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

If Yes, date of budget revision board adoption:

n/a

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?


If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

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**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." If Yes or n/a, nothing further is needed for section S8C. If No, enter data, as applicable, in the remainder of section S8C; there are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of budget adoption?

Yes

If Yes or n/a, skip to S9.

If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of management, supervisor, and confidential FTE positions	13.0	16.2	16.2	16.2

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

No

**Negotiations Settled Since Budget Adoption**

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year  
(may enter text, such as "Reopener")

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

4. Amount included for any tentative salary schedule increases

**Management/Supervisor/Confidential  
Health and Welfare (H&W) Benefits**

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

1. Are costs of H&W benefit changes included in the interim and MYPs?

2. Total cost of H&W benefits

3. Percent of H&W cost paid by employer

4. Percent projected change in H&W cost over prior year

**Management/Supervisor/Confidential  
Step and Column Adjustments**

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

1. Are step & column adjustments included in the budget and MYPs?

2. Cost of step & column adjustments

3. Percent change in step and column over prior year

**Management/Supervisor/Confidential  
Other Benefits (mileage, bonuses, etc.)**

Current Year  
(2011-12)

1st Subsequent Year  
(2012-13)

2nd Subsequent Year  
(2013-14)

1. Are costs of other benefits included in the interim and MYPs?

2. Total cost of other benefits

3. Percent change in cost of other benefits over prior year

**S9. Status of Other Funds**

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

**S9A. Identification of Other Funds with Negative Ending Fund Balances**

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

A2. Is the system of personnel position control independent from the payroll system?

Yes

A3. Is enrollment decreasing in both the prior and current fiscal years?

Yes

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Is the district's financial system independent of the county office system?

No

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

Yes

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

End of School District First Interim Criteria and Standards Review



**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Use of Developer Fees

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

School districts are required to annually report the revenue and expenses of the Capital Facilities Fund.

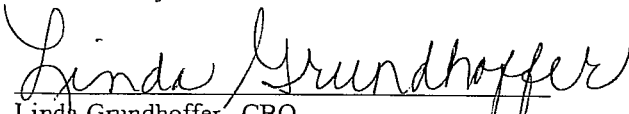
Recommendation:

Approve Resolution #10 11-12

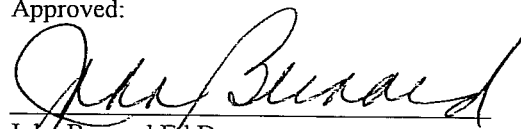
Fiscal Impact:

None

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
John Bernard Ed.D.  
State Administrator

Resolution of the Governing Board of the  
South Monterey County Joint Union High School District

RESOLUTION #10 11-12

ANNUAL ACCOUNTING OF DEVELOPER FEES  
FOR THE 2010-11 FISCAL YEAR  
FUND 25 – CAPITAL FACILITIES

**1. Authority and Reasons for Adopting this Resolution:**

- a. This District has levied school facilities fee pursuant to various resolutions, the most recent of which is dated December 9, 2009 and is referred to herein as the "School Facilities Fees Resolution" and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 10 (formerly Government Code section 53080). These fees have been deposited in Fund 25 (the "Fund");
- b. Government Code sections 66001(d) and 66006(b) require this District to make an annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;
- c. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than December 27, 2010, that this information be reviewed by the State Administrator at the regularly scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting be mailed at least 15 days prior to this meeting to anyone who has requested it.
- d. The State Administrator has been informed that a draft copy of this Resolution and any exhibits were made available to the public on December 1, 2011. The State Administrator has further been informed that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it.
- e. The State Administrator has also been informed that there is no new information which would adversely affect the validity of any of the findings made by this Board in its School Facilities Fee Resolution.

## **2. What This Resolution Does:**

This resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

## **3. Findings Regarding the Fund:**

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to the State Administrator at this meeting, the State Administrator finds each of the following with respect to the Fund for the 2010-11 Fiscal Year:

- a. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;
- b. In further reference to Government Code sections 66006(b)(2), the State Administrator has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);
- c. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2010-11 fiscal year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;
- d. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2010-11 fiscal year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;
- e. In reference to Government Code section 66001(d)(3), and with respect only to that portion of the Fund remaining unexpended at the end of the 2010-11 fiscal year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;
- f. In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2010-11 fiscal year, the approximate dates on which the funding referred to in paragraph e above is expected to be deposited into the appropriate account or fund is designated in Exhibit B;
- g. In reference to the last sentence of Government Code section 66006(d), because all of the findings required by that subdivision have been made in the fees that were levied in paragraphs c-f above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(3).

**4. The State Administrator Authorized to Take Necessary and Appropriate Action:**

The State Administrator is directed and authorized to take such further action as may be necessary and appropriate to effectuate this Resolution.

**5. Certificate of Resolution:**

I, John Bernard, State Administrator of the South Monterey County Joint Union School District of Monterey County, State of California, certify that this Resolution was duly passed and adopted at an official and public meeting this 13<sup>th</sup> day of December, 2011.

---

John Bernard, State Administrator

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Date

EXHIBIT A  
TO RESOLUTION #10 11-12  
ANNUAL ACCOUNTING OF DEVELOPER FEES  
FOR THE 2010-11 FISCAL YEAR  
FUND 25 – CAPITAL FACILITIES

Per Government Code section 66006(b)(1) (A-H) as indicated:

- A. A brief description of the type of fee in the fund:

Statutory school facilities fees.

- B. The amount of the fee:

On December 9, 2009 the amount charged for Developer Fees was established and approved by the King City Joint Union School District Board Resolution #07:10-11. The fee is currently set at \$2.97 per square foot of residential construction and \$0.47 for commercial construction.

- C. The beginning and ending balance of the Fund:

Beginning Balance as of July 1, 2010 - \$683,291.98  
Ending Balance as of June 30, 2011 - \$570,420.12

- D. The amount of the fees collected and the interest earned:

Fees Collected	\$(12,931.69)
Interest Earned	\$ 1,678.59

- E. Identification of public improvement on which fees were expended:

Infrastructure - KCHS	\$ 15,646.11
Facilities Master Plan	\$ 13,498.00
Portables	\$ 30,660.18
Infrastructure – GHS	\$ 41,814.47

- F. Identification of an approximate date by which the public improvement will commence:

Undetermined at this time

G. A description of each inter-fund transfer or loan made from the Fund:

One inter-fund transfer was made for the Administrative Fees to the General Fund

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

No refunds or allocations were made pursuant to subdivisions (3) or (f) of section 66001.

EXHIBIT B  
TO RESOLUTION #10 11-12  
ANNUAL ACCOUNTING OF DEVELOPER FEES  
FOR THE 2010-11 FISCAL YEAR  
FUND 25 – CAPITAL FACILITIES

Per Government Code section 66001(d) (1-4) as indicated:

- A. With respect to only that portion of the Fund remaining unexpended at the end of the 2010-11 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

Greenfield High School  
King City High School

- B. See Section 2 D of the Resolution
- C. With respect to only that portion of the Fund remaining unexpended at the end of the 2010-11 Fiscal Year the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

N/A

- D. With respect to only that portion of the Fund remaining unexpended at the end of the 2010-11 Fiscal Year the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund:

N/A

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**  
**GOVERNING BOARD**

**SUBJECT:** Approval of Community Relations and  
Communications Plan

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

---

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The previous Board Governance Team held multiple study sessions on the topic of developing a Community Relations and Communications Plan. The Plan will continue to be revised as new strategies are identified as to how the Board Governance Team can improve how it communicates with the South Monterey County communities.

Recommendation:

The recommendation is to approve the Community Relations and Communications Plan.

Fiscal Impact:

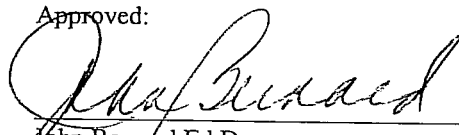
None

Submitted By:

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Approved:



John Bernard Ed.D.  
State Administrator



**SOUTH MONTEREY COUNTY  
JOINT UNION HIGH SCHOOL DISTRICT**

**COMMUNITY RELATIONS & COMMUNICATIONS PLAN**

## Community Relations & Communication Plan

### Purpose

*The purpose of a Community Relations & Communication Plan is to support the goals and objectives of the District, the Community, and the Schools. On an on-going basis it will provide action items for the organizational communication of the South Monterey County Joint Union High School District. This plan serves as a guiding map for all public communication regarding:*

- *Community Relations/Governance*
- *Facilities Management*
- *Financial Management*
- *Personnel Management*
- *Pupil Achievement*

### Vision

*The Board of Education believes that school district community relations & communications is not solely an information program, but encompasses all aspects of the school district's relationship with the total community.*

### Mission

The Board affirms its communications intent:

- To keep the individuals of the school community regularly informed through multiple channels of communication on the policies, programs, problems, and planning of the school system; and to carry out this mission through its own efforts and the efforts of the State Administrator/Superintendent of Schools.
- To welcome the advice and comments from individuals of the school community at all times; especially at all monthly meetings of the Board, (except for closed sessions). At each meeting, the Board shall provide an opportunity for individuals to express their views on agenda items as well as on non-agenda items.
- To solicit the participation and support of the individuals of the school community through district and Board-appointed advisory committees to consider issues and events which involve, impact and/or affect the academic future of our children.

### **Communication Goals/Objectives**

- *To support the Board of Education and the State Administrator in their commitment to the shared vision, mission and goals of the district by clearly communicating with staff, parents and community.*
- *To develop effective communication strategies to enhance the accuracy and timeliness of information to the schools and the larger community.*
- *To improve and or redesign the website to create a clear and consistent message for the South Monterey County Joint Union High School District (SMCJUHSD).*
- *To ensure an effective two-way communication system between the district and its stakeholders (students and families, employees, and the larger community).*
- *To implement a process for providing information to the media*
- *To build partnerships with key stakeholders and public school advocates to promote SMCJUHSD's "best practices," and to expand upon educational opportunities and resources in meeting the needs of students.*
- *To conduct an annual Parent Survey to determine how the District and Schools are doing.*

### **Responsibilities of Staff/Employee Stakeholders**

- Members of the staff, both certificated and classified, are encouraged to promote and participate in curricular and co-curricular activities within the entire South Monterey County Joint Union High School District community.
- The Superintendent, as the leader of the district, is encouraged to be an active leading member of the entire district community.
- The Principal, as the leader of his or her school, is encouraged to be an active leading member of the school site community.
- Members of the Board of Education, representing the entire district community, must also be involved in the affairs of the community. When individual Board members receive requests from news media/community representatives for information about Board issues and/or meetings, members shall refer the information-seekers to the Board president who shall be the spokesperson for the Board, and/or the Superintendent.

**IMPROVEMENT GOAL:** Develop strategies and activities to engage staff and community members into the events and activities of our school district.

**STRATEGY:** Constantly strive for ways to communicate information about our system, develop outreach and receive feedback from staff, students, and community members.

Targeted Activity	Action	Timeline	Who is responsible	Resources needed	Training needed	Monitoring Progress
Broad-based communication to all <b>STAFF</b> about events and progress of SMCJUHSD	<ul style="list-style-type: none"> <li>Monthly Payroll letters</li> <li>Weekly column in the Rustler</li> <li>E-mail</li> <li>Principal's weekly staff letter</li> <li>Alert Now</li> <li>Back to School event</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Weekly</li> <li>24/7</li> <li>Weekly</li> <li>Technology</li> <li>August 2012</li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Supt/State Admin.</li> <li>Supt/State Admin./Board</li> <li>Supt/State Admin./CBO/Asst.Supt.</li> <li>Principals</li> <li>IT Director</li> <li>Supt/State Admin.</li> <li>IT Director</li> </ul>	<ul style="list-style-type: none"> <li>Contract Costs</li> <li>Webmaster</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>E-mail, survey and in-person responses</li> <li>Data/records from Alert Now &amp; Parent Portal</li> </ul>
Broad-based communication to all <b>PARENTS AND COMMUNITY MEMBERS</b> about events and progress of SMCJUHSD	<ul style="list-style-type: none"> <li>Weekly column in the Rustler</li> <li>Principal's Parent Newsletter</li> <li>Community Forums</li> <li>Presentations at Chamber of Commerce/Rotary</li> <li>Open House/Back to School</li> <li>Outreach to Feeder Districts/Schools</li> <li>School Tours/Parent Orientation</li> <li>Alert Now</li> <li>Parent Portal</li> <li>Career Fair</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Quarterly/Monthly</li> <li>Tri-annually</li> <li>Quarterly</li> <li>September</li> <li>Spring 2012</li> <li>Spring 2012</li> <li>On-going</li> <li>On-going</li> <li>Spring 2012</li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Supt/State Admin./Board</li> <li>Principals</li> <li>Supt/State Admin.</li> <li>Supt/State Admin./Principals</li> <li>Principals</li> <li>Supt/State Admin./Principals</li> <li>Principals</li> <li>Principals/IT Director</li> <li>Principals/IT Director</li> <li>Principals</li> <li>Principals/IT Director</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual translator</li> <li>Bilingual translator</li> <li>Bilingual translator</li> <li>Bilingual translator</li> <li>Bilingual translator</li> <li>Bilingual translator</li> <li>Contract Costs</li> <li>Contract Costs</li> <li>Webmaster</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>E-mail, survey and in-person responses</li> <li>Sign-ins</li> <li>Log</li> <li>Sign-ins</li> <li>Data/records from Alert Now &amp; Parent Portal</li> <li>Participation log</li> </ul>

Targeted Activity	Action	Timeline	Who is responsible	Resources needed	Training needed	Monitoring Progress
Presentations/Awards/Recognitions to honor <b>STUDENTS AND STAFF</b> <ul style="list-style-type: none"> <li>Longevity Awards</li> <li>Volunteer/Year</li> <li>Teacher/Year</li> <li>Classified/Year</li> <li>Retirement Event</li> <li>Student/Month</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Payroll letters</li> <li>Weekly column in the Rustler</li> <li>Board Agendas</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Weekly</li> <li>Monthly</li> </ul>	<ul style="list-style-type: none"> <li>Supt/State Admin.</li> <li>Supt/State Admin./Board</li> <li>Supt/State Admin./Board</li> </ul>	<ul style="list-style-type: none"> <li>Funding for longevity pins, certificates, luncheon for Volunteers, awards for Teacher &amp; Classified Staff members</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>Photos and notes of appreciation</li> </ul>

### Evaluation

- Parent Survey
- California Healthy Kids Survey
- Website Question/Answer Page

### Budget

(CBO & State Administrator)

### Media and Communication Vehicles

- Printed school newsletters
- Flyers
- Posters, banners
- Intranet, e-mail
- Website: district, school
- Conferences
- Electronic message boards
- Video of school events

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Approval of the 2012-2013 School Calendar

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☐ **ACTION**

☐ **INFORMATION**

☒ **ACTION/CONSENT**

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Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District and the KCJUHSDTA developed the calendar for the 2012-1013 school year and was approved by the teachers organization.

Recommendation:

The recommendation is to approve the 2012-2013 calendar.


Fiscal Impact:

None

Submitted By:

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Approved:



John Bernard Ed.D.  
State Administrator

# SMCJUHS 2012-2013 School Calendar

	MON	TUE	WED	THUR	FRI	Week	Days	Semester
July	7/2	7/3	7/4	7/5	7/6	0		
	7/9	7/10	7/11	7/12	7/13	0		
	7/16	7/17	7/18	7/19	7/20	0		
	7/23	7/24	7/25	7/26	7/27	0		
	7/30	7/31	8/1	8/2	8/3	0		
August	8/6	8/7	8/8	8/9	8/10	4		
	8/13	8/14	8/15	8/16	8/17	5		
	8/20	8/21	8/22	8/23	8/24	5		
	8/27	8/28	8/29	8/30	8/31	5		
September	9/3	9/4	9/5	9/6	9/7	4		
	9/10	9/11	9/12	9/13	9/14	5		
	9/17	9/18	9/19	9/20	9/21	4		
	9/24	9/25	9/26	9/27	9/28	5		
	10/1	10/2	10/3	10/4	10/5	5		
October	10/8	10/9	10/10	10/11	10/12	4	46	
	10/15	10/16	10/17	10/18	10/19	5		
	10/22	10/23	10/24	10/25	10/26	5		
	10/29	10/30	10/31	11/1	11/2	4		
November	11/5	11/6	11/7	11/8	11/9	5		
	11/12	11/13	11/14	11/15	11/16	4		
	11/19	11/20	11/21	11/22	11/23	2		
	11/26	11/27	11/28	11/29	11/30	5		
December	12/3	12/4	12/5	12/6	12/7	5		
	12/10	12/11	12/12	12/13	12/14	5		
	12/17	12/18	12/19	12/20	12/21	3	43	89
	12/24	12/25	12/26	12/27	12/28	0		
	12/31	1/1	1/2	1/3	1/4	0		
January	1/7	1/8	1/9	1/10	1/11	0		
	1/14	1/15	1/16	1/17	1/18	5		
	1/21	1/22	1/23	1/24	1/25	4		
	1/28	1/29	1/30	1/31	2/1	5		
February	2/4	2/5	2/6	2/7	2/8	5		
	2/11	2/12	2/13	2/14	2/15	5		
	2/18	2/19	2/20	2/21	2/22	4		
	2/25	2/26	2/27	2/28	3/1	5		
March	3/4	3/5	3/6	3/7	3/8	5		
	3/11	3/12	3/13	3/14	3/15	4		
	3/18	3/19	3/20	3/21	3/22	5	47	
	3/25	3/26	3/27	3/28	3/29	4		
April	4/1	4/2	4/3	4/4	4/5	0		
	4/8	4/9	4/10	4/11	4/12	5		
	4/15	4/16	4/17	4/18	4/19	5		
	4/22	4/23	4/24	4/25	4/26	5		
May	4/29	4/30	5/1	5/2	5/3	4		
	5/6	5/7	5/8	5/9	5/10	5		
	5/13	5/14	5/15	5/16	5/17	4		
	5/20	5/21	5/22	5/23	5/24	5		
June	5/27	5/28	5/29	5/30	5/31	4		
	6/3	6/4	6/5	6/6	6/7	5	46	93
	6/10	6/11	6/12	6/13	6/14	0		
	6/17	6/18	6/19	6/20	6/21	0		
July	6/24	6/25	6/26	6/27	6/28	0		
	7/1	7/2	7/3	7/4	7/5	182	182	

	Legal Holidays
	Non-school Days
	Minimum Days (mid-terms / finals)

7/4	Independence Day
8/3	Orientation for New Teachers
8/6	Staff Development Day
8/7	First Day of School
9/3	Labor Day
9/17	Non-School Day
10/8	Non-School Day
10/12	End of 1st Quarter
10/29	Non-School Day
11/12	Veterans Day
11/22	Thanksgiving Day
11/21 - 11/23	Thanksgiving Break
12/17 - 12/19	Midterms/Finals (Minimum Days)
12/19	End of 2nd Quarter
12/19	End of 1st Semester
12/20 - 1/11	Winter Break
12/25	Christmas Day
1/1	New Year's Day
1/21	Dr. Martin Luther King, Jr. Day
2/18	Presidents' Day (Lincoln & Washington)
3/11	Non-School Day
3/22	End of 3rd Quarter
3/29 - 4/5	Spring Break
4/29	Non-School Day
5/17	Non-School Day
5/27	Memorial Day
6/5 - 6/7	Finals (Minimum Days)
6/7	End of 4th Quarter
6/7	End of 2nd Semester
6/7	Last Day of School

Rev. 12/8/11

# SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**SUBJECT:** Resolution #11:11/12 Layoff: Severe Needs  
Paraeducators

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

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## GOVERNING BOARD

### Board Goals:

- \_\_\_\_\_ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- \_\_\_\_\_ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- XX \_\_\_\_\_ Develop/Sustain Fiscal Crisis Long-Term Solution
- \_\_\_\_\_ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- \_\_\_\_\_ Ensure that Facilities are Safe for Staff and Students
- \_\_\_\_\_ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

### Summary:

The current census of the districts' Special Education student population reveals, that beginning with the second semester of the 2011-2012 academic year, there is a need for three fewer severe needs paraeducators. Therefore, the attached resolution authorizes the Human Resources Department to move forward with the layoffs of employees serving in those positions. The actual layoff will take place on January 27, 2012, 45 days after acceptance of this resolution.

### Recommendation:

It is recommended that the State Administrator approve Resolution #11:11/12 Layoff of Severe Needs Para-educators


### Fiscal Impact:

Reduction of three classified salaries.

Submitted By:

Daniel R. Moirao, Ed.D.  
Assistant Superintendent Educational Services/  
Human Resources

Approved:

  
John Bernard, Ed.D.  
State Administrator



**RESOLUTION OF THE GOVERNING BOARD OF THE  
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
KING CITY, CALIFORNIA**

**RESOLUTION # 11:11/12**

**LAYOFF OF CLASSIFIED STAFF  
SEVERE NEEDS PARAEDUCATORS**

**WHEREAS**, the District is in a severe budget crisis and is seeking ways to align expenditures with income for the 2011-12 school year; and

**WHEREAS**, the Board of Trustees hereby finds it necessary and in the best interest of the District to:

- Eliminate three (3) 6.5 hrs/day      Severe Needs Paraeducator

**NOW, THEREFORE, BE IT RESOLVED** that as of the thirtieth day of December, 2011, the classified positions as listed above shall be eliminated.

**BE IT FURTHER RESOLVED** that the State Administrator's designee is authorized and directed to give notices of layoff to all affected employees not later than 45 days prior to the effective date of this action as set forth above.

**PASSED AND ADOPTED** this 13th day of December, 2011, by the action of the State Administrator.

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John Bernard, Ed.D., State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD**

**SUBJECT:** Board Policies – Second Reading

**MEETING:** December 13, 2011

**AGENDA SECTION:**

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

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**Board Goals:**

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

**Summary:**

These 12 policies were reviewed at the November 16, 2011 board meeting as a first reading.

**Recommendation:**

The recommendation is to approve the policies.

**Fiscal Impact:**


None.

Submitted By:

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Approved:

  
\_\_\_\_\_  
John Bernard Ed.D.  
State Administrator

## BP 1113 Community Relations

### District And School Web Sites

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board directs the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

*(cf. 0000 - Vision)*

*(cf. 0440 - District Technology Plan)*

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 6020 - Parent Involvement)*

### Design Standards

The State Administrator/Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

The district's design standards shall address the accessibility of district-sponsored web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

### Guidelines for Content

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

*(cf. 1325 - Advertising and Promotion)*

District and school web sites shall not include content which is obscene, libelous, or slanderous, or which creates a clear and present danger of inciting students to commit unlawful acts, violate school rules, or substantially disrupt the school's orderly operation.

*(cf. 5145.2 – Freedom of Speech/Expression)*

## Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

*(cf. 1340 - Access to District Records)*

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5022 - Student and Family Privacy Rights)*

*(cf. 5125 - Student Records)*

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

*(cf. 5125.1 - Release of Directory Information)*

Because of the wide accessibility of the Internet and potential risk to students, photographs of individual students shall not be published with their names or other personally identifiable information without the prior written consent of the student's parent/guardian.

Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

Staff members' home addresses or telephone numbers shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

*(cf. 3515.3 - District Police/Security Department)*

## Legal Reference:

### EDUCATION CODE

35182.5 Contracts for advertising

35258 Internet access to school accountability report cards

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

49061 Definitions, directory information

49073 Release of directory information

60048 Commercial brand names, contracts or logos

GOVERNMENT CODE

3307.5 Publishing identity of public safety officers

6254.21 Publishing addresses and telephone numbers of officials

6254.24 Definition of public safety official

11135 Nondiscrimination; accessibility to state web sites

PENAL CODE

14029.5 Prohibition against publishing personal information of person in witness protection program

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

COURT DECISIONS

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

Management Resources:

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Web Accessibility Standards:

<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>

California School Public Relations Association: <http://www.calspra.org>

U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

## AR 1113 Community Relations

### District And School Web Sites

#### Guidelines for Content

District and school web sites shall provide current information regarding district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include district mission and goals, district or school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

*(cf. 0440 - District Technology Plan)*

*(cf. 0510 - School Accountability Report Card)*

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 6020 - Parent Involvement)*

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

The Superintendent or designee shall ensure that copyright laws are not violated in the use of materials on district and school web sites. If any copyrighted material is posted, a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted.

*(cf. 4132/4232/4332 - Publication or Creation of Materials)*

*(cf. 6162.6 - Use of Copyrighted Materials)*

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

#### Roles and Responsibilities

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the web site(s) upon approval of the Superintendent or designee.

He/she shall ensure consistency of the material with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct an editorial review of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

### Security

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

(3/00) 7/11

## BP 3250 Business and Noninstructional Operations

### Transportation Fees

Because the cost of providing student transportation exceeds funding provided by the state, the Governing Board may find it necessary to charge fees for home-to-school student transportation.

The Superintendent or designee shall annually submit proposed transportation fee schedules for Board approval. Fees shall be determined on the basis of operating costs in accordance with law.

No charge shall be made for any transportation of students whose individualized education program require transportation or whose parents/guardians are determined indigent pursuant to administrative regulations.

*(cf. 3540 - Transportation)*

*(cf. 3541.2 - Transportation for Students with Disabilities)*

#### Legal Reference:

##### EDUCATION CODE

10913 Fees for uses of school buses for community recreation purposes

35330 Excursions or field trips

39800-39860 Transportation, especially:

39801.5 Transportation fees for adults

39807.5 Payment of transportation cost; amount of payment

39809.5 Excess fees; adjustments

39837 Fees for summer employment transportation

41850 Home-to-school and special education transportation

49557 Applications for free and reduced price meals

49558 Confidentiality of applications and records

56026 Individuals with exceptional needs

##### CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

##### CODE OF FEDERAL REGULATIONS, TITLE 7

245.8 (a) Nondiscrimination practices for children eligible to receive free and reduced price meals and free milk

##### COURT DECISIONS

Arcadia Unified School District et al v. State Department of Education, 2 Cal. 4th 251

(1992) Hartzell v. Connell, 35 Cal.3d 899 (1984)

#### Management Resources:

##### CDE MANAGEMENT ADVISORIES

0619.92 Fees for Pupil Transportation (#92-05)

##### CDE PROGRAM ADVISORIES



0609.95 School transportation fee exemption for handicapped children and pupils whose parents or guardians are indigent (LO: 2-95)  
(6/92 12/92) 10/97

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

AR 3250 Business and Noninstructional Operations

Transportation Fees

Fee Schedule and Collection

Transportation fees charged by the district shall not exceed the statewide average nonsubsidized cost of providing such transportation to a student on a publicly owned or operated transit system, as determined by the Superintendent of Public Instruction. (Education Code 39807.5)

The total amount received by the district from the state and parent/guardian fees shall not exceed the actual operating cost of home-to-school transportation during the fiscal year. If excess fees are collected due to errors in estimated costs, fees shall be reduced in succeeding years. (Education Code 39809.5)

The Governing Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Bus passes and tickets shall be sold at all district schools and at the district office. No money shall be collected on school buses.

Fees for Additional Services

In addition to charging fees for home-to-school transportation provided in accordance with Education Code 39800, the district shall charge fees for students traveling to and from their places of employment during the summer in connection with a summer employment program for youth. (Education Code 39837)

The district may also charge fees for:

1. Students traveling to full-time occupational classes provided by a Regional Occupational Program or Center (Education Code 39807.5)
2. Matriculated or enrolled adults traveling to and from school, or adults pursuing other educational purposes (Education Code 39801.5)
3. Community recreation as provided in Education Code 39835 (Education Code 10913)

*(cf. 3541 - Transportation Routes and Services)*

Exemption from Fees

Eligibility for free transportation based on indigency shall be based on the income eligibility scales used for the free and reduced-price lunch program and/or proof of receipt of Temporary Assistance to Needy Families (TANF).

*(cf. 3553 - Free and Reduced Price Meals)*

At the beginning of the school year and whenever a new student is enrolled, parents/guardians shall receive information about free transportation eligibility standards, application procedures and appeal procedures.

*(cf. 5145.6 - Parental Notifications)*

All applications and records related to eligibility for free transportation shall be confidential and used only for purposes directly connected with the free transportation program.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5125 - Student Records)*

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted or announced in any manner or used for any purpose other than the transportation program.

(6/92 12/92) 10/97

Regulation

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## AR 3543 Business and Noninstructional Operations

### Transportation Safety And Emergencies

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)

The Superintendent or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005
2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be informed of procedures to be followed to reasonably enforce proper use of the passenger restraint system.

### Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety.

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

*(cf. 3516.5 - Emergency Schedules)*

*(cf. 3540 - Transportation)*

*(cf. 3541.1 - Transportation for School-Related Trips)*

*(cf. 3542 - School Bus Drivers)*

A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. In the case of a school bus driver, for work-related purposes

*(cf. 3513.1 - Cellular Phone Reimbursement)*

*(cf. 4040 - Employee Use of Technology)*

A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

*(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)*

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

*(cf. 3515.2 - Disruptions)*

#### Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include procedures for boarding and exiting a school bus at a school or other trip destination.

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

## Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)

The Superintendent or designee shall ensure that instruction is provided to students as follows:

1. The Superintendent or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
2. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to:  
(Education Code 39831.5)
  - a. Location of emergency exits
  - b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

## Legal Reference:

### EDUCATION CODE

39830-39842 Transportation, school buses

51202 Instruction in personal and public health and safety

### PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

### VEHICLE CODE

415 Definition of motor vehicle

545-546 Definition of school bus and school pupil activity bus

22112 Loading and unloading passengers

23123 Use of wireless telephone prohibited while driving motor vehicle

23123.5 Text communications prohibited while driving motor vehicle

23125 Use of wireless telephone prohibited while driving school bus

27316 Passenger restraint systems

34500 California Highway Patrol responsibility to regulate safe operation of school buses

34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses

34501.6 School buses; reduced visibility

34508 California Highway Patrol responsibility to adopt rules re: equipment and operations of school buses

CODE OF REGULATIONS, TITLE 5  
14100-14105 School buses and student activity buses  
CODE OF REGULATIONS, TITLE 13  
1200-1293 Motor carrier safety  
CODE OF FEDERAL REGULATIONS, TITLE 49  
571.1-571.500 Motor vehicle standards, including school buses

Management Resources:

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>  
California Association of School Transportation Officials: <http://www.castoways.org>  
California Department of Education, Office of School Transportation:  
<http://www.cde.ca.gov/ls/tn>  
California Highway Patrol: <http://www.chp.ca.gov>  
National Coalition for School Bus Safety: <http://www.ncsbs.org>  
National Transportation Safety Board: <http://www.nts.gov>  
U.S. Department of Transportation, National Highway Traffic Safety Administration:  
<http://www.nhtsa.dot.gov>  
(7/04 3/08) 11/08

Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## AR 4112.23 Personnel

### Special Education Staff

#### Qualifications/Assignment of Special Education Teachers

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education programs (IEP). (5 CCR 80046.5, 80048.7)

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (5 CCR 6100-6126; 20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18)

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

*(cf. 4112.21 - Interns)*

#### Resource Specialists

The district's resource specialist program shall provide, but not be limited to: (Education Code 56362)



1. Resource specialist(s) to provide instruction and services for students whose needs have been identified in their IEPs and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

2. Information and assistance for students with disabilities and their parents/guardians
3. Consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members
4. Coordination of special education services with the regular school program for each student with disabilities enrolled in the resource specialist program
5. Monitor student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team
6. At the secondary school level, emphasis on academic achievement, career and vocational development, and preparation for adult life

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 and 5 CCR 80070.8. (Education Code 56362)

#### Teachers of Students with Autism

A teacher may be assigned to provide instruction to students with autism if he/she meets the qualifications described above in the section entitled "Qualifications/Assignment of Special Education Teachers."

In addition, a teacher whose education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)

1. He/she has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in

accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.

2. He/she has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

*(cf. 5148.3 - Preschool/Early Childhood Education)*

The Superintendent or designee shall report teacher assignments under the criteria specified in items #1 and #2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

#### Caseloads

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 4141/4241 - Collective Bargaining Agreement)*

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

*(cf. 1431 - Waivers)*

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan. (Education Code 56363.3, 56441.7)

#### Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44258.9 Assignment monitoring

44265-44265.99 Special education credential

44325-44328 District interns  
44830.3 District interns, supervision and professional development  
56000-56865 Special education, especially:  
56195.8 Adoption of policies  
56361 Program options  
56362-56362.5 Resource specialist program  
56363.3 Maximum caseload; language, speech, and hearing specialists  
56441.7 Maximum caseload; language, speech, and hearing specialists serving children ages 3-5

CODE OF REGULATIONS, TITLE 5

3051.1 Language, speech and hearing development and remediation; appropriate credential  
3100 Waivers of maximum caseload for resource specialists  
6100-6126 Teacher qualifications, No Child Left Behind Act  
80021 Short-term staffing permit  
80021.1 Provisional internship permit  
80025.4 Substitute teaching, special education  
80026 Declaration of need for fully qualified educators  
80027.1 Special education limited assignment teaching permit  
80046.1 Adapted physical education specialist  
80046.5 Credential holders authorized to serve students with disabilities  
80047-80047.9 Credentials to provide instructional services to students with disabilities  
80048-80048.9.3 Credential requirements and authorizations  
80070.1-80070.8 Resource specialist certificate of competence

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:  
1401 Definition of highly qualified special education teacher  
6319 Highly qualified teachers  
7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers  
300.8 Definition of autism  
300.18 Highly qualified special education teachers  
300.156 Special education personnel requirements

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-15 Alternative Route to Provide Special Education Services to Students with Autism, September 7, 2010

10-13 Approval of Title 5 Regulations Pertaining to Special Education Services Credentials, July 21, 2010

10-12 Approval of Title 5 Regulations Pertaining to Special Education Teaching Credentials Requirements, July 21, 2010

09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations in Special Education, July 23, 2009

09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits, July 23, 2009

08-13 Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Education Specialist Teaching and Other Related Services Credential Program Standards, September 2010

#### WEB SITES

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(11/08 11/09) 11/10

Regulation

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

AR 4112.4, 4212.4, 4312.4 Personnel

Health Examinations

Tuberculosis Tests

No applicant shall be initially employed in a classified or certificated position unless, within the past 60 days, he/she has submitted to an intradermal tuberculin skin test or other approved tuberculin test and, if that test was positive, has subsequently obtained an x-ray of the lungs. The applicant shall submit to the district a certificate signed by an authorized health care provider indicating that he/she is free of active tuberculosis. (Education Code 49406; 5 CCR 5503)

The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

An applicant who was previously employed in another California school district or private or parochial school may fulfill the tuberculosis examination requirement either by producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having his/her previous employer verify that it has on file a certificate which contains that evidence. (Education Code 49406)

Every district employee who tests negative shall undergo a tuberculosis examination at least once every four years, or more often if so directed by the Governing Board upon recommendation of the county health officer, for as long as the employee's test remains negative. An employee with a documented positive test for tuberculosis infection shall no longer be required to submit to the examination but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge or belief, he/she is free from active tuberculosis. In order to exempt the individual, the Board shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

The Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin skin test be followed by an x-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

Medical Certification for Communicable Diseases for Certificated Employees

The Board shall not fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California or a retirant who has not been employed as a retirant, unless the district has on file a medical certification completed and submitted directly to the district by an authorized health care provider. (Education Code 44839, 44839.5)

*(cf. 4117.14/4317.14 - Postretirement Employment)*

The medical certification shall certify that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. The medical examination referred to in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Mental Examination for Certificated Employees

A certificated employee may be suspended or transferred to other duties if the Board has reasonable cause to believe that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties. In such a case, the district shall follow the process specified in Education Code 44942 and the district's collective bargaining agreement, including the opportunity for the employee to be examined by a panel of psychiatrists or psychologists.

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4118 - Suspension/Disciplinary Action)*

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

44932 Grounds for dismissal of permanent employee

44942 Suspension or transfer of certificated employee on ground of mental illness

45122 Physical examinations

49406 Examination for tuberculosis

BUSINESS AND PROFESSIONS CODE

2700-2838 Nurses

3500-3546 Physician assistants

AR 4112.4 (c)

4212.4

4312.4

HEALTH AND SAFETY CODE

121525 Private and parochial school employees, examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired persons

5503 Physical examination for employment of retired persons

5504 Medical certification procedures

COURT DECISIONS

Doe v. Lincoln Unified School District, (2010) 188 Cal.App.4th 758

Leonel v. American Airlines, Inc., (2005) 400 F.3d. 702

Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347

Management Resources:

WEB SITES

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Public Health Institute: <http://www.phi.org>

U.S. Food and Drug Administration: <http://www.fda.gov>

(11/07 11/09) 11/10

Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

BP 4112.42, 4212.42, 4312.42 Personnel

Drug And Alcohol Testing For School Bus Drivers

The Governing Board desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the Superintendent or designee shall establish a drug and alcohol testing program for all district drivers and other employees who hold a commercial driver's license which is necessary to perform duties related to their employment with the district. This program shall be designed to fulfill the requirements of state and federal law.

*(cf. 3540 - Transportation)*

*(cf. 3543 - Transportation Safety and Emergencies)*

The district's testing program shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306)

The Superintendent or designee shall contract for testing services and shall ensure that testing contractors and procedures are certified by the U.S. Department of Health and Human Services to conduct drug specimen analysis and to conform to the requirements of federal law.

*(cf. 3542 - School Bus Drivers)*

*(cf. 4020 - Drug and Alcohol-Free Workplace)*

No driver may operate a district vehicle when his/her blood alcohol content is found to be .01 percent or greater. A driver shall not consume alcohol while on duty or for four hours prior to on-duty time and up to eight hours following an accident or until he/she undergoes a post-accident test, whichever occurs first. A driver shall not report for duty or remain on duty that requires performing safety-sensitive functions when the driver uses a controlled substance, unless so instructed by a physician. (49 CFR 382.205, 382.207, 382.209; Vehicle Code 34520.3; 13 CCR 1213.1)

Any driver who tests positive for alcohol or drugs or who refuses to submit to a test shall be removed from safety-sensitive functions and may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement.

*(cf. 4117.4 - Dismissal)*

*(cf. 4118 - Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

The Superintendent or designee shall ensure that each driver receives an explanation of the federal regulations and the district's policy and procedure in accordance with law. In



addition, each driver shall sign a statement certifying that he/she has received a copy of the above materials. Representatives of employee organizations shall be notified of the availability of this information. (49 CFR 382.601)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

VEHICLE CODE

34500-34520.5 Safety regulations

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety, especially:

1213.1 Placing drivers out-of-service

UNITED STATES CODE, TITLE 49

31306 Alcohol and controlled substances testing

41501-41507 Transportation Employee Testing Act

CODE OF FEDERAL REGULATIONS, TITLE 49

40.1-40.413 Part 40, Procedures for transportation workplace drug and alcohol testing programs

382.101-382.605 Controlled substance and alcohol use and testing; especially:

382.205 On-duty use

382.207 Pre-duty use

382.209 Use following an accident

Management Resources:

WEB SITES

California Highway Patrol: <http://www.chp.ca.gov>

U.S. Department of Transportation, Office of Drug and Alcohol Policy and Compliance:  
<http://www.dot.gov/ost/dapc>

## BP 5113 Students

### Absences and Excuses

The Governing Board believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5113.1 - Truancy)*

### Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 48216, 48205)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, and to all students in grades 7 9 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

*(cf. 5145.6 - Parental Notifications)*

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6154 - Homework/Makeup Work)*

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

2550-2558.6 Computation of revenue limits

37201 School month

37223 Weekend classes

41601 Reports of average daily attendance

42238-42250.1 Apportionments

46000 Records (attendance)

46010-46014 Absences

46100-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48210-48216 Exclusions from attendance

48240-48246 Supervisors of attendance

48260-48273 Truants

48292 Filing complaint against parent

48320-48324 School attendance review boards

48340-48341 Improvement of student attendance

49067 Unexcused absences as cause of failing grade

ELECTIONS CODE

12302 Student participation on precinct boards

FAMILY CODE

6920-6929 Consent by minor

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

ATTORNEY GENERAL OPINIONS

66 Ops.Cal.Atty.Gen. 245, 249 (1983)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CDE MANAGEMENT ADVISORIES

0114.98 School Attendance and CalWORKS, Management Bulletin 98-01

CSBA ADVISORIES

0520.97 Welfare Reform and Requirements for School Attendance

WEB SITES

CSBA: <http://www.csba.org>

BP 5113 (c)

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

AR 5113 Students

Absences And Excuses

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)

*(cf. 5112.2 - Exclusions from Attendance)*

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)
6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205)

*(cf. 5146 - Married/Pregnant/Parenting Students)*

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observation of a holiday or ceremony of his/her religion
  - d. Attendance at religious retreats not to exceed four hours per semester
  - e. Attendance at an employment conference

- f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- 8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

*(cf. 6142.3 - Civic Education)*

#### Method of Verification

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

1. Written note, fax, or email from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
  - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

- b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness shall be verified by a physician.

Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

BP 5116 Students

School Attendance Boundaries

The Governing Board shall establish school attendance boundaries in order to maximize the efficient use of district facilities and effective administration of district schools. The Superintendent or designee shall periodically review school attendance boundaries and, as necessary, make recommendations to the Board for boundary adjustments.

When reviewing school attendance boundaries, the Superintendent or designee shall consider the following factors:

1. School enrollment data, including declining enrollment patterns
2. Facility capacity and design, including potential commercial and residential developments
3. School feeder patterns, including maintaining, to the extent practicable, continuity of student attendance
4. Federal, state, or court mandates
5. Community input
6. Student safety
7. Transportation capacity
8. Community and neighborhood identity
9. Geographic features of the district, including traffic patterns
10. Educational programs, such as magnet schools and charter schools

*(cf. 7160 - Charter School Facilities)*

11. Consistency between municipal boundaries and high school boundaries
12. Other factors

*(cf. 5116.1- Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*



In order to alleviate overcrowding, the Superintendent or designee may place some students in a school outside of their attendance area. Parents/guardians of students who are attending schools outside of their attendance area shall be notified of the school their child will be attending as soon as possible. If available, transportation shall be provided for such students.

*(cf. 3541 - Transportation Routes and Services)*

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

35160.5 District policies; rules and regulations

35291 Rules

35350 Transportation of students

35351 Assignment of students to particular schools

GOVERNMENT CODE

53311-53317.5 Establishment of community facilities district

CALIFORNIA CONSTITUTION

Article I, Section 31 Discrimination based on race, sex, color, ethnicity

COURT DECISIONS

Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275

Crawford v. Board of Education (1976) 17 Cal.3d 280

Jackson v. Pasadena City School District (1963) 59 Cal.2d 876

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>  
(9/90 10/93) 7/06

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## Students

### Intradistrict Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also balancing enrollment in order to maximize the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

*(cf. 5117 - Interdistrict Attendance)*

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

*(cf. 5111.1 - District Residency)*

*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*

*(cf. 5111.13 - Residency for Homeless Children)*

The Board shall annually review this policy. (Education Code 35160.5, 48980)

### Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

*(cf. 5116 - School Attendance Boundaries)*

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

1. Any student enrolled in a district school that has been identified on the state's Open Enrollment List. (Education Code 48354)

*(cf. 5118 - Open Enrollment Act Transfers)*

2. Any student enrolled in a district school receiving Title I funds that has been identified for program improvement (PI), corrective action, or restructuring. (20 USC 6316)

*(cf. 0420.4 - Charter Schools)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 6171 - Title I Programs)*

3. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous." (20 USC 7912; 5 CCR 11992)

*(cf. 0450 - Comprehensive Safety Plan)*

4. Any student who is a victim of a violent crime while on school grounds. (20 USC 7912)
5. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances, include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers.

To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist
  - b. A court order, including a temporary restraining order and injunction
6. Sibling of a student already in attendance in that school.
  7. Any student whose parent/guardian is assigned to that school as his/her primary place of employment.

#### Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between December 1<sup>st</sup> and January 31<sup>st</sup> of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the

criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

## Transportation

Except as required by 20 USC 6316 for transfers out of Title I PI schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

*(cf. 3250 - Transportation Fees)*

*(cf. 3540 - Transportation)*

### Legal Reference:

#### EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

#### CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

#### UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

7912 Transfers from persistently dangerous schools

#### CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

200.48 Transportation funding for public school choice

#### COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

#### ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

#### Management Resources:

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Public School Choice, January 2009

Unsafe School Choice Option, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Unsafe School Choice Option:

<http://www.cde.ca.gov/ls/ss/se/usco.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

(3/03 11/08) 3/11

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

Students

INTRADISTRICT OPEN ENROLLMENT

Transfer for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee.

In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

Transfers from a "Persistently Dangerous" School

Upon receipt of notification from the California Department of Education (CDE) that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of students attending the school with the following notifications:

1. Within 10 day of receipt of the notification from CDE, notice of the school's designation
2. Within 20 days of receipt of the notification from CDE, notice of the option to transfer their child

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations.

For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

*(cf. 5117 - Interdistrict Agreements)*

### Other Intradistrict Open Enrollment

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply in intradistrict open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at each school site, the district offices and on the district's website..
2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Last applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

Once enrolled, a student shall not be required to reapply for readmission. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the selection process shall be submitted to the Superintendent or designee.

### Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 48980)

1. All options for meeting residency requirements for school attendance

*(cf. 5111.1 - District Residency)*

*(cf. 5111.11 – Residency of Students with Caregiver)*

*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*

*(cf. 5111.13 - Residency for Homeless Children)*

2. Program options offered within local attendance areas

3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

5. A district application form for requesting a change of attendance

6. The explanation of attendance options under California law as provided by the CDE

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## BP 5144.1 Students

### Suspension And Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

*(cf. 5144 - Discipline)*

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

### Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

### Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))*

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated. .

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

### **Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

#### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

#### Legal Reference:

##### EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

##### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

##### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

##### GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

##### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County

Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

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## Students

### **Suspension And Expulsion/Due Process**

#### Definitions

*Suspension from school* means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

*Expulsion* means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

*Day* means a calendar day unless otherwise specifically provided. (Education Code 48925)

*School day* means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

*Student* includes a student's parent/guardian or legal counsel. (Education Code 48925)

*Principal's designee* means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

*School property*, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

#### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. (Education Code 35291, 48900.1, 48980)

*(cf. 5144 - Discipline)*

*(cf. 5145.6 - Parental Notifications)*

### **Grounds for Suspension and Expulsion**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

*(cf. 5131 - Conduct)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

*(cf. 5131.6 - Alcohol and Other Drugs)*

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

*(cf. 5131.62 - Tobacco)*

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

*(cf. 5131.4 - Student Disturbances)*

12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))



16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

*(cf. 5145.7 - Sexual Harassment)*

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233; Penal Code 422.55)

*(cf. 5145.9 - Hate-Motivated Behavior)*

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

*(cf. 5145.3 - Nondiscrimination/Harassment)*

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including, but not limited to, the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

*(cf. 5112.5 - Open/Closed Campus)*

4. During, going to, or coming from a school-sponsored activity

*(cf. 5131.1 - Bus Conduct)*

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(v))

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 6164.2 - Guidance/Counseling Services)*

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Truancy)*

### **Removal from Class by a Teacher/Parental Attendance**

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

### **Suspension by Superintendent, Principal, or Principal's Designee**

The Superintendent or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or principal shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Caused, attempted to cause, threatened to cause or participated in an act of hate violence defined in Education Code 32250. (Education Code 48900.3)
6. Possession of an explosive as defined in 18 USC 921

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

Suspension also may be imposed upon a first offense if the Superintendent or principal determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion"

above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

*(cf. 6184 - Continuation Education)*

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

**Suspensions shall be initiated according to the following procedures:**

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or principal's designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a

student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and

Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

*(cf. 9321 - Closed Session Purposes and Agendas)*

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **Supervised Suspension Classroom**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Authority to Expel**

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

The Board also may order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer, or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Mandatory Recommendation for Expulsion**

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

### **Mandatory Recommendation and Mandatory Expulsion**

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence



2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Committing or attempting to commit a crime of hate or the violence as defined above in "Grounds for Suspension and Expulsion," item #21.
6. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault, sexual battery, or hate crime is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

*(cf. 5119 - Students Expelled from Other Districts)*

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

*Legal counsel* means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

*Nonattorney advisor* means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c)).

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault, sexual battery or hate crime(s) is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.

- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." (Education Code 48918(d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

*(cf. 9321.1 - Closed Session Actions and Reports)*

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915 (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision Not to Enforce Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion"



above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education, the alternative educational placement to be provided to the student during the time of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915. (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by

students or nonstudents regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### **Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

*(cf. 6158 - Independent Study)*

*(cf. 6185 - Community Day School)*

When the placement described above is not available, and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met.

School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

### **Maintenance of Records**

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

*(cf. 5125 - Student Records)* .

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

*(cf. 5119 - Students Expelled from Other Districts)*

**Outcome Data**

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

(11/05 11/08) 3/10

Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## BP 6159 Instruction

**Individualized Education Program**

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 3541.2 - Transportation for Students with Disabilities)*  
*(cf. 4112.23 - Special Education Staff)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*  
*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*  
*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*  
*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*  
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

**Legal Reference:****EDUCATION CODE**

51225.3 Requirements for high school graduation and diploma  
 56055 Rights of foster parents pertaining to foster child's education  
 56136 Guidelines for low incidence disabilities areas  
 56195.8 Adoption of policies  
 56321 Development or revision of IEP  
 56321.5 Notice to include right to electronically record  
 56340.1-56347 Instructional planning and individualized education program  
 56350-56352 IEP for visually impaired students  
 56380 IEP reviews; notice of right to request  
 56390-56392 Certificate of completion, special education  
 56500-56509 Procedural safeguards  
 60640-60649 Standardized Testing and Reporting Program  
 60850 High school exit examination, students with disabilities  
 60852.3 High school exit examination, exemption for the class of 2006

**FAMILY CODE**

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 Standardized Testing and Reporting Program, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 157 (2002)

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osep>

(3/03 11/03) 3/06

Policy

**MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## AR 6159 Instruction

**Individualized Education Program**Members of the Individualized Education Program Team

The district shall ensure that the individualized education program (IEP) team for any student with a disability includes the following members: (Education Code 56341, 56341.2, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher

If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

3. At least one special education teacher or, where appropriate, at least one special education provider for the student
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
  - b. Knowledgeable about the general education curriculum
  - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

5. An individual who can interpret the instructional implications of assessment results.

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability
8. For transition service consideration:
  - a. The student, regardless of his/her age, if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist him/her in reaching those goals pursuant to 34 CFR 300.320(b)

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that his/her preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 and 34 CFR 300.310, at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting prior to referring the student to a county mental health agency for services. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), the district shall invite the



Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

#### Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
  - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
  - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age, or younger than 16 if deemed

appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative

*(cf. 5145.6 - Parental Notifications)*

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)

*(cf. 5125 - Student Records)*

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the district shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours

before the meeting. If the district gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The district shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

#### Parent/Guardian Consent

Before providing special education and related services, the district shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the district determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with a free appropriate public education (FAPE), a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the district agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The district shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

#### Contents of the IEP

The IEP shall be a written statement developed, reviewed, and revised in a meeting of the IEP team. It shall include, but is not limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.347)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
  - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
  - b. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
2. A statement of measurable annual goals, including academic and functional goals, designed to:
  - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
  - b. Meet each of the student's other educational needs that result from his/her disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research if **to the extent** practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
  - a. Advance appropriately toward attaining the annual goals

- b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
- c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the statement, pursuant to Education Code 56345

*(cf. 3541.2 - Transportation for Students with Disabilities)*

- 5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the statement mentioned in item #4 above
- 6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

- 7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
- 8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
  - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
  - b. The transition services, including courses of study, needed to assist the student in reaching those goals

9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For students in grades 9-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English

*(cf. 6174 - Education for English Language Learners)*

3. Extended school year services (ESY) when the IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE

Students to receive extended school year services are typically those who have disabilities that will continue indefinitely, or for a prolonged period, and for whom interruption of the educational program may cause regression with limited recoupment capacity. When determining if a student requires ESY program, the IEP team, should consider whether:

- a. The nature and/or severity of the student's disability prohibits the student from receiving benefit from his or her educational program during the subsequent year without ESY services
- b. There is documentation that a significant regression in critical life skills and/or difficulty in recovering those skills within a reasonable period of time (eight weeks) will occur in the subsequent year without ESY services, and
- c. There is documentation that a significant increase in the frequency, duration, or intensity of interfering behaviors (e.g. stereotypic, aggressive) that will reduce the student's ability to benefit from his or her educational program during the subsequent year will occur without ESY services.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6177 - Summer School)*

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the regular education program

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

#### Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Superintendent or designee shall ensure that the IEP team: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
  - d. The student's anticipated needs
  - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs

The IEP team shall also meet: (Education Code 56343)



1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

1. Appropriate positive behavioral interventions and supports and other strategies for the student

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)  
(cf. 6173.1 - Education for Foster Youth)

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

#### Timelines for the IEP and for the Provision of Services

At the beginning of each school year, the district shall have an IEP in effect for each student with a disability within district jurisdiction. (Education Code 56344; 34 CFR 300.323)

The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

An IEP required as a result of an assessment of the student shall be developed within ~~50~~ **60** days (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made ~~20~~ **30** days or less prior to the end of the regular school year. In the case of school vacations, the ~~50~~ **60**-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days, unless the student's parent/guardian consents in writing to an extension of time.

The district shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

#### Transfer Students.

To facilitate the transition of a student with a disability who is transferring into the district, the district shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the district shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the district conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

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Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

BP 6159.1 Instruction

**Procedural Safeguards And Complaints For Special Education**

The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education Students)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

Legal Reference:

EDUCATION CODE

56000 Education for individuals with disabilities

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities,  
especially:

300.500-300.520 Procedural safeguards and due process for parents and students

COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

Management Resources:

FEDERAL REGISTER

Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

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AR 6159.1 Instruction

**Procedural Safeguards And Complaints For Special Education**

**Prior Written Notice**

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

1. Before the district initially refers the student for assessment
2. Before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. Before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. Before the student graduates from high school with a regular diploma thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

*(cf. 6159 - Individualized Education Program)*

7. A description of any other factors relevant to the district's proposal or refusal

*(cf. 5145.6 - Parental Notifications)*

#### Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year

*(cf. 1312.3 - Uniform Complaint Procedures)*

3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

1. Independent educational evaluation

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

2. Prior written notice
3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
4. Access to educational records

*(cf. 5125 - Student Records)*



5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting
9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be provided with the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

#### **Format of Parent/Guardian Notices**

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language

or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

#### Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

(cf. 6173 - Education for Homeless Children)

3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Superintendent of Public Instruction or designated contracted agency. (Education Code 56502)

#### District's Response to Due Process Complaints

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the district's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

#### Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and

placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

Regulation

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## BP 6164.4 Instruction

**Identification And Evaluation Of Individuals For Special Education**

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of the procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3541.2 - Transportation for Students with Disabilities)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

**Legal Reference:****EDUCATION CODE**

44265.5 Professional preparation for teachers of impaired students

56000-56885 Special education programs, especially:

56195.8 Adoption of policies

56300-56304 Identification of individuals with disabilities

56320-56331 Assessment  
56333-56338 Eligibility criteria for specific learning disabilities  
56340-56347 Instructional planning and individualized education program  
56381 Reassessment of students  
56425-56432 Early education for individuals with disabilities  
56441.11 Eligibility criteria, children ages 3-5  
56445 Transition to grade school; reassessment  
56500-56509 Procedural safeguards

**GOVERNMENT CODE**

95000-95029.5 California Early Intervention Services Act

**CODE OF REGULATIONS, TITLE 5**

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

**CODE OF FEDERAL REGULATIONS, TITLE 34**

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.301-300.306 Evaluations and reevaluations

**COURT DECISIONS**

Hood v. Encinitas Union School District, (2007) 486 F.3d 1099

**Management Resources:**

**FEDERAL REGISTER**

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

**WEB SITES**

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

(3/07 11/08) 11/10

Policy

**KING CITY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

AR 6164.4 Instruction

**Identification And Evaluation Of Individuals For Special Education**

**Referrals for Special Education Services**

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

An initial Student Study Team (SST) meeting will be held to discuss and document recommended interventions. A second SST meeting will be held to show student's response to interventions.

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

**Initial Evaluation for Special Education Services**

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the primary native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment evaluation to be conducted
4. State that no individualized education program (IEP) will result from the assessment evaluation without parent/guardian consent

*(cf. 6159 - Individualized Education Program)*

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300. 504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, he/she has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class



observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting, and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by his/her parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)*

### **Parent/Guardian Consent for Evaluations**

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.500)

1. Has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (Education Code 56321, 56341.5; 34 CFR 300.300, 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

### Conduct of the Evaluation

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (Education Code 56344; 34 CFR 300.300, 300.301)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

### Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure

that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such AR 6164.4 (h)  
AR 6164.4 (h)

determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

If a determination is made that a student has a disability and needs special education and related services, an IEP ~~required as a result of an assessment~~ shall be developed within a total time not to exceed 50 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for ~~assessment~~ evaluation, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043; 34 CFR 300.306)

### Independent Educational Evaluation

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria that the district uses for a district-initiated evaluation. An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the district. Public expense means the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (Education Code 56329; 34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the

district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

### Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Regulation                      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

BP 6171 Instruction

**Title I Programs**

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

*(cf. 5149 - At-Risk Students)*

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

*(cf. 0420 - School Plans/Site Councils)*

The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

*(cf. 6020 - Parent Involvement)*

**Local Educational Agency Plan**

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

**Comparability of Services**



State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

### Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

*(cf. 6190 - Evaluation of the Instructional Program)*

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies,  
Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No  
Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and  
Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

No Child Left Behind: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

## AR 6171 Instruction

**Title I Programs****Schoolwide Programs**

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes. (20 USC 6312, 6314)

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

*(cf. 0420 - School Plans/Site Councils)*

A schoolwide program shall include: (20 USC 6314)

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6175 - Migrant Education Program)*

2. Schoolwide reform strategies that:

- a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
- b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6111 - School Calendar)*

*(cf. 6112 - School Day)*

(cf. 6177 - Summer School)

- c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

- d. Address how the school will determine if student needs have been met
- e. Are consistent with and designed to implement state and local improvement plans, if any

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

### 3. Instruction by highly qualified teachers

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

- 4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

### 5. Strategies to attract high-quality, highly qualified teachers to high-need schools

(cf. 4111 - Recruitment and Selection)

### 6. Strategies to increase parent involvement

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
8. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance

*(cf. 6179 - Supplemental Instruction)*

9. Coordination and integration of federal, state, and local services and programs

#### Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to students in grades 9-12 identified by the school as failing, or most at risk of failing, to meet the state's academic achievement standards on the basis of criteria established by the district and supplemented by the school. (20 USC 6315)

A targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic achievement standards expected for all students
2. Ensure that program planning is incorporated into existing school planning
3. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I
4. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
5. Provide instruction by highly qualified teachers
6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians who work with participating students
7. Provide strategies to increase parent involvement

## 8. Coordinate and integrate federal, state, and local services and programs

Participation of Private School Students

The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students. (20 USC 6320, 7881)

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319. (20 USC 6320, 7881)

The Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the district's Title I programs. Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of: (20 USC 6320, 7881; 34 CFR 200.63)

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The Superintendent or designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed by officials of each participating private school that consultation has occurred. (20 USC 6320)

*(cf. 3580 - District Records)*

(10/95 11/02) 8/06

Regulation      **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California



## **BP 6178.2 Instruction**

### **Regional Occupational Center/Program**

The Governing Board desires to provide opportunities for district students to receive specialized training and career technical skills through a regional occupational center or program (ROC/P) that prepares them for employment, advanced training, or postsecondary education.

*(cf. 6112 - School Day)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.1 - Work Experience Education)*

### **Multidistrict Joint-Powers Agreement**

The district shall jointly operate an ROC/P with one or more other school districts in accordance with the terms of a joint powers agreement (JPA). The Board shall select one or more members of the Board to represent the district on the governing board of the ROC/P. (Education Code 52301, 52310.5)

Board members selected to represent the district on the governing board of the ROC/P shall communicate to that body the district Board's positions on matters pertaining to ROC/P program development, budget adoption, program evaluation, and other issues as directed by the Board.

When specified in the JPA, the district may provide teachers, student support services, facilities, or other services to students enrolled in the ROC/P.

The Superintendent or designee shall maintain effective communications with the administrator and staff of the ROC/P and shall ensure that the district is fulfilling its responsibilities as delineated under the JPA.

### **Student Eligibility and Participation**

To enroll in the ROC/P on a part-time or full-time basis, a district high school or adult student must have his/her admittance approved by the ROC/P based on a determination that he/she will benefit from the program. To be eligible, a student must be at least 16 years of age, unless he/she meets one of the conditions specified in Education Code 52314. (Education Code 52314, 52314.5, 52315)

*(cf. 5147 - Dropout Prevention)*

*(cf. 6200 - Adult Education)*

Adult students may have access to ROC/P classes offered on high school campuses during the school day.

A student who is attending an ROC/P may be exempted from the district's full-time compulsory continuation education program and/or physical education in accordance with law, Board policy, and administrative regulation. (Education Code 48410, 52316)

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 6142.7 - Physical Education)*

*(cf. 6184 - Continuation Education)*

Credits earned from courses completed in an ROC/P may be applied toward fulfillment of high school graduation course requirements. (Education Code 51225.3, 52310)

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

### Student Services

The district may provide or arrange for transportation to the ROC/P in accordance with law, Board policy, and administrative regulation.

*(cf. 3250 - Transportation Fees)*

*(cf. 3260 - Fees and Charges)*

*(cf. 3541 - Transportation Routes and Services)*

The district's academic counseling program shall be designed to increase students' awareness of available educational options aligned with their career goals, including, as appropriate, career technical programs offered through the ROC/P.

*(cf. 6164.2 - Guidance/Counseling Services)*

### Legal Reference:

#### EDUCATION CODE

1205 Classification of counties

37223 Weekend classes

39807.5 Transportation to ROC/P, parent/guardian payment

41850 Transportation to ROC/P, apportionments

44910 Permanent employment status; preclusion of ROC/P service

46140 Attendance credit

46300 Computation of average daily attendance

48410 Exemption from compulsory continuation education

48430-48433 Continuation education, ROC/P classes

51225.3 Requirements for graduation

52300-52335.6 Regional occupational centers/programs

52378 Supplemental school counseling program, grades 7-12

60850-60859 High school exit examination

60900 California longitudinal student achievement data system

#### GOVERNMENT CODE

6500-6536 Joint powers agreements

LABOR CODE

3368 Workers' compensation, responsibility in jointly operated ROC/P

UNEMPLOYMENT INSURANCE CODE

15037.1 Education and job training, performance accountability

CODE OF REGULATIONS, TITLE 5

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6319 Highly qualified teachers

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Regional Occupational Centers and Programs Operations Handbook March 2008

Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

WEB SITES

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs:

<http://www.carocp.org>

California Department of Education, ROC/P: <http://www.cde.ca.gov/ci/ct/rp>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

7/08

Policy

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

Adopted: December 13, 2011

King City, California

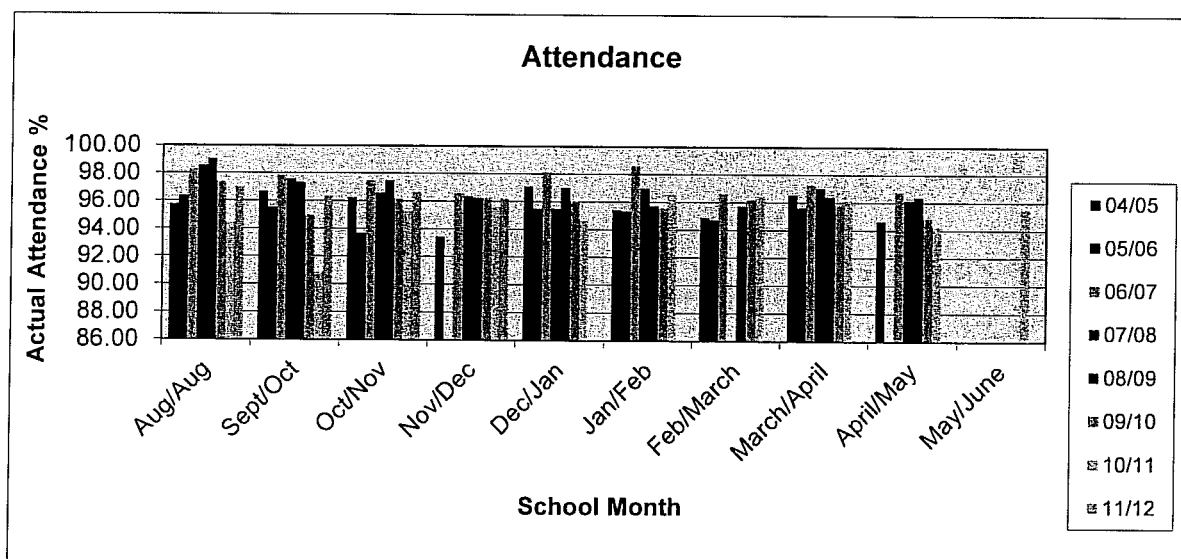
# KING CITY HIGH SCHOOL

Bruce Corbett  
Monthly School Statistics  
10/24/2011 - 11/18/2011

## SCHOOL ATTENDANCE PERCENTAGES

School Month                      04/05    05/06    06/07    07/08    08/09    09/10    10/11    11/12

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
<b>Aug/Aug</b>	95.80	96.40	98.30	98.60	99.08	97.40	94.49	97.07
<b>Sept/Oct</b>	96.70	95.55	97.89	97.60	97.37	95.00	90.90	96.40
<b>Oct/Nov</b>	96.27	93.71	97.52	96.62	97.53	96.20	95.35	96.73
<b>Nov/Dec</b>	93.47		96.63	96.41	96.31	96.30	95.65	96.25
<b>Dec/Jan</b>	97.15	95.51	98.20	95.53	97.06	96.10	94.72	
<b>Jan/Feb</b>	95.43	95.37	98.65	97.03	95.76	95.60	96.65	
<b>Feb/March</b>	94.93	94.76	96.70		95.80	96.20	96.54	
<b>March/April</b>	96.60	95.66	97.36	97.08	96.47	95.90	96.23	
<b>April/May</b>	94.70		96.81	96.19	96.44	94.90	94.32	
<b>May/June</b>							95.59	
<b>Year Average</b>	<b>95.67</b>	<b>95.28</b>	<b>97.56</b>	<b>96.88</b>	<b>96.87</b>	<b>95.96</b>	<b>95.04</b>	<b>96.61</b>

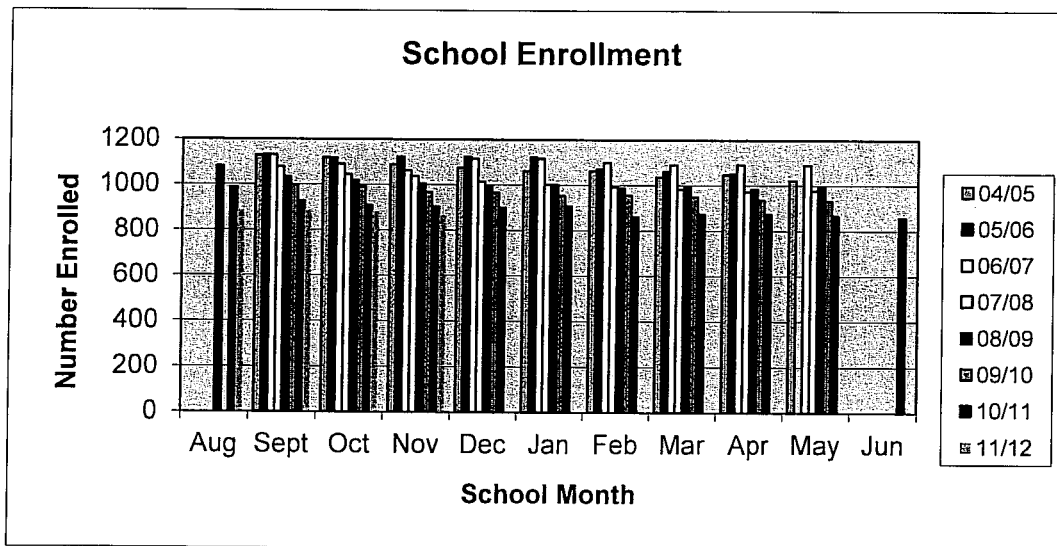


# KING CITY HIGH SCHOOL

Bruce Corbett  
Monthly School Statistics  
November 2011

## SCHOOL ENROLLMENT

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
<b>Aug</b>					1080		988	891
<b>Sept</b>	1127	1132	1130	1077	1033	997	928	891
<b>Oct</b>	1118	1117	1090	1044	1019	991	907	887
<b>Nov</b>	1089	1123	1063	1038	1004	967	903	871
<b>Dec</b>	1075	1123	1114	1014	998	966	901	
<b>Jan</b>	1062	1121	1116	1002	1002	953	908	
<b>Feb</b>	1062	1070	1099	992	988	956	861	
<b>Mar</b>	1036	1060	1090	982	992	949	873	
<b>Apr</b>	1048	1051	1091	972	985	936	873	
<b>May</b>	1022		1089	977	992	932	867	
<b>Jun</b>							858	
<b>Year Average</b>	<b>1071</b>	<b>1100</b>	<b>1098</b>	<b>1011</b>	<b>1009</b>	<b>961</b>	<b>897</b>	<b>885</b>

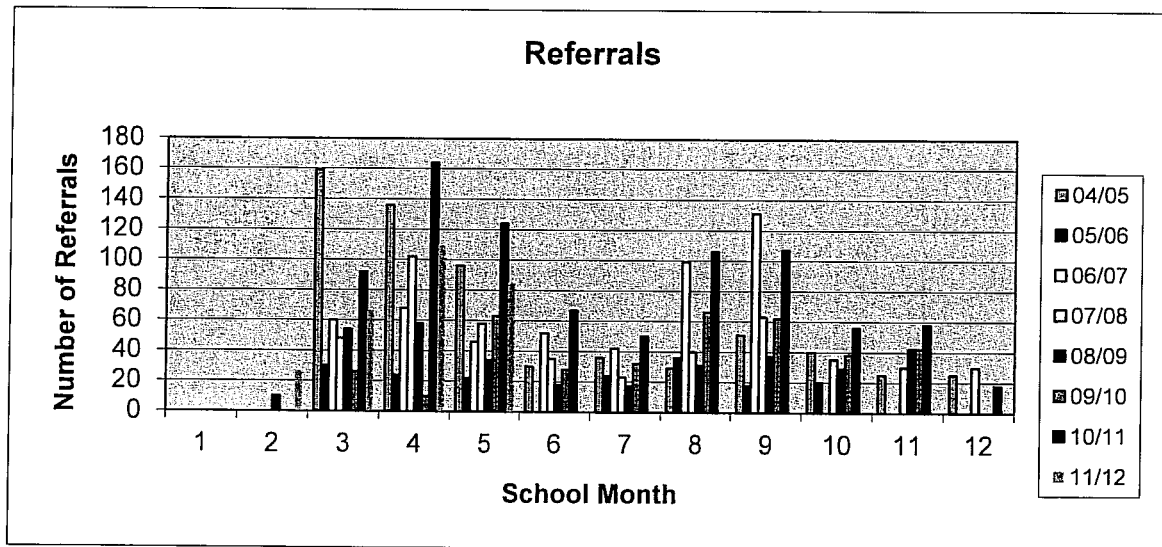


# KING CITY HIGH SCHOOL

Bruce Corbett  
Monthly School Statistics  
November 2011

## REFERRALS

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
<b>Aug</b>					10			27
<b>Sept</b>	159	30	60	48	54	26	92	67
<b>Oct</b>	136	24	68	102	58	10	164	110
<b>Nov</b>	96	22	46	58	34	63	124	85
<b>Dec</b>	30		52	35	18	28	67	
<b>Jan</b>	36	24	42	23	17	32	50	
<b>Feb</b>	29	36	99	40	31	66	106	
<b>Mar</b>	51	18	131	63	37	62	107	
<b>Apr</b>	40	20		35	29	38	56	
<b>May</b>	25			30	42	42	58	
<b>Jun</b>	25			30			18	
<b>Year Average</b>	<b>63</b>	<b>25</b>	<b>71</b>	<b>46</b>	<b>33</b>	<b>41</b>	<b>84</b>	<b>72</b>



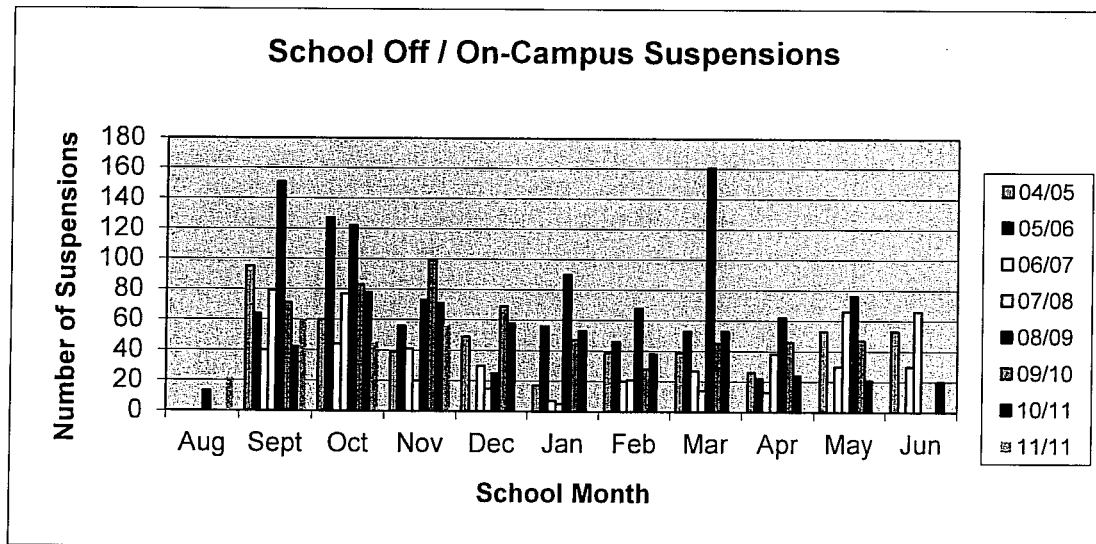
# KING CITY HIGH SCHOOL

Bruce Corbett  
Monthly School Statistics  
November 2011

## SCHOOL OFF / ON-CAMPUS SUSPENSIONS

School Month      04/05   05/06   06/07   07/08   08/09   09/10   10/11   11/11

Aug					13			22
Sept	95	64	40	79	151	71	42	61
Oct	60	127	44	77	122	83	78	46
Nov	39	56	41	20	73	99	71	57
Dec	49		30	15	25	69	58	
Jan	17	56	7	5	90	47	53	
Feb	39	46	20	21	68	28	38	
Mar	39	53	27	14	161	45	53	
Apr	26	22	13	38	62	46	24	
May	53		30	66	76	47	21	
Jun	53		30	66			20	
Year Average	47	61	28	40	84	59	46	47



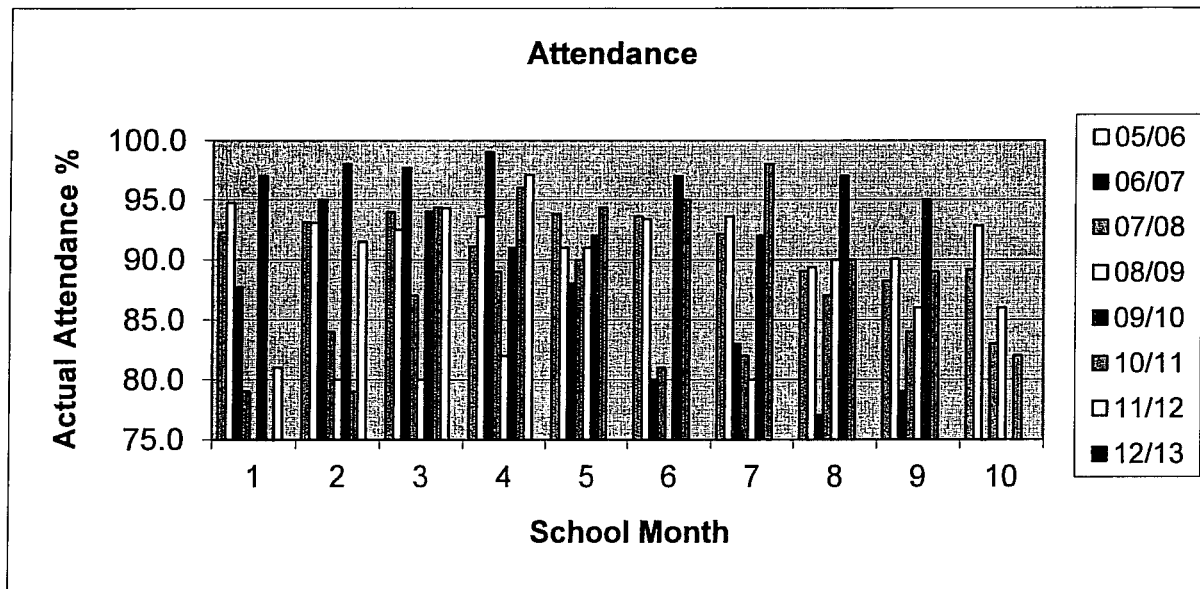
# PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal  
Monthly School Attendance Report  
School Year 2011-12  
Month #4

## SCHOOL ATTENDANCE PERCENTAGES

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
1	92.2	94.8	87.7	79.0	71.0	97.0	72.3	81.0	
2	93.1	93.1	95.0	84.0	80.0	98.0	79.0	91.5	
3	94.0	92.5	97.7	87.0	80.0	94.0	94.4	94.3	
4	91.1	93.6	99.0	89.0	82.0	91.0	96.0	97.1	
5	93.8	91.0	88.0	90.0	91.0	92.0	94.4		
6	93.6	93.4	80.0	81.0	72.0	97.0	95.0		
7	92.1	93.6	83.0	82.0	80.0	92.0	98.0		
8	89.0	89.4	77.0	87.0	90.0	97.0	90.0		
9	88.2	90.1	79.0	84.0	86.0	95.0	89.0		
10	89.2	92.8	69.0	83.0	86.0		82.0		
Average	91.64	92.42	85.54	84.60	81.80	94.78	72.30	90.98	

\*\* 04/05 - 09/10 Stats are from CBHS





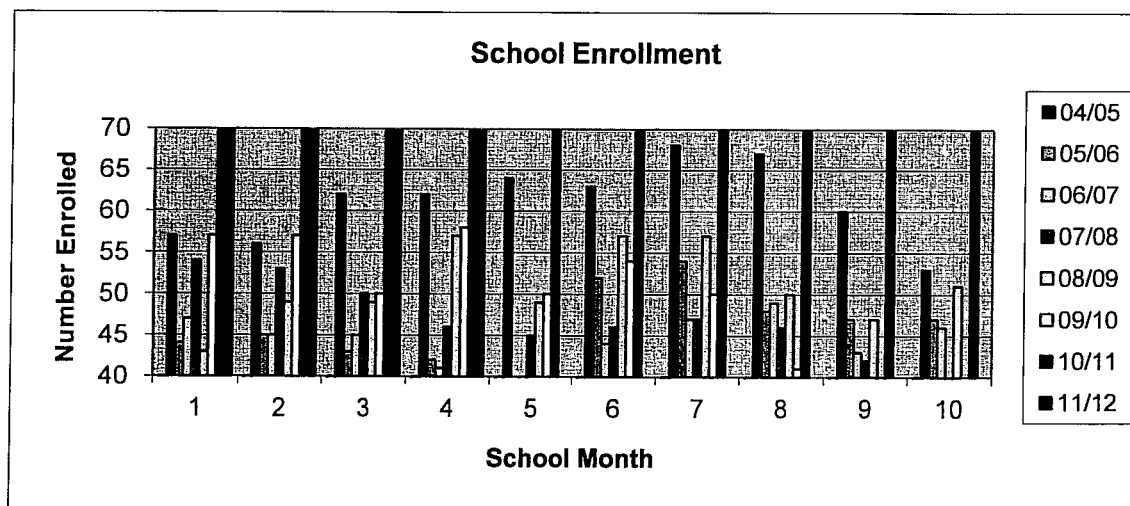
# PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal  
Monthly School Attendance Report  
School Year 2011-12  
Month #4

## SCHOOL ENROLLMENT

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
1	57	44	47	54	43	57	81	102	
2	56	45	45	53	49	57	91	91	
3	62	43	45	50	49	50	99	123	
4	62	42	41	46	57	58	99	124	
5	64	40	38	45	49	50	89		
6	63	52	44	46	57	54	122		
7	68	54	47	47	57	50	118		
8	67	48	49	46	50	41	113		
9	60	47	43	42	47	38	112		
10	53	47	46	38	51		106		
Average	61	46	45	47	51	51	81	110	

\*\* 04/05 - 09/10 Stats are from CBHS



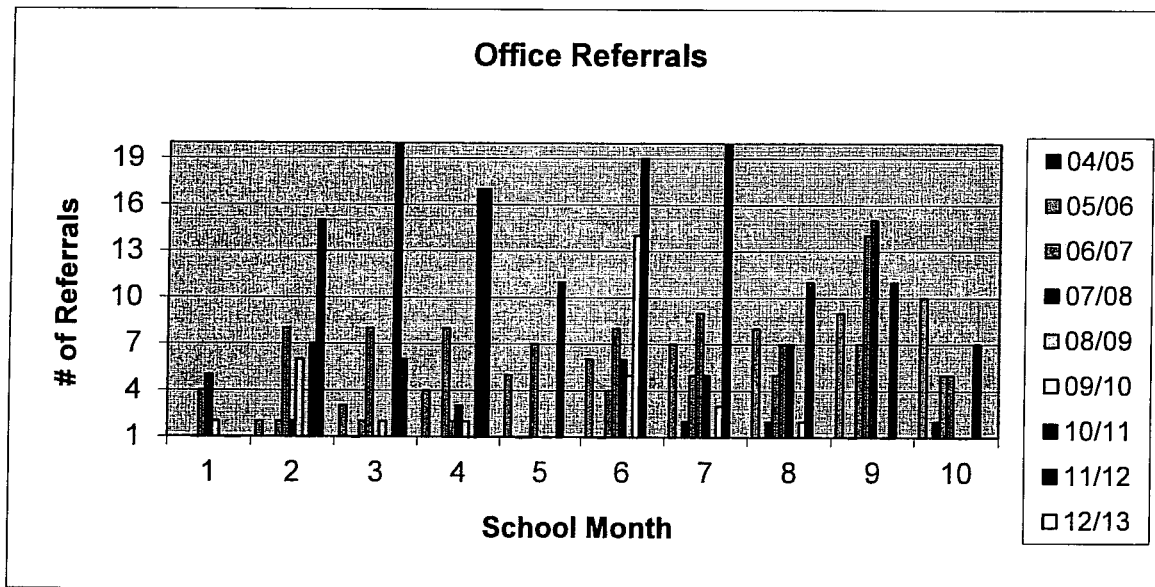
# PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal  
Monthly School Attendance Report  
School Year 2011-12  
Month #4

## OFFICE REFERRALS

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
1	1	0	4	5	2	1	0	0	
2	1	2	8	2	6	0	7	15	
3	0	2	8	1	2	1	33	6	
4	1	8	2	3	2	0	17	17	
5	0	0	7	1	0	1	11		
6	0	4	8	6	5	14	19		
7	2	5	9	5	1	3	26		
8	2	5	7	7	1	2	11		
9	0	7	14	15	1	0	11		
10	2	5	5		0		7		
Average	1	4	7	5	2	2	14	10	

\*\* 04/05 - 09/10 Stats are from CBHS





# **GREENFIELD HIGH SCHOOL**

James Goddard, Principal

Monthly School Statistics

November 2011

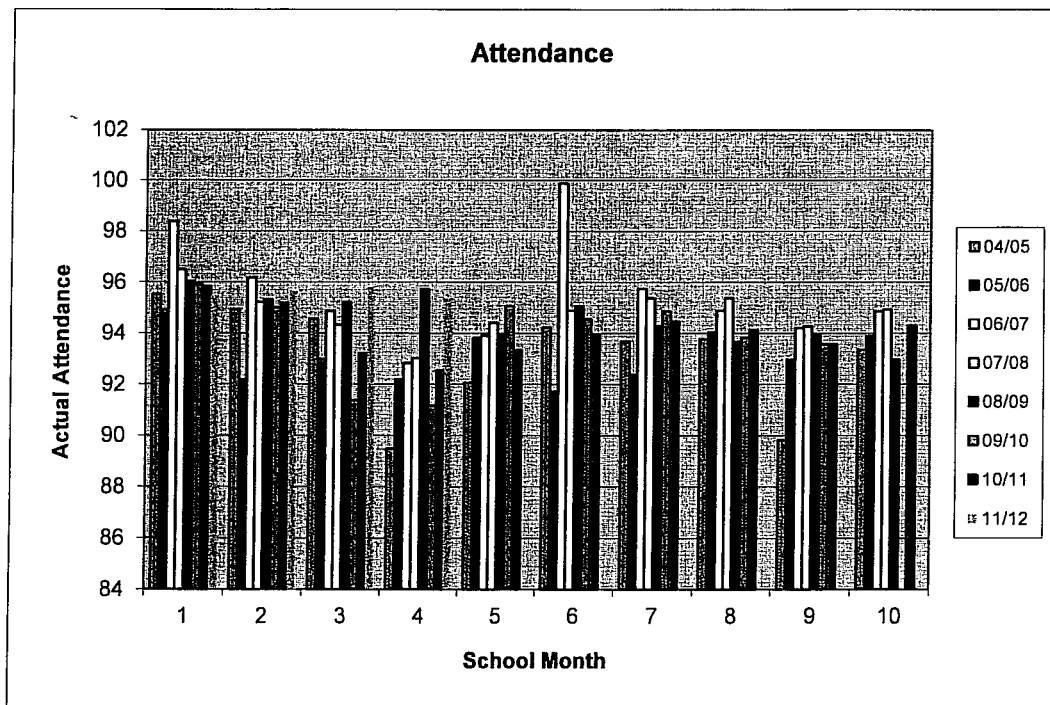
## **School Attendance Percentages**

School Month

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	95.52	94.91	98.36	96.49	96.03	95.92	95.82	95.51
2	94.92	92.17	96.17	95.21	95.31	95	95.16	95.70
3	94.55	92.98	94.86	94.31	95.21	91.37	93.21	95.85
4	89.47	92.18	92.83	93.02	95.72	91.17	92.55	95.41
5	92.06	93.8	93.89	94.40	93.95	95.06	93.34	
6	94.23	91.71	99.87	94.89	95.06	94.55	93.95	
7	93.69	92.39	95.75	95.38	94.28	94.86	94.47	
8	93.77	94.04	94.88	95.38	93.67	93.82	94.13	
9	89.82	92.95	94.20	94.26	93.95	93.56	93.57	
10	93.35	93.88	94.85	94.92	92.97		94.3	

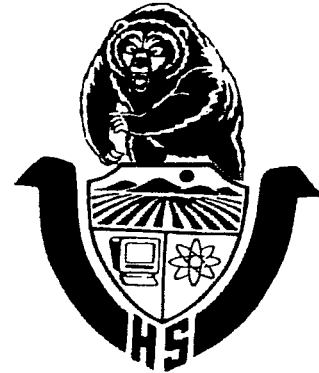
**Average**

93.14	93.10	95.57	94.83	94.62	93.92	94.05	95.62
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# GREENFIELD HIGH SCHOOL

James Goddard, Principal  
Monthly School Statistics  
November 2011



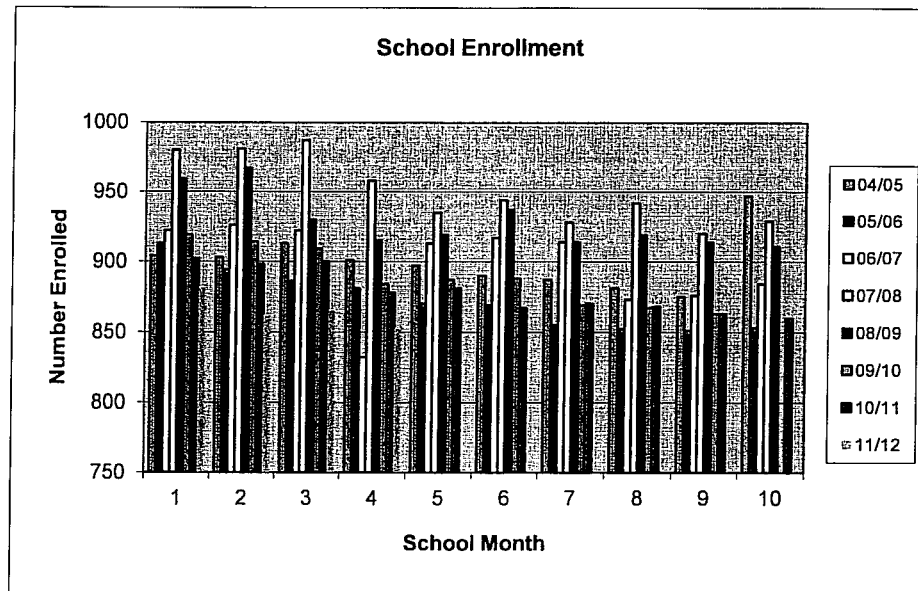
## School Enrollment

School Month

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	904	913	922	980	959	919	902	882
2	903	894	926	981	967	914	898	862
3	913	886	922	987	930	909	900	866
4	901	881	832	958	915	884	878	853
5	897	870	913	935	919	887	881	
6	890	869	917	944	937	888	867	
7	887	855	914	928	914	869	870	
8	881	852	873	942	919	867	868	
9	875	851	876	920	914	863	863	
10	947	853	884	929	911		860	

**Average**

899.8	872.4	897.9	950.4	928.5	888.889	878.7	865.75
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# GREENFIELD HIGH SCHOOL

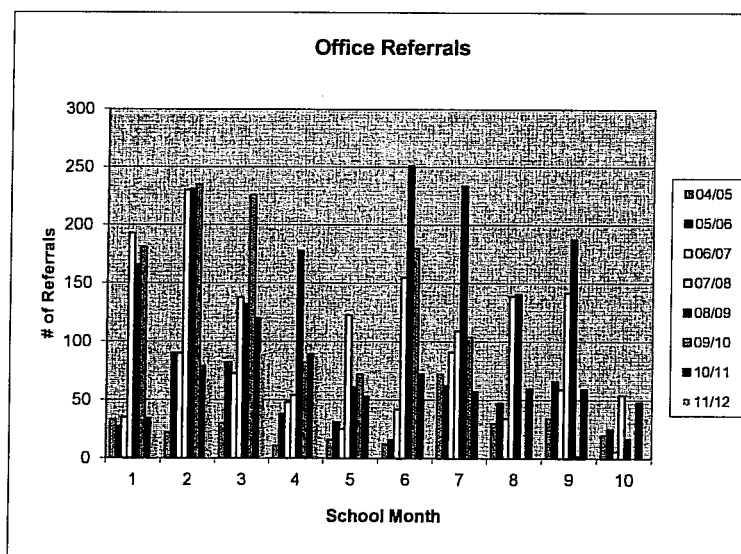
James Goddard, Principal

Monthly School Statistics

November 2011

## Office Referrals

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	33	27	35	193	166	181	34	21
2	22	90	90	230	231	235	79	69
3	30	82	73	138	132	226	120	90
4	11	38	48	54	178	82	89	89
5	16	31	25	123	61	72	53	
6	12	16	42	155	251	180	72	
7	72	62	91	109	234	104	57	
8	30	47	34	139	141	0	60	
9	34	66	59	142	188	2	59	
10	20	25	6	54	17		48	
<b>Average</b>	28	48.4	50.3	133.7	159.9	120.222	67.1	67.25





## GREENFIELD HIGH SCHOOL

James Goddard, Principal

Monthly School Statistics

November 2011

### Off Campus Suspensions

School Month

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	4	10	11	24	20	9	8	12
2	6	22	17	20	16	19	10	28
3	12	25	15	24	15	26	35	17
4	1	30	11	3	12	23	28	21
5	1	19	9	7	2	10	27	
6	3	17	13	15	12	26	36	
7	22	47	10	8	22	24	37	
8	13	35	4	7	4	3	25	
9	17	16	19	14	18	17	27	
10	17	19	7	4	12		24	

Average

9.6	24	11.6	12.6	13.3	17.4444	25.7	19.5
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