

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

Wednesday, January 11, 2012

Greenfield High School Library
225 S. El Camino Real
Greenfield, CA 93927

BOARD OF EDUCATION

Mike Foster – President
Debra McAlahney-Dodson - Clerk
Paulette Bumbalough – Member
Raul Rodriguez – Member
Bob White – 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 Secretaría 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
- E. Student Matters – Transfers/Discipline
 - Recommendation to Expel Student #06:11/12
 - Recommendation to Expel Student #11:11/12

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

- E. 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 específico entonces habráun limite de 20 minutos en total para cada asunto.

- F. REPORT FROM STATE ADMINISTRATOR
- G. STUDENT BOARD MEMBER REPORT
- H. BOARD MEMBER COMMENTS
- I. EMPLOYEE ORGANIZATIONS
- J. CONSENT AGENDA
 - 1. Approval of Minutes: December 13, 2011 and December 19, 2011 (Pages 1-12)
 - 2. Approval of the Donation from the Guidry Foundation to King City High School (**Linda Grundhoffer, CBO**) (Pages 13-15)
- K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS
- L. INFORMATION ITEMS
 - 1. Cash Flow Report from July 1, 2011 through December 31, 2011 (**Linda Grundhoffer, CBO**) (Pages 16-18)
 - 2. Revenue and Expenditure Report from July 1, 2011 through December 31, 2011 (**Linda Grundhoffer, CBO**) (Pages 19-39)
 - 3. Federal Program Monitoring Update (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**)
 - 4. Board Policies (First Reading) (**John Bernard, Ed.D., State Administrator**) (Pages 40-59)
 - BP 2121 – Superintendent’s Contract
 - AR 3515.6 – Criminal Background Checks for Contractors
 - BP 4119.1 – Civil and Legal Rights
 - BP 4119.23 – Unauthorized Release of Confidential/Privileged Information
 - BP 5021 – Noncustodial Parents
 - AR 5111.12 – Residency Based on Parent/Guardian Employment
 - AR 5112.2 – Exclusions from Attendance
- M. ACTION ITEMS
 - 1. Approval of School Accountability Report Card (SARC) (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**) (Pages 60-143)
 - 2. Approval of Advanced Algebra with Financial Applications Course (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**) (Pages 144-163)
 - 3. Board Policy (Second Reading) (**John Bernard, Ed.D., State Administrator**) (Pages 164-313)
 - 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
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 – Selection and Evaluation of Instructional Materials
BP 7310 – Naming of Facility
BB 9150 – Student Board Members

N. SCHOOL REPORTS/UPDATES (Pages 314-324)

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

O. FUTURE AGENDA ITEMS/MEETING DATES

January 16, 2012 – Board CSBA Training at the District Office
January 18, 2012 – Community Forum Meeting at Greenfield High School Student Union
January 19, 2012 – Community Form Meeting at King City High School Cafeteria
February 8, 2012 – Regular Board Meeting at the District Office
February 22, 2012 – Board Study Session at the District Office

P. SIGNING OF PAPERS

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

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

Minutes

BOARD OF EDUCATION

Mike Foster – President - Present
Debra McAlahney-Dodson – Clerk - Present
Paulette Bumbalough – Member - Present
Raul Rodriguez – Member - Present
Bob White – Member - Present

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS
Arturo Siguenza, Greenfield HS

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION: 5:25 PM

Call to Order

Mike Foster called the meeting to order at 5:30 PM.

Public Comments

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There were not any comments from the public. The Board convened to closed session.

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster said there was no action to report from closed session.

Approval of Agenda

BP/AR 5121 will be pulled from this agenda and included on the January 11, 2012, agenda as a first reading.

ANNUAL ORGANIZATIONAL MEETING

Swearing in of Elected/Appointed Board Members: Paulette Bumbalough, Mike Foster, and Bob White

Dr. Bernard administered the oath-of-office to Paulette Bumbalough, Mike Foster, and Bob White as elected/appointed Board Members.

Election of Board President

Raul Rodriguez nominated Mike Foster to continue the position as Board President, Mr. Rodriguez said he feels it is important to keep consistency for the communication plan. Bob White seconded the nomination. There were no other nominations.

Mike Foster accepted the position.

Dr. Bernard approved the nomination and election.

Election of Clerk of the Board

Mike Foster nominated Debra McAlahney-Dodson as Clerk of the Board. He said she was an important player in establishing the communication plan. Raul Rodriguez seconded the nomination. There were no other nominations.

Dr. Bernard approved the nomination and election.

Election of Board Representative to ROP

Raul Rodriguez asked what role the Board member plays and how often they meeting. Dr. Moirao responded, they meet every other month at one of the districts who participate in ROP.

Bob White nominated Paulette Bumbalough, Raul Rodriguez seconded the nomination. Ms. Bumbalough asked if this was only for our district. Dr. Bernard responded every district who is part of the ROP participates. Dr. Moirao said he as well as our board representative will each have a vote in decision making.

Dr. Bernard approved the nomination. There were no other nominations.

Election of Board Representative to the Monterey County School Boards Association (MCSBA)

Dr. Bernard said the Board members represent each district in the county. The organization provides training for Board members during the course of the year. Raul Rodriguez said the meetings were sporadic last year due to schedule conflicts. He added, it is a good way to network with other district.

Paulette Bumbalough nominated Bob White, Raul Rodriguez seconded the nomination, there were no other nomination.

Dr. Bernard approved the nomination and election.

Adoption of Board Policies and Bylaws for 2012

Dr. Bernard said this will allow the district to continue to adopt board policies and by-laws for the year.

Dr. Bernard approved adoption of Board Policies and Bylaws for 2012.

Determine Dates, Times and Locations of the 2012 Regular Board Meeting

Dr. Bernard said there is a listing of the 2012 Board meetings. If emergencies arise a date may be changed or added.

Dr. Bernard approved the dates of the 2012 Board meetings.

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There were not any comments from the public.

Report from State Administrator

Dr. Bernard said he would like to acknowledge the Board members who have been elected and appointed in lieu of the election.

Dr. Bernard distributed a Board Bylaws binder to the new Board members Paulette Bumbalough and Bob White.

Dr. Bernard distributed visitation logs to the Board. Dr. Bernard recommended, as Board members visit classrooms, during the course of the year, to log the date they made the visit. He said this will assist FCMAT when they conduct their next review. He requested Board members inform the site administrator when they will be observing a class. Raul Rodriguez recommended contacting each other; two Board members may be attending at the same time.

Dr. Bernard said the Board study session scheduled for January 24 will be moved to another day. In the Board Friday Update he will be including a questionnaire with topics asking the Board to rank in according of preference.

There had been a Board Governance Training scheduled for January 16 and January 17. A Board member was unable to attend one of the sessions due to a prior commitment. Dr. Bernard asked the Board if they would be willing to have the two days combined on January 16.

Mike Foster said it may depend on the topic. It is sometimes difficult to keep focused for 5 or 6 hours. Dr. Bernard said this would be much like the 2 day Master in Governance training the Board had over a Friday and Saturday in San Jose. Dr. Bernard added this would bring the new Board members up to speed with the rest of the Board.

The Board agreed to the one day session on January 16, 2012. Dr. Bernard said he would contact Leslie DeMersseman.

Dr. Bernard said the District will be experiencing the "triggers" from the state's budget issues, which will result in more cuts to districts. There are several action items, for this evening, to eliminate a paraeducator position and the elimination of a transportation route at Greenfield High School. These may be the start for other cuts the district will need to make. The district will have to absorb \$300,000; this is the amount we will not be receiving from the state.

The question was asked about some of the items the governor is proposing to cut through his initiative. The response was there has to be enough signatures to get all of the initiatives on the ballot.

Student Board Member Report

The student board member was not present.

Board Member Comments

Raul Rodriguez said the bakery will be sponsoring a half page in the local newspapers and asked the Board members to submit a short bio on themselves, he will also include the Board member picture. He felt this would be a way for the community to get to know the Board and to assist in the district communication plan.

Vista Verde Elementary school received an SIG grant in the amount of \$2-\$3M. He has observed some of the things they have done with the money, and it is very impressive. They have increased their testing points by 33 this year. They now have coaches, working with benchmark data, and parathion boards have been installed in classrooms.

Bob White thanked everyone for welcoming him on the Board.

Paulette Bumbalough said she hoped to do a good job as a Board member and asked to have patience with her and her questions. She has a commitment to education, education is her passion.

Raul Rodriguez said he is impressed with the Board, and excited for now and future years and happy to be part of the Board.

Mike Foster said he has a daughter at King City High School and appreciates the challenges she is being presented.

Employee Organizations

There were not any comments.

Consent Agenda

1. Approval of Minutes: November 16, 2011, November 17, 2011, and December 7, 2011
2. Approval of Personnel Report Dated December 13, 2011
3. Approval of Williams Quarterly Report
4. Approval of KCHS Students Attending the Prom on April 21, 2012 in Alameda on a Yacht
5. Approval of Amended and Restated Joint Powers Agreement for Mission Trails ROP
6. Approval of Resolution 12:11/12 Designating Authorized Agent to Sign School Orders
7. Approval of Monterey and San Benito Counties Property and Liability JPA Agreement and By-Laws
8. SES Contracts for Greenfield and King City High School
9. Approval of Revised Resolution 19:10/11 To Clarify Name Change to South Monterey County Joint Union High School District
9. Approval for the KCHS Cheerleaders to attend Various Cheerleading Competitions
10. Approval for the KCHS Wrestling Team Over Night Trips

There were not any questions regarding items on the consent agenda. Dr. Bernard approved the consent agenda.

Consent Items Removed for Comment/Questions

None

INFORMATION ITEMS

Review of School Site Single Plans

Dr. Moirao said this item was on the November board agenda as an action item. The Board requested it be included on this agenda for further discussion.

Mike Foster said he appreciated the uniformity of the reports. It made it much easier to review. One area he noticed a difference was the goals. One of the reports showed specific goals and how they related to WASC.

Mr. Foster suggested including an appendix and have the goals listed on a single sheet. This way it would be easier to determine if the goals are being met and possible a date the goals are expected to be achieved.

Mike Foster said, on page 93 of the Greenfield High School Single Plan, it mentions goals and improving school wide math achievement as well as diagnostic results. Mr. Foster inquired what the difference was.

Ms. Janet Sanchez-Matos said the difference is 8th graders are given a diagnostic test and then when they have been enrolled as 9th graders they are given another test to measure their growth to see how students are improving. There is a pre and post test given rather than waiting for the state testing.

Dr. Moirao added the Student Services Coordinator will review the student results to determine if they should be placed in a different class. This is a result of the diagnostic testing.

Paulette Bumbalough asked the reference for the single plan. Dr. Moirao said each comprehensive site has their own plan. We as the LEA have to follow the plan since we receive Title I, II, and III funding.

Paulette Bumbalough asked if the goals and action plans are the ones WASC addressed. Janet Sanchez-Matos said the goals are a comprehensive list. She added there is a notation if it had been a recommendation from WASC.

Janet Sanchez-Matos said the School Site Council reviews the goals when requests are made to use funding to make sure they fall into a goal category. The goal is to reduce the achievement gap and the how the money is utilized to reduce the gap.

Janet Sanchez-Matos added the schools will be having a WASC review and it will be important for the reviewing team to see how goals have been achieved.

Paulette Bumbalough asked who the WASC participants were. The response was faculty, administration, parents, and community.

Mike Foster said on page 135 of the board packet, he feels a comma after historically speaking, should be added under the science goal. Historically speaking, students taking earth science to clarify the sentence.

Raul Rodriguez said if we pay attention to the goals will we be ready for the WASC visit. The response was yes.

Mike Foster suggested, if all of the goals are listed in one location, it will be easier to reference them and determine if they are being met. He felt this would be a good reference tool for the Board as well.

Mike Foster said on page 151 of the board packet King City High School mentions USA Test Prep which had been purchased and asked how this was used. The response was the teachers can develop benchmarks as a result of testing.

Bob White suggested on page 29 under #19 Fiscal Support the last paragraph should be rewritten to reflect the board as an advisory capacity or advisor.

Mike Foster said there are great tool for the Board and thanked everyone who worked on the plans.

Supplemental Educational Services Application

Dr. Moirao said at the November board meeting he had mentioned an SES application would be submitted. Attached is the actual application which was sent to the state. We are now waiting to see if the application will be accepted. If approved we will be able to provide the services at a cheaper rate, since our staff would be paid on an hourly basis for the services, rather than out sourced. The remaining money would go directly into the sites.

Board Policies (First Reading)

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
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BP/AR 5121 – Grades/Evaluation of Student Achievement
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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

Dr. Bernard said these policies are presented as a first reading, excluding BP/AR 5121 which is being brought back at the January 11, 2012 board meeting as a first reading.

Paulette Bumbalough inquired about the board policies.

Dr. Bernard said when he arrived in the district some polices were 10 or more years old. As of this board meeting the mandated polices have all been reviewed and updated. CSBA continuously updates the laws. The district was not current in their policies. It is important to have current policies because in the event of a lawsuit, and if an old policy was being used, the district would be at a disadvantage. There are some conditional policies which have not been updated, because they do not apply to our District.

Paulette Bumbalough inquired how the staff was kept informed of the updates. Dr. Bernard said, each month in the payroll letter to staff, he references the policies which had been updated at the board meetings, as they are approved they are included on our website, and administration is constantly asking for clarification.

ACTION ITEMS

Approval of First Interim Report

Linda Grundhoffer said districts are required to file two reports during the course of the year, we are required to file a third interim report as a result of the loan. This report is based on information as of October 31. In this report the revenues and expenses have been updated, we are pretty much on target. Page 427 reflects the cash flow. At this point we will have a positive ending balance for this school year and the next. We have had to draw \$2M on the loan.

Mike Foster asked how much money we had left on the loan. Ms. Grundhoffer responded \$2.5M.

Ms. Grundhoffer noted, page 432 reflects the multi-year projection which shows the district will have a 3% reserve for 2 years but will be deficit spending for the 2013-14 school year.

Paulette Bumbalough asked what the minimum reserve percentage was. Ms. Grundhoffer responded 3%, but some districts have more.

The question was asked if the budget cuts, which the state is proposing, are reflected in this report. Ms. Grundhoffer responded no, that information would be included in the second interim report.

Dr. Bernard said we will not know what the cuts will be yet, it will depend on the governor and legislator votes. He added we are asking for forgiveness on the loan, which means a proposal is being presented asking for a percentage reduction on the loan. This district is paying a higher percentage than any other district.

Dr. Bernard approved the first interim report.

Approval of Use of Developer Fees

Linda Grundhoffer said school districts are required by law to annually report the revenue and expenses of the Capital Facilities Fund. We had not paid the feeder elementary districts for the amount they were entitled to for several years. Last year she reimbursed those districts the amount they were entitled to. There is a large balance, but we now have several portables being leased at Greenfield High School for which we can no longer pay with deferred funds, they will be paid for out of the developer funds.

The question was asked the length of time for the loan on the portables, the response was 18 years.

Dr. Bernard approved the use of developer fees.

Approval of Community Relations and Communications Plan

Dr. Bernard said he had one additional item to share with the board. At the November board meeting it was mentioned having El Sol publish the article from the Board. The newspaper was contacted; they saw the article as an advertisement and requested \$425 for the article.

Dr. Bernard asked the Board what they would like him to do. He added the local newspapers printed the article at no charge.

The question was asked how frequently the newspaper is published. The response was once a week. The question was asked how widely it is read. Mr. Rodriguez responded it is a popular newspaper. Dr. Bernard noted the articles seem to come from other newspapers.

The consensus of the Board was not to pay to have it published.

Dr. Bernard said the communication plan has been worked on for a number of months and is a living document. It will be updated as needed as new ideas or changes come along. We want to approve the plan so it can be implemented then it can be refined.

Mike Foster said the plan has been a long time coming; the district and Board have been busy putting fires out. This is now an indication we are catching up in areas including board policies. It is important to address the issues and goals.

Paulette Bumbalough inquired about the plan and the Board's role. Mike Foster said there was a lack of good communication with the community and parents. Accurate information was not always being shared. It is important to communicate with the public and keep them aware of changes or issues.

Dr. Bernard approved the community relations and communication plan.

Approval of 2012-2013 School Calendar

Dr. Bernard said the teacher's organization had reviewed and approved the calendar for the next school year. He acknowledged Mr. Munoz and the organization for approving the calendar months ahead of time. The requirement is to have a calendar approved by May 1. All of the feeder districts had been advised of the calendar and informed it was anticipated having it approved by the winter break.

Paulette Bumbalough asked if there was any thought having the calendar done a year in advance or a multi-year calendar. Dr. Bernard said that would be discussed when negotiations open again.

Raul Rodriguez asked how many Monday's the students are off. Dr. Bernard said they have been strategically placed on the calendar. The teacher's association requested the testing take place before the winter break, so the students would not lose a week of instruction, as in the past. As a result they suggested the 5 days be dispersed throughout the year.

Dr. Bernard added this allows staff to make appointments on those Monday's school will not be in session to take care of personal issues; as a result there would be less need for substitute teachers.

Mr. Rodriguez asked if it was the trend to start school the first of August. Dr. Bernard responded more and more districts are doing it. It allows bring closure to the semester before the winter break.

It was noted some families travel during winter break and do not return until a week after the break, with this change it would allow the student to make up the work by June.

Paulette Bumbalough asked if these Mondays were based on an academic decision. The response was, it was based in lieu of a week break in October. The decision was to distribute the 5 days over Mondays. There have been a few questions from parents regarding the decision.

Dr. Bernard approved the 2012-2013 school calendar.

Approval of Resolution #11:11/12 Layoff of Classified Staff – Severe Needs Paraeducators

Dr. Moirao said there is a need for three fewer special education paraeducators based on students leaving at the end of this semester. This resolution allows the district to move forward with the layoffs of these positions and notifying the affected personnel.

Dr. Bernard approved Resolution #11:11/12

Board Policy (Second Reading)

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

Dr. Bernard approved the second readings.

SCHOOL REPORTS/UPDATES

King City High School,

Bruce Corbett said the semester is nearing an end. They are looking forward to the benchmark test results, which should be ready at the end of January. Last week the section FFA competition took place. Baily Rusconi placed in the top 10 for the regionals.

School wide they are trying to change the culture of the learning community. The focus is on staff development, there are web based sites and 1800 videos which will benefit teachers in the classroom. It is exciting to bring this on campus.

Mr. Corbett said King City High School did receive the full \$20,000 grant from the Chevron Corporation. It will go to the Robotics Club and for the purchase of new robots. They will also expose students to outside career paths. Charter buses will transport students to local colleges in Monterey County and San Luis Obispo. Part of the money will also go toward the academic awards which will be held in the spring.

Luis Quintero, a wrestling student, who competed at the Chukchansi Invitational, placed 1st.

The students are wrapping up their canned food drive and will be presenting the items to a local charity.

The publication Stampede is now on line.

Paulette Bumbalough asked if this is the first time King City High School received the Chevron grant. Mr. Corbett responded yes, they could get as much as \$40,000. They will be applying for the grant again next year. Chevron has been very generous in making donations to education.

Portola-Butler Continuation High School

Carolyn McCombs said students can earn more credits at Portola-Butler than at the comprehensive sites toward credit recovery. There will be 2 students from the early session graduating and 3 from the afternoon session graduating early. Three students will be returning to Greenfield High School and 20 to King City High School.

Students are encouraged to explore different options after they graduate. Last week an individual from Hartnell College gave a presentation to the students.

Greenfield High School

Mr. Goddard said they are looking forward to the benchmark results as well as accessing the progress students have made. He thanked Greenfield Rotary for honoring 8 students from Greenfield High School.

They are making progress toward the master schedule for next year; they received information from the feeder schools for planning purposes.

Mr. Goddard said Moniika Myking, a new teacher from the English Department, has just received her Master's Degree. She is doing a great job.

Mr. Goddard said his second monthly newsletter was sent out reminding parents of finals, when the office will be closed over the winter break, sports schedules, as well as a flyer on tips for studying and the importance of communicating. Alert Now has been a very effective tool to parents.

He has met with several parents who were requesting their child leave early for winter break.

The fall sports have concluded. There will be a volleyball banquet tomorrow night.

AB25 has been issued regarding athletes and concussions. The compliance information is being requested to be turned in by parents on Friday.

The girls basketball team is 4 – 0.

Students have been caroling around campus, they will also go out to the community.

The office will be closed for 2 weeks and there will be limited staff on January 4.

Raul Rodriguez said the newsletter has been very helpful regarding finals and he also appreciated the sports schedule.

Randy Sosa and Sam Hales have done an outstanding job in cross country. He suggested they be recognized at a future Board meeting.

Mr. Rodriguez said it was nice the FFA students planted trees; it would be nice to have them pruned as well. Mr. Goddard said they also need to make sure they are suitable for that area. Mr. Rodriguez added they are definitely an improvement.

Mr. Rodriguez said some of the money received from the SIG Grant at Vista Verde, was used to send their office staff to customer service training.

He added some parents have felt welcomed and other have not at Greenfield High School. He asked if the staff could receive this type of training.

South Monterey County Charter Independent Study Program

Carolyn McCombs said 6 students will be returning to Greenfield High School. Six 5th year seniors will be transferred to Portola-Butler Continuation High School. Their waiting list had been cleared, but now there are students on a list, she is looking for another teacher.

Mr. Rodriguez asked which students attend the Independent Study Program. Ms. McCombs responded students who are pregnant, have children, some students do not function well in a large class setting and do better on a one on one basis, and others have jobs and want to finish their education.

Paulette Bumbalough asked what the age limit is for this program. Ms. McCombs responded 18, if the student is not having any problems, they may continue until age 19.

Mike Foster asked what the current enrollment was. Ms. McCombs responded approximately 100. When the program started they had 2 teachers, they now have 4.

Future Agenda Items/Meeting Dates

January 11, 2012 – Regular Board Meeting at the Greenfield High School

January 16, 2012 – Board CSBA Training at the District Office

February 8, 2012 – Regular Board Meeting at the District Office

Signing of Papers

Dr. Bernard signed appropriate papers.

Adjournment

The meeting was adjourned at 8:12 PM.

John Bernard, Ed.D., State Administrator

Date

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

Monday, December 19, 2011

Minutes

BOARD OF EDUCATION

Mike Foster – President - Absent
Debra McAlahney-Dodson – Clerk - Absent
Paulette Bumbalough – Member - Absent
Raul Rodriguez – Member - Absent
Bob White – 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

Bob White called the meeting to order at 12:07 P.M.

Flag Salute

Bob White 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 was recessed to closed session.

CLOSED SESSION:

Student Matters – Transfer/Discipline

- Recommendation to Expel Student #08:11/12
- Recommendation to Expel Student #09:11/12

OPEN SESSION:

Report of Closed Session Action

Bob White reported the Board supported the recommendations to expel Student #08:11/12 and Student #09:11/12 for the remainder of the school year.

Adjournment

The meeting was adjourned at 12:17 P.M.

John Bernard, Ed.D., State Administrator

Date

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

SUBJECT: Approval of the Donation from the Guidry Foundation

MEETING: January 11, 2012

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 has once again received a generous donation of \$3,000 cash from the Mark & Carolyn Guidry Foundation. This year they are requesting the money be used for the math and science programs at King City High School.

The foundation has indicated they are not able to donate money toward the music festival at this time, they are hopeful they will again sponsor the festival in 2012.

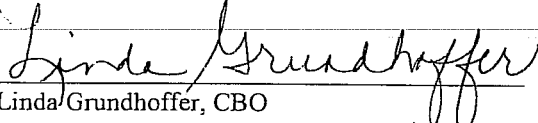
Recommendation:

The recommendation is being made to approve the donation.

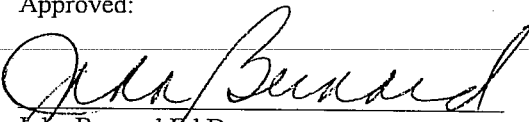
Fiscal Impact:

The donation will be applied toward the math and science programs.

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard Ed.D.
State Administrator

MARK & CAROLYN GUIDRY FOUNDATION

2654 West Horizon Ridge Road
Suite B588 - Henderson, NV 89052
Phone: (702) 629-5503

November 27, 2011

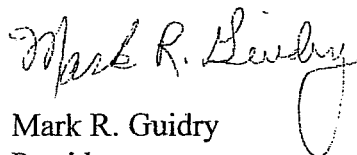
John C. Bernard, Administrator
South Monterrey County High School District
800 Broadway Avenue
King City, CA 93930

Dear Mr. Bernard:

It is our pleasure to enclose a check for three thousand dollars (\$3,000.00) as a grant from the Mark and Carolyn Guidry Foundation. We were not able to repeat our music festival last year. Two years ago its success had allowed us to provide you with a supplemental grant. It is our hope that we will be able to again sponsor this festival in 2012. Please allow Principal Bruce Corbett to use this money for support of his math and science programs. I met Mr Corbett and am impressed with his work.

Our mission is supporting education and we are pleased to support your schools. We feel a part of your community and feel that children are a community's most valuable asset.

Sincerely yours,



Mark R. Guidry
President

Cc: Mr Bruce Corbett

MARK & CAROLYN GUIDRY FOUNDATION
2654 W HORIZON RIDGE PKWY SUITE B588
HENDERSON, NV 89052

BANK OF AMERICA
1200 NE HILDEBRAND LN
BAINBRIDGE ISLAND, WA 98110
19-2/1250

1408

12/6/2011

PAY TO THE ORDER OF King City Joint Union High School Distri

\$ **3,000.00

Three Thousand Only*****

DOLLARS

MO

Mark R. Guidry

AUTHORIZED SIGNATURE

⑈001408⑈ ⑆125000024⑆ 29250 909⑈

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

SUBJECT: Cash Flow Report from July 1, 2011 through
December 31, 2011

MEETING: January 11, 2012

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:

Attached is the cash flow information from July 1, 2011 through December 31, 2011

Recommendation:

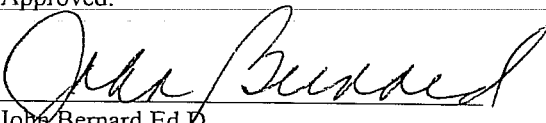
Fiscal Impact:

None

Submitted By:

Linda Grundhoffer
CBO

Approved:


John Bernard Ed.D.
State Administrator

General Fund/County School Service Fund
Cashflow
Fiscal Year: 2011/12

Name	Object Code	Budget	Jul Actual	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected
Beginning Cash Balance			\$615,705.03	\$581,149.49	(\$348,719.59)	\$1,911,348.47	\$604,685.17	(\$576,010.52)
Receipts								
Revenue Limit Sources	8010 - 8099	\$10,664,707.51	\$36,549.26	(\$22,813.37)	\$1,647,810.09	\$261,649.36	\$24,896.00	\$2,494,879.10
Federal Revenues	8100 - 8299	\$1,491,322.00	\$0.00	\$432,901.62	\$0.00	(\$1,156.93)	\$62,708.00	\$19,897.98
Other State Revenues	8300 - 8599	\$2,411,561.00	\$163,850.00	\$74,555.00	\$334,527.54	\$171,560.37	\$83,915.00	\$354,982.00
Other Local Revenues	8600 - 8799	\$1,169,722.19	\$4,754.38	\$37,970.88	\$102,411.05	\$83,630.11	\$89,300.53	\$48,805.24
Interfund Transfers In	8900 - 8929	\$200,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
All Other Financing Sources	8930 - 8979	\$2,000,000.00	\$0.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00	\$0.00
Total Receipts		\$17,937,312.70	\$205,153.64	\$522,614.13	\$4,084,748.68	\$515,682.91	\$260,819.53	\$2,918,564.32
Disbursements								
Certificated Salaries	1000 - 1999	\$7,447,905.90	\$101,510.24	\$710,839.43	\$716,370.62	\$742,767.05	\$747,876.59	\$48,027.44
Classified Salaries	2000 - 2999	\$2,460,760.59	\$131,602.39	\$207,980.99	\$205,191.54	\$192,815.19	\$191,338.31	\$222,492.23
Employee Benefits	3000 - 3999	\$3,311,776.45	\$77,144.36	\$414,212.24	\$332,140.96	\$349,822.65	\$278,230.74	\$62,867.30
Books and Supplies	4000 - 4999	\$981,612.01	\$297,553.81	\$156,352.49	\$172,588.24	\$235,687.77	\$182,040.86	\$348,424.53
Services and Other Operating	5000 - 5999	\$2,499,792.39	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Capital Outlay	6000 - 6900	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Outgo	7000 - 7299	\$574,076.00	\$20,043.97	\$42,092.34	\$350,928.28	\$19,584.29	\$42,092.34	\$0.00
Direct Support/Indirect Cost	7300 - 7399	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Debt Service	7430 - 7439	\$1,252,144.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interfund Transfers Out	7600 - 7629	\$116,719.00	\$0.00	\$0.00	\$635,271.88	\$0.00	\$0.00	\$0.00
All Other Financing Uses	7630 - 7699	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Disbursements		\$18,644,786.34	\$627,854.77	\$1,531,477.49	\$2,412,491.52	\$1,540,676.95	\$1,441,578.84	\$681,811.50
Assets								
Revolving Cash Account	9130	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cash with a Fiscal Agent/Trustee	9135	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Accounts Receivable	9200	\$2,270,773.19	\$619,858.26	\$1,036,195.64	\$724,297.99	(\$326,322.30)	\$0.00	\$0.00
Due from Other Funds	9310	\$24,035.71	\$0.00	\$24,035.71	\$0.00	\$0.00	\$0.00	\$0.00
Total Assets		\$2,294,808.90	\$619,858.26	\$1,060,231.35	\$724,297.99	(\$326,322.30)	\$0.00	\$0.00
Liabilities								
Accounts Payable (Current Liabilities)	9500	\$468,743.65	\$231,712.67	\$597,189.51	\$136,487.09	(\$44,653.04)	(\$63.62)	(\$22,971.57)
Due to Grantor Governments	9590	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Due to Other Funds	9610	\$384,047.56	\$0.00	\$384,047.56	\$0.00	\$0.00	\$0.00	\$0.00
Deferred Revenue	9650	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Liabilities		\$852,791.21	\$231,712.67	\$981,237.07	\$136,487.09	(\$44,653.04)	(\$63.62)	(\$22,971.57)
Ending Cash Balance			\$581,149.49	(\$348,719.59)	\$1,911,348.47	\$604,685.17	(\$576,010.52)	\$1,683,713.87
Blue - projected								
Black - actuals								

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General Fund/County School Service Fund
Cashflow
Fiscal Year: 2011/12

Jan	Feb	Mar	Apr	May	Jun	YTD Actuals Plus Projected Cash	Accruals	Totals	Variance
Projected	Projected	Projected	Projected	Projected	Projected				
\$1,683,713.87	\$784,870.93	\$49,956.22	\$338,402.22	\$1,641,596.78	\$537,337.48				
\$0.00	\$0.00	\$1,697,653.52	\$2,331,738.00	\$84,444.67	\$84,444.67	\$8,641,251.30	\$2,023,456.21	\$10,664,707.51	\$0.00
\$46,894.62	\$360,717.69	\$54,180.51	\$85,046.18	\$79,085.00	\$146,645.05	\$1,286,919.72	\$204,402.28	\$1,491,322.00	\$0.00
\$264,758.00	\$164,101.83	\$54,407.71	\$214,749.41	\$86,271.72	\$80,692.32	\$2,048,370.90	\$363,190.10	\$2,411,561.00	\$0.00
\$854.63	\$258,061.51	\$0.00	\$201,546.00	\$258,910.14	\$24,279.32	\$1,110,523.79	\$59,198.40	\$1,169,722.19	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$200,000.00	\$0.00	\$200,000.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000,000.00	\$0.00	\$2,000,000.00	\$0.00
\$312,507.25	\$782,881.03	\$1,806,241.74	\$2,833,079.59	\$508,711.53	\$536,061.36	\$15,287,065.71	\$2,650,246.99	\$17,937,312.70	\$0.00
\$1,340,620.44	\$735,106.88	\$735,106.88	\$735,106.88	\$729,893.35	\$101,507.31	\$7,444,733.11	\$3,172.79	\$7,447,905.90	\$0.00
\$206,738.14	\$206,738.14	\$206,738.14	\$206,738.14	\$222,501.76	\$206,703.69	\$2,407,578.66	\$53,181.93	\$2,460,760.59	\$0.00
\$397,414.09	\$283,793.40	\$283,793.40	\$283,793.40	\$283,793.40	\$248,383.80	\$3,295,389.74	\$16,386.71	\$3,311,776.45	\$0.00
(\$84,625.00)	(\$84,625.00)	(\$84,625.00)	(\$72,535.71)	\$0.00	\$0.00	\$1,066,236.99	(\$84,624.98)	\$981,612.01	\$0.00
\$356,915.36	\$356,915.36	\$356,915.36	\$356,915.36	\$356,915.36	\$0.00	\$1,784,576.80	\$715,215.59	\$2,499,792.39	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$19,866.96	\$19,866.96	\$19,866.96	\$19,866.96	\$19,866.96	\$574,076.00	\$0.00	\$574,076.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$616,872.12	\$1,252,144.00	\$0.00	\$1,252,144.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$116,719.00	\$116,719.00	\$0.00	\$116,719.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$2,217,063.03	\$1,517,795.74	\$1,517,795.74	\$1,529,885.03	\$1,612,970.83	\$1,310,052.86	\$17,941,454.30	\$703,332.04	\$18,644,786.34	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$192,707.89	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,246,737.48	\$0.00	\$2,246,737.48	(\$24,035.71)
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,035.71	\$0.00	\$24,035.71	\$0.00
\$192,707.89	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,270,773.19	\$0.00	\$2,270,773.19	(\$24,035.71)
(\$813,004.95)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,696.09	\$0.00	\$84,696.09	\$384,047.56
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.01	\$384,047.57	\$0.00	\$384,047.57	(\$0.01)
(\$813,004.95)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$784,870.93	\$49,956.22	\$338,402.22	\$1,641,596.78	\$537,337.48	(\$236,654.03)	\$468,743.66	\$0.00	\$468,743.66	\$384,047.55

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

SUBJECT: Revenue and Expenditure Report from July 1, 2011
through December 31, 2011

MEETING: January 11, 2012

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:

Attached is the revenue and expenditure report information from July 1, 2011 through December 31, 2011

Recommendation:

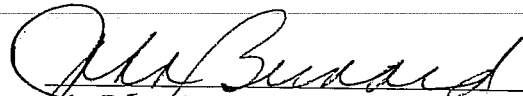
Fiscal Impact:

None

Submitted By:

Linda Grundhoffer
CBO

Approved:


John Bernard Ed.D.
State Administrator

Board Report

From 7/1/2011 thru 12/31/2011

nd: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
**** Total Adjusted Beginning Balance	<u>\$1,039,406.19</u>	<u>\$1,630,821.09</u>	<u>\$1,630,821.09</u>	<u>\$1,630,821.09</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
01100 Revenue Limit State Aid - Current Year	\$6,059,759.00	\$6,093,770.00	\$1,601,783.00	\$1,601,783.00	\$0.00	\$4,491,987.00	73.71
01900 Revenue Limit State Aid - Prior Years	\$0.00	\$0.00	\$252,909.96	\$252,909.96	\$0.00	(\$252,909.96)	0.00
02100 Home Owners Exemption	\$26,000.00	\$26,000.00	\$4,188.43	\$4,188.43	\$0.00	\$21,811.57	83.89
04100 Secured Tax Rolls	\$4,369,500.00	\$4,369,500.00	\$2,226,835.85	\$2,226,835.85	\$0.00	\$2,142,664.15	49.04
04200 Unsecured Roll Taxes	\$165,000.00	\$165,000.00	\$166,588.16	\$166,588.16	\$0.00	(\$1,588.16)	(0.96)
04200 Prior Years' Taxes	\$160,000.00	\$160,000.00	\$124,504.37	\$124,504.37	\$0.00	\$35,495.63	22.18
04200 Supplemental Taxes	\$25,000.00	\$25,000.00	\$26,480.16	\$26,480.16	\$0.00	(\$1,480.16)	(5.92)
04700 Community Redevelopment Funds	\$28,309.00	\$28,309.00	\$20,175.63	\$20,175.63	\$0.00	\$8,133.37	28.73
04800 Penalties and Interest from Delinquent Taxes	\$0.00	\$0.00	(\$278.82)	(\$278.82)	\$0.00	\$278.82	0.00
09200 PERS Reduction Transfer	\$33,116.00	\$27,694.00	\$19,783.71	\$19,783.71	\$0.00	\$7,910.29	28.56
09600 Transfers to Charter Schools In-Lieu of Property Tax	(\$220,000.00)	(\$220,000.00)	\$0.00	\$0.00	\$0.00	(\$220,000.00)	100.00
18100 Special Education - Entitlement per UDC	\$356,305.00	\$356,305.00	(\$55,908.74)	(\$55,908.74)	\$0.00	\$412,213.74	115.69
29000 All Other Federal Revenues	\$1,091,599.00	\$1,135,017.00	\$570,259.41	\$570,259.41	\$0.00	\$564,757.59	49.76
31100 Other State Apportionments - Current Year	\$593,488.00	\$468,776.00	\$267,187.93	\$267,187.93	\$0.00	\$201,588.07	43.00
55000 Mandated Cost Reimbursements	\$0.00	\$0.00	\$69,361.00	\$69,361.00	\$0.00	(\$69,361.00)	0.00
56000 State Lottery Revenue	\$211,904.00	\$211,904.00	\$6,616.96	\$6,616.96	\$0.00	\$205,287.04	96.88
59000 All Other State Revenues	\$1,722,904.00	\$1,730,794.00	\$840,224.02	\$840,224.02	\$0.00	\$890,569.98	51.45
52500 Comm. Redevelop. Fds Not Sub. to RL Deduct.	\$30,000.00	\$30,000.00	\$26,419.35	\$26,419.35	\$0.00	\$3,580.65	11.94
55000 Leases and Rentals	\$26,800.00	\$26,800.00	\$8,070.64	\$8,070.64	\$0.00	\$18,729.36	69.89
56000 Interest	\$4,000.00	\$4,000.00	\$2,840.09	\$2,840.09	\$0.00	\$1,159.91	29.00
56200 Gains or Losses on Investments	\$0.00	\$0.00	\$2,042.34	\$2,042.34	\$0.00	(\$2,042.34)	0.00
57700 Interagency Services Between LEAs	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	100.00
59900 All Other Local Revenues	\$268,500.00	\$319,018.19	\$171,860.77	\$171,860.77	\$0.00	\$147,157.42	46.13

Board Report

From 7/1/2011 thru 12/31/2011

1/5/2012 9:41:22AM

Fund: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
879200 Transfers of Apportionments From County Offices	\$650,000.00	\$739,924.00	\$155,639.00	\$155,639.00	\$0.00	\$584,285.00	78.97
891900 Other Authorized Interfund Transfers In	\$0.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00	100.00
893100 Emergency Apportionments	\$2,000,000.00	\$2,000,000.00	\$2,000,000.00	\$2,000,000.00	\$0.00	\$0.00	0.00
898000 Contributions from Unrestricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
899000 Contributions/Transfers from Restricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
**** 8000 Totals	\$17,652,184.00	\$17,947,811.19	\$8,507,583.22	\$8,507,583.22	\$0.00	\$9,440,227.97	52.60
**** Total Income & Beginning Balance	\$18,691,590.19	\$19,578,632.28	\$10,138,404.31	\$10,138,404.31	\$0.00	\$9,440,227.97	48.22
110 Teachers' Salaries	\$5,770,366.00	\$5,908,077.90	\$2,411,633.55	\$2,411,633.55	\$0.00	\$3,496,444.35	59.18
110 Substitute Teachers	\$173,850.00	\$190,810.00	\$74,493.90	\$74,493.90	\$0.00	\$116,316.10	60.96
110030 Teachers Salaries - Hourly	\$14,120.00	\$30,659.00	\$23,890.00	\$23,890.00	\$0.00	\$6,769.00	22.08
110060 Teachers Salaries - Stipends	\$14,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00	100.00
120000 Certificated Pupil Support Salaries	\$195,612.00	\$172,703.00	\$76,251.00	\$76,251.00	\$0.00	\$96,452.00	55.85
130000 Certificated Supervisors' and Administrators' Salaries	\$1,036,755.00	\$951,736.00	\$386,970.54	\$386,970.54	\$0.00	\$564,765.46	59.34
130010 Certificated Supervisor and Administrator Salaries-Su	\$32,000.00	\$32,000.00	\$30,872.38	\$30,872.38	\$0.00	\$1,127.62	3.52
190020 Other Certificated Salaries - Other	\$90,000.00	\$90,000.00	\$18,575.00	\$18,575.00	\$0.00	\$71,425.00	79.36
190030 Other Certificated Salaries - Hourly	\$0.00	\$41,920.00	\$41,345.00	\$41,345.00	\$0.00	\$575.00	1.37
190060 Other Certificated Salaries - Stipend	\$16,000.00	\$16,000.00	\$3,360.00	\$3,360.00	\$0.00	\$12,640.00	79.00
**** 1000 Totals	\$7,342,703.00	\$7,447,905.90	\$3,067,391.37	\$3,067,391.37	\$0.00	\$4,380,514.53	58.82
210000 Instructional Aides' Salaries	\$296,464.30	\$314,805.00	\$169,887.76	\$169,887.76	\$0.00	\$144,917.24	46.03
210010 Instructional Aides- Substitute	\$5,000.00	\$5,000.00	\$1,373.86	\$1,373.86	\$0.00	\$3,626.14	72.52
210030 Instructional Aides Salaries - Hourly	\$5,000.00	\$5,000.00	\$344.69	\$344.69	\$0.00	\$4,655.31	93.11
220000 Classified Support Salaries	\$1,055,617.40	\$1,037,617.40	\$435,103.84	\$435,103.84	\$0.00	\$602,513.56	58.07
220010 Substitute Classified Support Salaries	\$10,000.00	\$10,000.00	\$17,831.60	\$17,831.60	\$0.00	(\$7,831.60)	(78.32)
220030 Classified Support Salaries - Hourly	\$7,000.00	\$13,000.00	\$11,821.96	\$11,821.96	\$0.00	\$1,178.04	9.06

Board Report

From 7/1/2011 thru 12/31/2011

nd: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
20050 Classified Support Salaries - Overtime	\$64,500.00	\$29,500.00	\$17,913.33	\$17,913.33	\$0.00	\$11,586.67	39.28
30000 Classified Supervisors' and Administrators' Salaries	\$481,180.00	\$481,180.00	\$244,445.94	\$244,445.94	\$0.00	\$236,734.06	49.20
40000 Clerical & Office Salaries	\$446,881.19	\$482,158.19	\$212,878.61	\$212,878.61	\$0.00	\$269,279.58	55.85
40010 Substitute Clerical and Office Salaries	\$0.00	\$0.00	\$603.88	\$603.88	\$0.00	(\$603.88)	0.00
40030 Clerical and Office Salaries - Hourly	\$0.00	\$0.00	\$9,721.72	\$9,721.72	\$0.00	(\$9,721.72)	0.00
40050 Clerical and Office Salaries - Overtime	\$0.00	\$0.00	\$1,881.21	\$1,881.21	\$0.00	(\$1,881.21)	0.00
90020 Other Classified Salaries - Other	\$82,500.00	\$82,500.00	\$26,925.00	\$26,925.00	\$0.00	\$55,575.00	67.36
90000 Other Classified Salaries - Overtime	\$0.00	\$0.00	\$687.25	\$687.25	\$0.00	(\$687.25)	0.00
**** 2000 Totals	\$2,454,142.89	\$2,460,760.59	\$1,151,420.65	\$1,151,420.65	\$0.00	\$1,309,339.94	53.21
10100 State Teachers' Retirement System, certificated	\$562,905.00	\$577,518.00	\$237,783.53	\$237,783.53	\$0.00	\$339,734.47	58.83
20200 Public Employees' Retirement System, classified	\$249,062.45	\$252,816.45	\$116,055.24	\$116,055.24	\$0.00	\$136,761.21	54.10
30100 Social Security/Medicare/Alternative, certificated	\$103,180.00	\$106,643.00	\$42,565.85	\$42,565.85	\$0.00	\$64,077.15	60.09
30200 Social Security/Medicare/Alternative, classified	\$185,376.00	\$188,076.00	\$82,908.60	\$82,908.60	\$0.00	\$105,167.40	55.92
40100 Health & Welfare Benefits, certificated	\$913,372.00	\$928,028.00	\$427,551.10	\$427,551.10	\$0.00	\$500,476.90	53.93
40200 Health & Welfare Benefits, classified	\$559,142.00	\$561,647.00	\$244,060.53	\$244,060.53	\$0.00	\$317,586.47	56.55
50100 State Unemployment Insurance, certificated	\$114,225.00	\$116,317.00	\$48,450.42	\$48,450.42	\$0.00	\$67,866.58	58.35
50200 State Unemployment Insurance, classified	\$40,675.00	\$46,244.00	\$22,968.88	\$22,968.88	\$0.00	\$23,275.12	50.33
50100 Worker's Compensation Insurance, certificated	\$174,179.00	\$179,155.00	\$73,566.35	\$73,566.35	\$0.00	\$105,588.65	58.94
50200 Worker's Compensation Insurance, classified	\$60,662.00	\$61,526.00	\$27,299.48	\$27,299.48	\$0.00	\$34,226.52	55.63
70100 Retiree Benefits, certificated	\$135,000.00	\$83,965.00	\$40,333.16	\$40,333.16	\$0.00	\$43,631.84	51.96
70200 Retiree Benefits, classified	\$45,000.00	\$32,028.00	\$11,656.31	\$11,656.31	\$0.00	\$20,371.69	63.61
80200 PERS Reduction, Classified	\$32,306.00	\$27,488.00	\$19,779.75	\$19,779.75	\$0.00	\$7,708.25	28.04
90100 Other Benefits, certificated	\$150,325.00	\$150,325.00	\$119,439.05	\$119,439.05	\$0.00	\$30,885.95	20.55

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Board Report

From 7/1/2011 thru 12/31/2011

nd: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
**** 3000 Totals	<u>\$3,325,409.45</u>	<u>\$3,311,776.45</u>	<u>\$1,514,418.25</u>	<u>\$1,514,418.25</u>	<u>\$0.00</u>	<u>\$1,797,358.20</u>	<u>54.27</u>
10000 Approved Textbooks and Core Curricula Materials	\$76,502.00	\$107,599.00	\$39,548.04	\$39,548.04	\$2,461.30	\$65,589.66	60.96
20000 Books and Reference Materials	\$17,864.00	\$159,683.93	\$32,643.13	\$32,643.13	\$343.12	\$126,697.68	79.34
30000 Materials and Supplies	\$430,636.00	\$558,436.35	\$217,022.37	\$217,022.37	\$71,178.17	\$270,235.81	48.39
30010 Materials and Supplies - Gasoline/Fuel	\$90,000.00	\$96,327.00	\$32,359.78	\$32,359.78	\$63,646.01	\$321.21	0.33
30011 Materials and Supplies - Tires	\$12,000.00	\$12,000.00	\$1,928.93	\$1,928.93	\$3,071.07	\$7,000.00	58.33
40000 Noncapitalized Equipment	\$15,500.00	\$48,060.73	\$14,369.62	\$14,369.62	\$29,274.51	\$4,416.60	9.19
**** 4000 Totals	<u>\$642,502.00</u>	<u>\$982,107.01</u>	<u>\$337,871.87</u>	<u>\$337,871.87</u>	<u>\$169,974.18</u>	<u>\$474,260.96</u>	<u>48.29</u>
10000 Contracted Services	\$195,000.00	\$199,685.00	\$73,813.75	\$73,813.75	\$125,871.25	\$0.00	0.00
20000 Travel and Conferences	\$65,206.00	\$74,043.23	\$38,832.05	\$38,832.05	\$5,618.19	\$29,592.99	39.97
30000 Dues and Memberships	\$23,820.00	\$26,703.00	\$16,761.53	\$16,761.53	\$2,826.00	\$7,115.47	26.65
40000 Insurance	\$10,725.00	\$10,725.00	\$0.00	\$0.00	\$0.00	\$10,725.00	100.00
45000 Other Insurance	\$130,000.00	\$130,000.00	\$129,786.00	\$129,786.00	\$0.00	\$214.00	0.16
50010 Gas	\$56,700.00	\$47,700.00	\$7,878.85	\$7,878.85	\$37,721.15	\$2,100.00	4.40
50020 Electricitv	\$262,300.00	\$267,855.00	\$144,133.47	\$144,133.47	\$120,866.53	\$2,855.00	1.07
50030 Water	\$13,200.00	\$15,800.00	\$5,485.76	\$5,485.76	\$9,164.24	\$1,150.00	7.28
50040 Sewer	\$17,800.00	\$16,500.00	\$3,927.49	\$3,927.49	\$3,072.51	\$9,500.00	57.58
50050 Garbage	\$72,000.00	\$69,725.00	\$31,904.76	\$31,904.76	\$32,558.44	\$5,261.80	7.55
50070 Pest Control	\$800.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	100.00
50010 Maintenance Agreements	\$20,757.00	\$22,461.00	\$12,105.80	\$12,105.80	\$3,078.28	\$7,276.92	32.40
50020 Repairs	\$67,000.00	\$72,816.00	\$39,026.57	\$39,026.57	\$16,311.26	\$17,478.17	24.00
50030 Leases and Rentals	\$62,994.00	\$63,810.00	\$23,588.74	\$23,588.74	\$20,802.47	\$19,418.79	30.43
71030 Direct Costs for Transfer of Services - Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00

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Board Report

From 7/1/2011 thru 12/31/2011

Fund: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
571035 Direct Costs for Transfer of Services - Motor Pool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
580000 Professional/Consulting Services and Operating Expe	\$649,595.00	\$1,111,127.16	\$396,584.77	\$396,584.77	\$454,540.69	\$260,001.70	23.40
580010 Prof. Services & Operating Expenses- Legal	\$55,000.00	\$51,000.00	\$12,789.94	\$12,789.94	\$42,208.06	(\$3,998.00)	(7.84)
580020 Prof. Services & Operating Expenses - Transportatio	\$7,120.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	100.00
580040 Prof. Services & Operating Expenses - Advertising	\$0.00	\$143.00	\$147.25	\$147.25	\$0.00	(\$4.25)	(2.97)
580050 Prof Services & Operating Expenses-Software Licens	\$396,385.00	\$269,880.00	\$90,537.40	\$90,537.40	\$10,795.00	\$168,547.60	62.45
580060 Prof Services and Operating Expenses - Fingerprint/ 590010 Communications - Telephone	\$3,000.00	\$3,000.00	\$1,105.00	\$1,105.00	\$0.00	\$1,895.00	63.17
590020 Communications - Postage	\$1,200.00	\$2,500.00	\$1,922.52	\$1,922.52	\$576.72	\$0.76	0.03
590040 Communications - Cellular Phones	\$28,250.00	\$29,834.00	\$19,027.24	\$19,027.24	\$3,201.61	\$7,605.15	25.49
	\$11,810.00	\$13,485.00	\$5,416.94	\$5,416.94	\$1,650.48	\$6,417.58	47.59
**** 5000 Totals	\$2,150,662.00	\$2,499,792.39	\$1,054,775.83	\$1,054,775.83	\$890,862.88	\$554,153.68	22.17
**** 1000 - 5000	\$15,915,419.34	\$16,702,342.34	\$7,125,877.97	\$7,125,877.97	\$1,060,837.06	\$8,515,627.31	50.98
713000 State Special Schools	\$12,420.00	\$12,420.00	\$0.00	\$0.00	\$0.00	\$12,420.00	100.00
714200 Other Tuition, Excess Costs, and/or Deficits Pavment	\$533,656.00	\$533,656.00	\$165,905.28	\$165,905.28	\$0.00	\$367,750.72	68.91
728200 All Other Transfers to County Offices	\$28,000.00	\$28,000.00	\$0.00	\$0.00	\$0.00	\$28,000.00	100.00
731000 Transfers of Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
735000 Transfers of Indirect Costs-Interfund	(\$44,613.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
743800 Debt Service Interest	\$927,843.76	\$975,144.00	\$674,107.82	\$674,107.82	\$0.00	\$301,036.18	30.87
743900 Other Debt Service Pavments	\$277,000.00	\$277,000.00	\$270,000.00	\$270,000.00	\$0.00	\$7,000.00	2.53
761600 From General Fund to Cafeteria Fund	\$116,719.00	\$116,719.00	\$0.00	\$0.00	\$0.00	\$116,719.00	100.00
**** 7000 Totals	\$1,851,025.76	\$1,942,939.00	\$1,110,013.10	\$1,110,013.10	\$0.00	\$832,925.90	42.87
**** 1000 - 7000	\$17,766,445.10	\$18,645,281.34	\$8,235,891.07	\$8,235,891.07	\$1,060,837.06	\$9,348,553.21	50.14

Board Report

From 7/1/2011 thru 12/31/2011

1/5/2012 9:41:22AM

Fund: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$1,039,406.19	\$1,630,821.09	\$1,630,821.09	\$1,630,821.09	\$0.00	\$0.00	0.00
Total: Income Current Year	\$17,652,184.00	\$17,947,811.19	\$8,507,583.22	\$8,507,583.22	\$0.00	\$9,440,227.97	52.60
Total: 1000 - 5000	\$15,915,419.34	\$16,702,342.34	\$7,125,877.97	\$7,125,877.97	\$1,060,837.06	\$8,515,627.31	50.98
Total: 1000 - 6000	\$15,915,419.34	\$16,702,342.34	\$7,125,877.97	\$7,125,877.97	\$1,060,837.06	\$8,515,627.31	50.98
Total: 1000 - 7000	\$17,766,445.10	\$18,645,281.34	\$8,235,891.07	\$8,235,891.07	\$1,060,837.06	\$9,348,553.21	50.14
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$925,145.09	\$933,350.94	\$1,902,513.24	\$1,902,513.24	(\$1,060,837.06)	\$91,674.76	9.82
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Total Income & Beginning Balance	\$18,691,590.19	\$19,578,632.28	\$10,138,404.31	\$10,138,404.31	\$0.00	\$9,440,227.97	48.22
Total Expenditures & Ending Balance	\$18,691,590.19	\$19,578,632.28	\$10,138,404.31	\$10,138,404.31	\$0.00	\$9,440,227.97	48.22

Board Report

From 7/1/2011 thru 12/31/2011

1/5/2012 9:41:22AM

nd: 09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
**** Total Adjusted Beginning Balance	<u>\$137,733.00</u>	<u>\$234,988.51</u>	<u>\$234,988.51</u>	<u>\$234,988.51</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
01500 Charter Schools Gen Purpose Entitlement-State Aid	\$327,000.00	\$370,998.00	\$87,034.00	\$87,034.00	\$0.00	\$283,964.00	76.54
01900 Revenue Limit State Aid - Prior Years	\$0.00	\$0.00	\$39,738.91	\$39,738.91	\$0.00	(\$39,738.91)	0.00
09600 Transfers to Charter Schools In-Lieu of Property Tax	\$150,000.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	100.00
59000 All Other State Revenues	\$30,500.00	\$36,086.00	\$8,466.00	\$8,466.00	\$0.00	\$27,620.00	76.54
66000 Interest	\$100.00	\$100.00	\$179.01	\$179.01	\$0.00	(\$79.01)	(79.01)
98 - 92 - Contributions from Unrestricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
**** 8000 Totals	<u>\$507,600.00</u>	<u>\$557,184.00</u>	<u>\$135,417.92</u>	<u>\$135,417.92</u>	<u>\$0.00</u>	<u>\$421,766.08</u>	<u>75.70</u>
**** Total Income & Beginning Balance	<u>\$645,333.00</u>	<u>\$792,172.51</u>	<u>\$370,406.43</u>	<u>\$370,406.43</u>	<u>\$0.00</u>	<u>\$421,766.08</u>	<u>53.24</u>
10000 Teachers' Salaries	\$57,608.00	\$62,105.00	\$40,695.68	\$40,695.68	\$0.00	\$21,409.32	34.47
10010 Substitute Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
10030 Teachers Salaries - Hourly	\$155,000.00	\$155,000.00	\$35,080.00	\$35,080.00	\$0.00	\$119,920.00	77.37
30000 Certificated Supervisors' and Administrators' Salaries	\$46,856.00	\$84,554.00	\$35,230.65	\$35,230.65	\$0.00	\$49,323.35	58.33
**** 1000 Totals	<u>\$259,464.00</u>	<u>\$301,659.00</u>	<u>\$111,006.33</u>	<u>\$111,006.33</u>	<u>\$0.00</u>	<u>\$190,652.67</u>	<u>63.20</u>
40000 Clerical & Office Salaries	\$35,038.00	\$35,038.00	\$17,454.50	\$17,454.50	\$0.00	\$17,583.50	50.18
**** 2000 Totals	<u>\$35,038.00</u>	<u>\$35,038.00</u>	<u>\$17,454.50</u>	<u>\$17,454.50</u>	<u>\$0.00</u>	<u>\$17,583.50</u>	<u>50.18</u>
10100 State Teachers' Retirement System. certificated	\$21,191.00	\$21,191.00	\$7,183.83	\$7,183.83	\$0.00	\$14,007.17	66.10
20200 Public Employees' Retirement System. classified	\$3,755.00	\$3,755.00	\$1,906.56	\$1,906.56	\$0.00	\$1,848.44	49.23
30100 Social Security/Medicare/Alternative. certificated	\$31,124.00	\$31,124.00	\$1,320.87	\$1,320.87	\$0.00	\$29,803.13	95.76
30200 Social Security/Medicare/Alternative. classified	\$2,680.00	\$2,680.00	\$1,335.31	\$1,335.31	\$0.00	\$1,344.69	50.18
40100 Health & Welfare Benefits. certificated	\$16,230.00	\$16,230.00	\$7,243.97	\$7,243.97	\$0.00	\$8,986.03	55.37

Board Report

From 7/1/2011 thru 12/31/2011

nd: 09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
40200 Health & Welfare Benefits. classified	\$10,820.00	\$10,820.00	\$5,193.85	\$5,193.85	\$0.00	\$5,626.15	52.00
50100 State Unemployment Insurance. certificated	\$4,135.00	\$4,135.00	\$1,769.55	\$1,769.55	\$0.00	\$2,365.45	57.21
50200 State Unemployment Insurance. classified	\$564.00	\$564.00	\$281.00	\$281.00	\$0.00	\$283.00	50.18
60100 Worker's Compensation Insurance. certificated	\$6,284.00	\$6,284.00	\$2,688.85	\$2,688.85	\$0.00	\$3,595.15	57.21
60200 Worker's Compensation Insurance. classified	\$857.00	\$857.00	\$427.04	\$427.04	\$0.00	\$429.96	50.17
80200 PERS Reduction. Classified	\$810.00	\$810.00	\$0.00	\$0.00	\$0.00	\$810.00	100.00
**** 3000 Totals	\$98,450.00	\$98,450.00	\$29,350.83	\$29,350.83	\$0.00	\$69,099.17	70.19
-27- 10 Approved Textbooks and Core Curricula Materials	\$6,000.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	100.00
20000 Books and Reference Materials	\$1,500.00	\$173.00	\$0.00	\$0.00	\$0.00	\$173.00	100.00
30000 Materials and Supplies	\$2,500.00	\$4,071.00	\$1,885.54	\$1,885.54	\$348.81	\$1,836.65	45.12
**** 4000 Totals	\$10,000.00	\$9,744.00	\$1,885.54	\$1,885.54	\$348.81	\$7,509.65	77.07
20000 Travel and Conferences	\$5,500.00	\$2,872.00	\$0.00	\$0.00	\$0.00	\$2,872.00	100.00
30000 Dues and Memberships	\$150.00	\$150.00	\$0.00	\$0.00	\$0.00	\$150.00	100.00
50010 Maintenance Agreements	\$1,500.00	\$1,935.00	\$1,531.26	\$1,531.26	\$0.00	\$403.74	20.87
50030 Leases and Rentals	\$2,750.00	\$4,693.00	\$1,928.87	\$1,928.87	\$2,214.13	\$550.00	11.72
80000 Professional/Consulting Services and Operating Expe	\$1,000.00	\$1,506.00	\$925.46	\$925.46	\$0.00	\$580.54	38.55
**** 5000 Totals	\$10,900.00	\$11,156.00	\$4,385.59	\$4,385.59	\$2,214.13	\$4,556.28	40.84
**** 1000 - 5000	\$413,852.00	\$456,047.00	\$164,082.79	\$164,082.79	\$2,562.94	\$289,401.27	63.46
5000 Transfers of Indirect Costs-Interfund	\$44,613.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
61900 Other Authorized Interfund Transfers Out	\$0.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00	100.00
**** 7000 Totals	\$44,613.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00	100.00
**** 1000 - 7000	\$458,465.00	\$656,047.00	\$164,082.79	\$164,082.79	\$2,562.94	\$489,401.27	74.60

Board Report

From 7/1/2011 thru 12/31/2011

nd: 09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$137,733.00	\$234,988.51	\$234,988.51	\$234,988.51	\$0.00	\$0.00	0.00
Total: Income Current Year	\$507,600.00	\$557,184.00	\$135,417.92	\$135,417.92	\$0.00	\$421,766.08	75.70
Total: 1000 - 5000	\$413,852.00	\$456,047.00	\$164,082.79	\$164,082.79	\$2,562.94	\$289,401.27	63.46
Total: 1000 - 6000	\$413,852.00	\$456,047.00	\$164,082.79	\$164,082.79	\$2,562.94	\$289,401.27	63.46
Total: 1000 - 7000	\$458,465.00	\$656,047.00	\$164,082.79	\$164,082.79	\$2,562.94	\$489,401.27	74.60
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$186,868.00	\$136,125.51	\$206,323.64	\$206,323.64	(\$2,562.94)	(\$67,635.19)	(49.69)
- 28 -							
Total Income & Beginning Balance	\$645,333.00	\$792,172.51	\$370,406.43	\$370,406.43	\$0.00	\$421,766.08	53.24
Total Expenditures & Ending Balance	\$645,333.00	\$792,172.51	\$370,406.43	\$370,406.43	\$0.00	\$421,766.08	53.24

Board Report

From 7/1/2011 thru 12/31/2011

Fund: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered	%
			Current	Year To Date		Balance	
**** Total Adjusted Beginning Balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
822000 Child Nutrition Programs	\$216,000.00	\$216,000.00	\$109,189.27	\$109,189.27	\$0.00	\$106,810.73	49.45
852000 Child Nutrition	\$20,000.00	\$28,000.00	\$9,421.62	\$9,421.62	\$0.00	\$18,578.38	66.35
863400 Food Services Sales	\$74,000.00	\$74,000.00	\$20,000.80	\$20,000.80	\$0.00	\$53,999.20	72.97
866000 Interest	\$0.00	(\$722.00)	(\$721.54)	(\$721.54)	\$0.00	(\$0.46)	0.06
891600 To Cafeteria Fund. From General Fund	\$116,719.00	\$116,719.00	\$0.00	\$0.00	\$0.00	\$116,719.00	100.00
- 29 - **** 8000 Totals	<u>\$426,719.00</u>	<u>\$433,997.00</u>	<u>\$137,890.15</u>	<u>\$137,890.15</u>	<u>\$0.00</u>	<u>\$296,106.85</u>	<u>68.23</u>
**** Total Income & Beginning Balance	<u>\$426,719.00</u>	<u>\$433,997.00</u>	<u>\$137,890.15</u>	<u>\$137,890.15</u>	<u>\$0.00</u>	<u>\$296,106.85</u>	<u>68.23</u>
220000 Classified Support Salaries	\$98,000.00	\$98,000.00	\$39,392.19	\$39,392.19	\$0.00	\$58,607.81	59.80
230000 Classified Supervisors' and Administrators' Salaries	\$45,886.00	\$45,886.00	\$22,934.34	\$22,934.34	\$0.00	\$22,951.66	50.02
**** 2000 Totals	<u>\$143,886.00</u>	<u>\$143,886.00</u>	<u>\$62,326.53</u>	<u>\$62,326.53</u>	<u>\$0.00</u>	<u>\$81,559.47</u>	<u>56.68</u>
320200 Public Employees' Retirement System. classified	\$6,968.00	\$6,968.00	\$3,550.10	\$3,550.10	\$0.00	\$3,417.90	49.05
330200 Social Security/Medicare/Alternative. classified	\$23,685.00	\$23,685.00	\$4,767.48	\$4,767.48	\$0.00	\$18,917.52	79.87
340200 Health & Welfare Benefits. classified	\$10,819.00	\$10,819.00	\$4,508.05	\$4,508.05	\$0.00	\$6,310.95	58.33
350200 State Unemployment Insurance. classified	\$2,127.00	\$2,127.00	\$1,003.32	\$1,003.32	\$0.00	\$1,123.68	52.83
360200 Worker's Compensation Insurance. classified	\$3,236.00	\$3,236.00	\$1,524.65	\$1,524.65	\$0.00	\$1,711.35	52.88
380200 PERS Reduction. Classified	\$0.00	\$0.00	\$3.96	\$3.96	\$0.00	(\$3.96)	0.00
**** 3000 Totals	<u>\$46,835.00</u>	<u>\$46,835.00</u>	<u>\$15,357.56</u>	<u>\$15,357.56</u>	<u>\$0.00</u>	<u>\$31,477.44</u>	<u>67.21</u>
430000 Materials and Supplies	\$10,000.00	\$4,500.00	\$1,600.13	\$1,600.13	\$951.74	\$1,948.13	43.29
440000 Noncapitalized Equipment	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
470000 Food	\$200,000.00	\$223,676.00	\$204,258.63	\$204,258.63	\$6,795.19	\$12,622.18	5.64

Board Report

From 7/1/2011 thru 12/31/2011

Fund: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered	%
			Current	Year To Date		Balance	
**** 4000 Totals	<u>\$214,500.00</u>	<u>\$228,176.00</u>	<u>\$205,858.76</u>	<u>\$205,858.76</u>	<u>\$7,746.93</u>	<u>\$14,570.31</u>	<u>6.39</u>
520000 Travel and Conferences	\$1,500.00	\$1,500.00	\$888.00	\$888.00	\$0.00	\$612.00	40.80
560000 Rentals, Leases and Repairs	\$13,485.00	\$5,485.00	\$156.75	\$156.75	\$0.00	\$5,328.25	97.14
580000 Professional/Consulting Services and Operating Expe	\$5,115.00	\$8,115.00	\$2,722.81	\$2,722.81	\$2,573.08	\$2,819.11	34.74
**** 5000 Totals	<u>\$20,100.00</u>	<u>\$15,100.00</u>	<u>\$3,767.56</u>	<u>\$3,767.56</u>	<u>\$2,573.08</u>	<u>\$8,759.36</u>	<u>58.01</u>
**** 1000 - 5000	<u>\$425,321.00</u>	<u>\$433,997.00</u>	<u>\$287,310.41</u>	<u>\$287,310.41</u>	<u>\$10,320.01</u>	<u>\$136,366.58</u>	<u>31.42</u>

Board Report

From 7/1/2011 thru 12/31/2011

nd: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Income Current Year	\$426,719.00	\$433,997.00	\$137,890.15	\$137,890.15	\$0.00	\$296,106.85	68.23
Total: 1000 - 5000	\$425,321.00	\$433,997.00	\$287,310.41	\$287,310.41	\$10,320.01	\$136,366.58	31.42
Total: 1000 - 6000	\$425,321.00	\$433,997.00	\$287,310.41	\$287,310.41	\$10,320.01	\$136,366.58	31.42
Total: 1000 - 7000	\$425,321.00	\$433,997.00	\$287,310.41	\$287,310.41	\$10,320.01	\$136,366.58	31.42
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$1,398.00	\$0.00	(\$149,420.26)	(\$149,420.26)	(\$10,320.01)	\$159,740.27	0.00
- 31 -							
Total Income & Beginning Balance	\$426,719.00	\$433,997.00	\$137,890.15	\$137,890.15	\$0.00	\$296,106.85	68.23
Total Expenditures & Ending Balance	\$426,719.00	\$433,997.00	\$137,890.15	\$137,890.15	\$0.00	\$296,106.85	68.23

Board Report

From 7/1/2011 thru 12/31/2011

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Fund: 14 Deferred Maintenance Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
**** Total Adjusted Beginning Balance	<u>\$0.00</u>	<u>\$7,095.67</u>	<u>\$7,095.67</u>	<u>\$7,095.67</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
866000 Interest	\$0.00	\$0.00	\$17.65	\$17.65	\$0.00	(\$17.65)	0.00
866200 Gains or Losses on Investments	\$0.00	\$0.00	\$427.86	\$427.86	\$0.00	(\$427.86)	0.00
**** 8000 Totals	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$445.51</u>	<u>\$445.51</u>	<u>\$0.00</u>	<u>(\$445.51)</u>	<u>0.00</u>
**** Total Income & Beginning Balance	<u>\$0.00</u>	<u>\$7,095.67</u>	<u>\$7,541.18</u>	<u>\$7,541.18</u>	<u>\$0.00</u>	<u>(\$445.51)</u>	<u>(6.28)</u>
560020 Repairs	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00	0.00
**** 5000 Totals	<u>\$0.00</u>	<u>\$5,000.00</u>	<u>\$174.00</u>	<u>\$174.00</u>	<u>\$4,826.00</u>	<u>\$0.00</u>	<u>0.00</u>
**** 1000 - 5000	<u>\$0.00</u>	<u>\$5,000.00</u>	<u>\$174.00</u>	<u>\$174.00</u>	<u>\$4,826.00</u>	<u>\$0.00</u>	<u>0.00</u>
743900 Other Debt Service Payments	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	0.00
**** 7000 Totals	<u>\$0.00</u>	<u>\$2,000.00</u>	<u>\$2,000.00</u>	<u>\$2,000.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
**** 1000 - 7000	<u>\$0.00</u>	<u>\$7,000.00</u>	<u>\$2,174.00</u>	<u>\$2,174.00</u>	<u>\$4,826.00</u>	<u>\$0.00</u>	<u>0.00</u>

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Board Report

From 7/1/2011 thru 12/31/2011

Fund: 14 Deferred Maintenance Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$0.00	\$7,095.67	\$7,095.67	\$7,095.67	\$0.00	\$0.00	0.00
Total: Income Current Year	\$0.00	\$0.00	\$445.51	\$445.51	\$0.00	(\$445.51)	0.00
Total: 1000 - 5000	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00	0.00
Total: 1000 - 6000	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00	0.00
Total: 1000 - 7000	\$0.00	\$7,000.00	\$2,174.00	\$2,174.00	\$4,826.00	\$0.00	0.00
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$0.00	\$95.67	\$5,367.18	\$5,367.18	(\$4,826.00)	(\$445.51)	(469.66)
-							
-							
-							
Total Income & Beginning Balance	\$0.00	\$7,095.67	\$7,541.18	\$7,541.18	\$0.00	(\$445.51)	(6.28)
Total Expenditures & Ending Balance	\$0.00	\$7,095.67	\$7,541.18	\$7,541.18	\$0.00	(\$445.51)	(6.28)

Board Report

From 7/1/2011 thru 12/31/2011

nd; 17 Special Reserve Fund for Other than

	Approved	Working	Expended Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
**** Total Adjusted Beginning Balance	<u>\$2,316,265.00</u>	<u>\$6,397,639.41</u>	<u>\$6,397,639.41</u>	<u>\$6,397,639.41</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
66000 Interest	\$0.00	\$0.00	\$742.72	\$742.72	\$0.00	(\$742.72)	0.00
**** 8000 Totals	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$742.72</u>	<u>\$742.72</u>	<u>\$0.00</u>	<u>(\$742.72)</u>	<u>0.00</u>
**** Total Income & Beginning Balance	<u>\$2,316,265.00</u>	<u>\$6,397,639.41</u>	<u>\$6,398,382.13</u>	<u>\$6,398,382.13</u>	<u>\$0.00</u>	<u>(\$742.72)</u>	<u>(0.01)</u>

Board Report

From 7/1/2011 thru 12/31/2011

und: 17 Special Reserve Fund for Other than

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$2,316,265.00	\$6,397,639.41	\$6,397,639.41	\$6,397,639.41	\$0.00	\$0.00	0.00
Total: Income Current Year	\$0.00	\$0.00	\$742.72	\$742.72	\$0.00	(\$742.72)	0.00
Total: 1000 - 5000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 6000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 7000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$2,316,265.00	\$6,397,639.41	\$6,398,382.13	\$6,398,382.13	\$0.00	(\$742.72)	(0.01)
-							
3							
5							
Total Income & Beginning Balance	\$2,316,265.00	\$6,397,639.41	\$6,398,382.13	\$6,398,382.13	\$0.00	(\$742.72)	(0.01)
Total Expenditures & Ending Balance	\$2,316,265.00	\$6,397,639.41	\$6,398,382.13	\$6,398,382.13	\$0.00	(\$742.72)	(0.01)

Board Report

From 7/1/2011 thru 12/31/2011

nd: 25 Capital Facilities Fund

	Approved	Working	Expended		Encumbered	Unencumbered	%
			Current	Year To Date		Balance	
**** Total Adjusted Beginning Balance	<u>\$551,368.98</u>	<u>\$570,420.12</u>	<u>\$570,420.12</u>	<u>\$570,420.12</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
66000 Interest	\$2,500.00	\$2,500.00	\$1,432.45	\$1,432.45	\$0.00	\$1,067.55	42.70
66200 Gains or Losses on Investments	\$0.00	\$0.00	\$2,707.14	\$2,707.14	\$0.00	(\$2,707.14)	0.00
68100 Mitigation/Developer Fees	\$5,000.00	\$5,000.00	\$3,962.97	\$3,962.97	\$0.00	\$1,037.03	20.74
**** 8000 Totals	<u>\$7,500.00</u>	<u>\$7,500.00</u>	<u>\$8,102.56</u>	<u>\$8,102.56</u>	<u>\$0.00</u>	<u>(\$602.56)</u>	<u>(8.03)</u>
**** Total Income & Beginning Balance	<u>\$558,868.98</u>	<u>\$577,920.12</u>	<u>\$578,522.68</u>	<u>\$578,522.68</u>	<u>\$0.00</u>	<u>(\$602.56)</u>	<u>(0.10)</u>
4000 Noncapitalized Equipment	\$0.00	\$2,500.00	\$2,412.60	\$2,412.60	\$0.00	\$87.40	3.50
**** 4000 Totals	<u>\$0.00</u>	<u>\$2,500.00</u>	<u>\$2,412.60</u>	<u>\$2,412.60</u>	<u>\$0.00</u>	<u>\$87.40</u>	<u>3.50</u>
80000 Professional/Consulting Services and Operating Expe	\$0.00	\$23,144.00	\$400.00	\$400.00	\$0.00	\$22,744.00	98.27
**** 5000 Totals	<u>\$0.00</u>	<u>\$23,144.00</u>	<u>\$400.00</u>	<u>\$400.00</u>	<u>\$0.00</u>	<u>\$22,744.00</u>	<u>98.27</u>
**** 1000 - 5000	<u>\$0.00</u>	<u>\$25,644.00</u>	<u>\$2,812.60</u>	<u>\$2,812.60</u>	<u>\$0.00</u>	<u>\$22,831.40</u>	<u>89.03</u>
40000 Equipment - Over \$5000 per unit	\$0.00	\$40,000.00	\$38,462.44	\$38,462.44	\$0.00	\$1,537.56	3.84
**** 6000 Totals	<u>\$0.00</u>	<u>\$40,000.00</u>	<u>\$38,462.44</u>	<u>\$38,462.44</u>	<u>\$0.00</u>	<u>\$1,537.56</u>	<u>3.84</u>
**** 1000 - 6000	<u>\$0.00</u>	<u>\$65,644.00</u>	<u>\$41,275.04</u>	<u>\$41,275.04</u>	<u>\$0.00</u>	<u>\$24,368.96</u>	<u>37.12</u>
43800 Debt Service Interest	\$30,447.00	\$29,397.00	\$27,396.99	\$27,396.99	\$0.00	\$2,000.01	6.80
43900 Other Debt Service Pavments	\$78,226.00	\$79,276.00	\$79,275.77	\$79,275.77	\$0.00	\$0.23	0.00
**** 7000 Totals	<u>\$108,673.00</u>	<u>\$108,673.00</u>	<u>\$106,672.76</u>	<u>\$106,672.76</u>	<u>\$0.00</u>	<u>\$2,000.24</u>	<u>1.84</u>
**** 1000 - 7000	<u>\$108,673.00</u>	<u>\$174,317.00</u>	<u>\$147,947.80</u>	<u>\$147,947.80</u>	<u>\$0.00</u>	<u>\$26,369.20</u>	<u>15.13</u>

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Board Report

From 7/1/2011 thru 12/31/2011

Fund: 25 Capital Facilities Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$551,368.98	\$570,420.12	\$570,420.12	\$570,420.12	\$0.00	\$0.00	0.00
Total: Income Current Year	\$7,500.00	\$7,500.00	\$8,102.56	\$8,102.56	\$0.00	(\$602.56)	(8.03)
Total: 1000 - 5000	\$0.00	\$25,644.00	\$2,812.60	\$2,812.60	\$0.00	\$22,831.40	89.03
Total: 1000 - 6000	\$0.00	\$65,644.00	\$41,275.04	\$41,275.04	\$0.00	\$24,368.96	37.12
Total: 1000 - 7000	\$108,673.00	\$174,317.00	\$147,947.80	\$147,947.80	\$0.00	\$26,369.20	15.13
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$450,195.98	\$403,603.12	\$430,574.88	\$430,574.88	\$0.00	(\$26,971.76)	(6.68)
- 37 -							
Total Income & Beginning Balance	\$558,868.98	\$577,920.12	\$578,522.68	\$578,522.68	\$0.00	(\$602.56)	(0.10)
Total Expenditures & Ending Balance	\$558,868.98	\$577,920.12	\$578,522.68	\$578,522.68	\$0.00	(\$602.56)	(0.10)

Board Report

From 7/1/2011 thru 12/31/2011

Fund: 35 School Facility Program (Regular)

	Approved	Working	Expended Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
**** Total Adjusted Beginning Balance	<u>\$3,354,735.95</u>	<u>\$3,368,521.51</u>	<u>\$3,368,521.51</u>	<u>\$3,368,521.51</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>
866000 Interest	\$12,500.00	\$12,500.00	\$8,381.90	\$8,381.90	\$0.00	\$4,118.10	32.94
866200 Gains or Losses on Investments	\$0.00	\$0.00	\$12,991.58	\$12,991.58	\$0.00	(\$12,991.58)	0.00
**** 8000 Totals	<u>\$12,500.00</u>	<u>\$12,500.00</u>	<u>\$21,373.48</u>	<u>\$21,373.48</u>	<u>\$0.00</u>	<u>(\$8,873.48)</u>	<u>(70.99)</u>
**** Total Income & Beginning Balance	<u>\$3,367,235.95</u>	<u>\$3,381,021.51</u>	<u>\$3,389,894.99</u>	<u>\$3,389,894.99</u>	<u>\$0.00</u>	<u>(\$8,873.48)</u>	<u>(0.26)</u>
580000 Professional/Consulting Services and Operating Expe	\$0.00	\$44,500.00	\$10,995.25	\$10,995.25	\$33,500.00	\$4.75	0.01
**** 5000 Totals	<u>\$0.00</u>	<u>\$44,500.00</u>	<u>\$10,995.25</u>	<u>\$10,995.25</u>	<u>\$33,500.00</u>	<u>\$4.75</u>	<u>0.01</u>
**** 1000 - 5000	<u>\$0.00</u>	<u>\$44,500.00</u>	<u>\$10,995.25</u>	<u>\$10,995.25</u>	<u>\$33,500.00</u>	<u>\$4.75</u>	<u>0.01</u>
620000 Buildings and Improvement of Buildings	\$3,300,000.00	\$3,211,288.00	\$401,938.74	\$401,938.74	\$0.00	\$2,809,349.26	87.48
620010 Buildings - Architect Fees	\$0.00	\$50,000.00	\$23,855.01	\$23,855.01	\$0.00	\$26,144.99	52.29
**** 6000 Totals	<u>\$3,300,000.00</u>	<u>\$3,261,288.00</u>	<u>\$425,793.75</u>	<u>\$425,793.75</u>	<u>\$0.00</u>	<u>\$2,835,494.25</u>	<u>86.94</u>
**** 1000 - 6000	<u>\$3,300,000.00</u>	<u>\$3,305,788.00</u>	<u>\$436,789.00</u>	<u>\$436,789.00</u>	<u>\$33,500.00</u>	<u>\$2,835,499.00</u>	<u>85.77</u>

580000
-38
-

Board Report

From 7/1/2011 thru 12/31/2011

1/5/2012 9:41:22AM

id: 35 School Facility Program (Regular)

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date		Balance	%
Total: Beginning Balance	\$3,354,735.95	\$3,368,521.51	\$3,368,521.51	\$3,368,521.51	\$0.00	\$0.00	0.00
Total: Income Current Year	\$12,500.00	\$12,500.00	\$21,373.48	\$21,373.48	\$0.00	(\$8,873.48)	(70.99)
Total: 1000 - 5000	\$0.00	\$44,500.00	\$10,995.25	\$10,995.25	\$33,500.00	\$4.75	0.01
Total: 1000 - 6000	\$3,300,000.00	\$3,305,788.00	\$436,789.00	\$436,789.00	\$33,500.00	\$2,835,499.00	85.77
Total: 1000 - 7000	\$3,300,000.00	\$3,305,788.00	\$436,789.00	\$436,789.00	\$33,500.00	\$2,835,499.00	85.77
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$67,235.95	\$75,233.51	\$2,953,105.99	\$2,953,105.99	(\$33,500.00)	(\$2,844,372.48)	1,780.75
-							
-							
-							
Total Income & Beginning Balance	\$3,367,235.95	\$3,381,021.51	\$3,389,894.99	\$3,389,894.99	\$0.00	(\$8,873.48)	(0.26)
Total Expenditures & Ending Balance	\$3,367,235.95	\$3,381,021.51	\$3,389,894.99	\$3,389,894.99	\$0.00	(\$8,873.48)	(0.26)

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

SUBJECT: Board Policies – First Reading

MEETING: January 11, 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 7 policies presented as a first reading.

Recommendation:

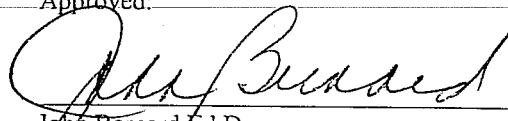
The recommendation is for the Board to review the policies and present any questions or request any clarifications.

Fiscal Impact:

None

Submitted By: _____

Approved: _____


John Bernard Ed.D.
State Administrator

BP 2121 Administration

Superintendent's Contract

In approving employment contracts with the Superintendent, the Governing Board wishes to encourage the Superintendent's long-term commitment to the district and community while carefully considering the financial and legal implications of the contract in order to protect the district from any potentially adverse obligations.

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 4312.1 - Contracts)

(cf. 9000 - Role of the Board)

The Board shall designate a representative to negotiate with the Superintendent on its behalf and shall consult legal counsel to draft the contract document.

The Board shall deliberate in closed session about the terms of the contract. (Government Code 54957)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall ratify the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262)

(cf. 3580 - District Records)

The contract shall include, but not be limited to, provisions for salary and benefits, annual evaluations, term of the contract, and conditions for termination of the contract. The contract should also include general responsibilities and duties of the Superintendent.

(cf. 2110 - Superintendent Responsibilities and Duties)

The term of the contract shall be for no more than four years. (Education Code 35031)

During the term of the contract, the Board may reemploy the Superintendent on those terms and conditions mutually agreed upon by the Board and Superintendent. (Education Code 35031)

The Superintendent's contract shall be extended only by Board action and subsequent to a satisfactory evaluation of the Superintendent's performance.

(cf. 2140 - Evaluation of the Superintendent)

In the event that the Board determines not to reemploy the Superintendent, the Board shall provide written notice to the Superintendent at least 45 days in advance of the expiration of the term of the contract. (Education Code 35031)

The Superintendent's contract shall include a provision specifying the maximum cash settlement that the Superintendent may receive upon termination of the contract. However, if the unexpired term of the contract is greater than 18 months, the maximum cash settlement shall be no more than the Superintendent's monthly salary multiplied by 18. The cash settlement shall not include any noncash items other than health benefits, which may be continued for the unexpired term of the contract up to 18 months or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

If the Board terminates the Superintendent's contract upon its belief and subsequent confirmation pursuant to an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal practices, the maximum settlement shall be within the limits prescribed by law, as determined by an administrative law judge. (Government Code 53260)

Legal Reference:

EDUCATION CODE
35031 Term of employment
41325-41329.3 Conditions of emergency apportionment
GOVERNMENT CODE
53260-53264 Employment contracts
54954 Time and place of regular meetings
54957 Closed session personnel matters
54957.1 Closed session, public report of action taken

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Governance: Superintendent Selection and Employment, 2006
WEB SITES
CSBA, Single District Governance Services: <http://www.csba.org>
Association of California School Administrators: <http://www.acsa.org>
(12/92 7/01) 11/04

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

First reading: January 11, 2012

Adopted;

King City, California

Business and Noninstructional Operations

Criminal Background Checks For Contractors

Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food-related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not been convicted of a felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon. (Education Code 45125.1)

(cf. 3540 - Transportation)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3600 - Consultants)

(cf. 7140 - Architectural and Engineering Services)

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements. (Education Code 45125.1)

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)

In addition, these requirements shall not apply if the Superintendent or designee determines that the employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors: (Education Code 45125.1)

- 1. The length of time the contractors will be on school grounds**
- 2. Whether students will be in proximity with the site where the contractors will be working**
- 3. Whether the contractors will be working by themselves or with others**

Upon a determination that an employee shall have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any student who may come in contact with this employee. (Education Code 45125.1)

These steps may include, but not be limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from

district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police/Security Department)

Other Facility Contractors

When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods: (Education Code 45125.2)

- 1. The installation of a physical barrier at the worksite to limit contact with students.**
- 2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.**

The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.

- 3. Surveillance of employees of the entity by school personnel.**

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing construction, reconstruction, rehabilitation or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.2)

Legal Reference:

EDUCATION CODE

41302.5 School districts, definition

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors

45125.2 Criminal background checks for construction

PENAL CODE

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

(10/97) 10/98

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

First Reading: January 11, 2012

Adopted:

King City, California

BP 4119.1, 4219.1, 4319.1 Personnel

Civil And Legal Rights

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the employee's performance of his/her duties.

An employee's religious or political activities, or lack thereof, shall not be grounds for any discrimination or disciplinary action by the district, provided that these activities do not violate law, Board policy, or administrative regulation.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

A teacher shall have the right to refuse to submit to any evaluation or survey conducted by the district concerning personal values, attitudes, and beliefs; sexual orientation; political affiliations or opinions; critical appraisals of other individuals with whom the teacher has a family relationship; or religious affiliations or beliefs. (Education Code 49091.24)

Employees do not have a reasonable expectation of privacy with regards to district property under an employee's control including, but not limited to, desks, classrooms, offices, file cabinets, computers, or phones. As necessary to protect the health, welfare, or safety of students and staff, school officials may search such items in order to uncover evidence that the employee is violating the law, Board policy, administrative regulation, or other rules of the district or school.

(cf. 3515 - Campus Security)
(cf. 4040 - Employee Use of Technology)

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation or noncompliance with a state or federal rule or regulation, he/she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

The Superintendent or designee shall prominently display in lettering larger than size 14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.8)

No employee shall use or attempt to use his/her official authority or influence to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has disclosed improper governmental activity and believes that he/she has subsequently been subjected to acts or attempted acts of reprisal shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, he/she may also file a copy of the complaint with local law enforcement in accordance with Education Code 44114.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4144/4244/4344 - Complaints)

Protection Against Liability

No employee shall be liable for harm caused by his/her act or omission when acting within the scope of employment or district responsibilities. For the protection against liability to apply, the act or omission must be in conformity with federal, state, and local laws and must be in furtherance of an effort to control, discipline, expel, or suspend a student, or to maintain order or control in the classroom or school. (20 USC 6736)

(cf. 3320 - Claims and Actions Against the District)
(cf. 9260 - Legal Protection)

The protection against liability shall not apply when: (20 USC 6736)

- 1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety.**
- 2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.**
- 3. The employee was not properly licensed, if required, by state law for such activities.**

4. **The employee was found by a court to have violated a federal or state civil rights law.**
5. **The employee was under the influence of alcohol or any drug at the time of the misconduct.**
6. **The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.**
7. **The misconduct involved a sexual offense for which the employee has been convicted in a court.**

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
7050-7058 Political activities of school officers and employees
44040 Discrimination based on employee's appearance before certain boards or committees
44110-44114 Reporting by school employees of improper governmental activity
49091.24 Teacher rights to refuse evaluation/survey of personal life

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

815.3 Intentional torts
820-823 Tort Claims Act
825.6 Indemnification of public entity
3540.1 Public employment definitions
3543.5 Interference with employee's rights prohibited
12940-12951 Discrimination prohibited; unlawful practices

LABOR CODE

1102.5-1106 Whistleblower protections

UNITED STATES CODE, TITLE 18

16 Crime of violence defined

UNITED STATES CODE, TITLE 20

6731-6738 Teacher liability protection

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

COURT DECISIONS

Garcetti v. Ceballos, (2006) 543 U.S. 1186

O'Conner v. Ortega, (1987) 480 U.S. 709

BP 4119.1 (d)
4219.1
4319.1

New Jersey v. T.L.O., (1985) 468 U.S. 325

Management Resources:

WEB SITES

California Attorney General: <http://caag.state.ca.us>

(7/03 3/04) 7/07

Policy

KING CITY JOINT UNION HIGH SCHOOL DISTRICT

First reading: January 11, 2012

Adopted;

King City, California

BP 4119.23, 4219.23, 4319.23 Personnel

Unauthorized Release Of Confidential/Privileged Information

The Governing Board recognizes the importance of keeping confidential information confidential. Staff shall maintain the confidentiality of information acquired in the course of their employment. Confidential/privileged information shall be released only to the extent authorized by law.

Disclosure of Closed Session Information

An employee shall not disclose confidential information acquired by being present during a closed session to a person not entitled to receive such information, unless the Board authorizes disclosure of that information. (Government Code 54963)

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

An employee who willfully discloses confidential information acquired during a closed session may be subject to disciplinary action if he/she has received training or notice as to the requirements of this policy. (Government Code 54963)

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall provide all employees who attend closed sessions a copy of this policy. New employees who may attend closed sessions shall also receive a copy of this policy.

The district shall not take disciplinary action against any employee for disclosing confidential information acquired in a closed session, nor shall the disclosure be considered a violation of the law or Board policy, when the employee is: (Government Code 54963)

- 1. Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts necessary to establish the illegality or potential illegality of a Board action that has been the subject of deliberation during a closed session**

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

2. **Expressing an opinion concerning the propriety or legality of Board action in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action**
3. **Disclosing information that is not confidential**

Other Disclosures

An employee who willfully releases confidential/privileged information about the district, students or staff shall be subject to disciplinary action.

No employee shall disclose confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the employee.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 6164.2 - Guidance/Counseling Services)

Any action by an employee which inadvertently or carelessly results in release of confidential/privileged information shall be recorded, and the record shall be placed in the employee's personnel file. Depending on the circumstances, the Superintendent or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

35146 Closed sessions

35160 Authority of governing boards

44031 Personnel file contents and inspection

44932 Grounds for dismissal of permanent employees

44933 Other grounds for dismissal

45113 Rules and regulations for classified service

49060-49079 Pupil records

GOVERNMENT CODE

1098 Public officials and employees: confidential information

6250-6270 Inspection of public records

54950-54963 Brown Act

BP 4119.23 (c)
4219.23
4319.23

UNITED STATES CODE, TITLE 20
1232g Family Education Rights and Privacy Act

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

(5/87 3/88) 7/03

Policy

First reading: December 13, 2011

Adopted;

KING CITY JOINT UNION HIGH SCHOOL DISTRICT

King City, California

BP 5021 Students

Noncustodial Parents

The Governing Board recognizes the right of parents/guardians to be involved in the education of their children and desires to balance that right with the district's need to ensure the safety of students while at school.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The parent/guardian who enrolls a child in a district school shall be presumed to be the child's custodial parent/guardian and shall be held responsible for the child's welfare.

School officials shall presume that both parents/guardians have equal rights regarding their child, including, but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the principal or designee upon enrollment or upon a change in circumstances.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141 - Health Care and Emergencies)

(cf. 5142 - Safety)

(cf. 6159 - Individualized Education Program)

In the event of an attempted violation of a court order that restricts access to a student, the principal or designee shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent.

Legal Reference:

EDUCATION CODE

48204 Residency requirements

49061 Definitions

49069 Absolute right to access

49091.10-49091.19 Parental review of curriculum and instruction

49408 Emergency information

56028 Definition, parent for special education

51100-51102 Parent/guardian rights

FAMILY CODE

3002 Joint legal custody, definition

3006 Sole legal custody, definition

3025 Parental access to records

6550-6552 Caregivers

GOVERNMENT CODE

810-996.6 Government Claims Act

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Association of Supervisors of Child Welfare and Attendance:

<http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

(6/95 10/95) 7/09

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First reading: January 11, 2012

Adopted;

King City, California

AR 5111.12 Students

Residency Based On Parent/Guardian Employment

District residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code 48204)

(cf. 5111.1 - District Residency)

(cf. 5117 - Interdistrict Attendance)

Applications for Admission

When applying for his/her child's admission to a district school based on employment, the parent/guardian shall provide proof of physical employment within district boundaries. This evidence may include a paycheck stub or letter from his/her employer listing an actual address within district boundaries. Stubs or letters listing only a post office box as an address shall not be accepted.

The Governing Board may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

- 1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)**
- 2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)**
- 3. The school facilities are overcrowded at the relevant grade level.**
- 4. Other circumstances exist that are not arbitrary. (Education Code 48204)**

If the Board denies the student admission for any of the above reasons, the Superintendent or designee shall notify the parent/guardian in writing of the Board's decision, including specific reasons for the denial.

Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade provided by the district, if the parent/guardian so chooses and if at least one of the student's parents/guardians continues to be physically employed within district boundaries, subject to the restrictions specified in law related to excess costs and negative impact on desegregation plans. (Education Code 48204)

District Students Transferring to Other Districts Based on Parent/Guardian Employment

When a student's parent/guardian requests that the student be transferred to another district based on the parent/guardian's physical employment within that other district, the Board may deny the request if the percentage of district students admitted to other districts on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. A transfer may also be denied if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan. (Education Code 48204)

The student's parent/guardian shall be notified in writing of the Board's decision to deny the transfer to the school district in which the parent/guardian's employer is situated. The notice shall include specific reasons for the denial.

Legal Reference:

EDUCATION CODE

46601 Failure to approve interdistrict attendance

48200-48204 Compulsory education law; especially:

48204 Residency based on parent/guardian employment

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 198 (2001)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

(3/02 7/04) 11/07

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

First reading: January 11, 2012

Adopted;

King City, California

AR 5112.2 Students

Exclusions From Attendance

Students may be excluded from attendance at district schools if they:

1. Are under the legal age of attendance, except as otherwise provided by law. (Education Code 48210)

(cf. 5111 - Admission)

2. Do not present evidence of immunization from certain infectious diseases as required by law. ~~Such a~~ **A** student shall not be excluded, however, if the parent/guardian, in writing, requests exemption from the immunization requirement on the basis of the student's physical condition or a conflict with the parent/guardian's religious beliefs. (Health and Safety Code 120335, 120365, 120370)

(cf. 5141.31 - Immunizations)

3. Are reasonably suspected of having active tuberculosis. (Health and Safety Code 121485, 121495, 121505)

(cf. 5141.26 - Tuberculosis Testing)

4. ~~Have filthy or vicious habits or suffer from~~ **Are infected with any** contagious or infectious diseases. **(Education Code 49451; 5 CCR 202)**

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.33 - Head Lice)

5. Reside where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed, unless written permission of the health officer is provided. (Health and Safety Code 120230)
6. Have not had the health screening, **specified in Health and Safety Code 124040**, before or within the first 90 days of attending first grade. Such students may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law. (Health and Safety Code 124105)

(cf. 5141.32 - Health Screening for School Entry)

Notifications to Parents/Guardians

~~Before~~ **Prior to excluding any such a student from attendance**, the Superintendent or designee shall send a notice to the **student's** parent/guardian ~~of the student~~ stating the facts leading to the exclusion.

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded because: (Education Code 48213)

1. He/she resides in an area subject to quarantine **pursuant to Health and Safety Code 120230**
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease **pursuant to Education Code 49451.**
3. ~~It is determined~~ **The Superintendent or designee determines** that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (Education Code 48213)

Appeals from Exclusion

Upon exclusion of his/her child, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee to exclude his/her child, he/she may appeal the decision to the Governing Board.

The parent/guardian shall have an opportunity to inspect all documents upon which the district is basing its decision, to challenge any evidence and question any witness presented by the district, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49451 Parent's refusal to consent

HEALTH AND SAFETY CODE

120230 Exclusion of persons from school

120325-120380 Educational and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

124025-124110 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease

Management Resources:

WEB SITES

California Department of Health Services: <http://www.cdph.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

(3/93 10/95) 11/04

Regulation

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**

SUBJECT: School Accountability Report Card (SARC)

MEETING: January 11, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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
- _____ 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
- XX _____ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached are the School Accountability Report Cards (SARC) for the 2010-2011 academic year. These will be posted on each schools website and hard copies will be made available upon request.

Recommendation:

It is recommended that the State Administrator approve the 2010-2011 School Accountability Report Cards.

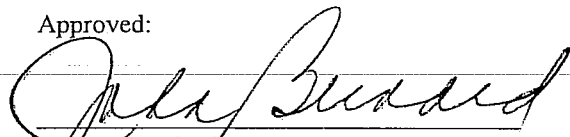
Fiscal Impact:

None

Submitted By:

Daniel R. Moirao, Ed.D.
Assistant Superintendent Educational Services/
Human Resources

Approved:


John Bernard Ed.D.
State Administrator

2010-11 SCHOOL ACCOUNTABILITY REPORT CARD



King City High School
South Monterey County High School District

Published During
2011-12

Principal:
Bruce Corbett

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

Phone:
831-385-5461

Email:
bcorbett@kingcity.k12.ca.us

Website:
www.kingcityhighschool.com



I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

This year King City High School enters into our second century of education the students of King City and its surrounding communities. King City first opened its doors on its current one hundred acre site in 1911. In 1937 construction began on our beautiful and renowned auditorium, the Stanton Theater,

The vision and purpose of King City High School is reflected in the form of a vision statement.

King City High School, including students, staff, parents, and Board and community members will provide an inspiring, respectful, and united environment in which all students will master the skills and knowledge necessary to be successful and responsible citizens in the world community. This vision is attainable through the implementation of the Expected Schoolwide Learning Results and teaching to the California State content standards.

The King City Joint Union High School District recognizes the cultural diversity of its students and will provide the opportunity for everyone to reach his/her maximum potential through academic preparation, personal development, and citizenship training. By raising the expectations for each other, the students, as well as ourselves and the district, will fulfill our motto of being "committed to excellence."

Currently, King City High School has a total enrollment of 852 with 422 females and 430 males. The ethnicity of the student body is primarily Hispanic or Latino (89%) and White/Non-Hispanic (15%). King City High School has many English language learners. Approximately 24.3 percent of King City High School students are now identified as EL.

King City High School is committed to maintaining academic standards at levels which are meaningful and will help build a foundation for each student's success in his/her life after high school. In addition, the district strives to provide a number of alternative avenues to achieve academic standards and graduation requirements so that all students have the chance to succeed. Our long term goals are reflected in our school ESLR's (Expected Schoolwide Learning Results). They are defined as follows:

A Mustang is:

An Effective Communicator who can:

- Speak with confidence within a group and to an audience
- Use a computer to develop documents, graphs, and charts
- Read and comprehend information
- Listen and comprehend information

A Complex Thinker who can:

- Use logical decision-making processes
- Analyze, interpret, and evaluate significant concepts within various concepts
- Transfer learned skills to new situations

A Collaborative Worker who can:

- Work effectively in groups in various roles
- Create and adapt to change
- Use effective leadership skills to foster, develop, and maintain relations within diverse settings

A Self-Directed Learner who can:

- Set appropriate and realistic educational, vocational, and personal goals and standards
- Assess their needs and apply appropriate strategies to learn the identified concepts and skills
- Exhibit self-motivation and self-discipline and accept individual and group responsibility

An Effective Citizen who can:

- Demonstrate positive and productive citizenship
- Make informed choices, understanding what the choices mean
- Register to vote

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents who wish to participate in King City High School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-5461. King City High School's website (www.kingcity.k12.ca.us/kchs) provides a variety of resources and information for parents, staff, students, and community members.

Both community and parents are involved in the site decision-making process through such avenues the School Site Council, the ELAC English Learners Advisory Committee, the Migrant Parent Advisory Council, Focus Groups, the Regional Occupation Program and Vocational Education Advisory Committee, the Sober Grad Committee, and the Mustang Bench – a group of parents and community members who support athletic and other school events and activities. In addition, community groups such as the Rotary and Lions Clubs in King City and Greenfield, the Young Farmers (which provides support for the Agriculture Program), the FFA, and other athletic and student programs.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	266
Grade 10	257
Grade 11	221
Grade 12	182
Total Enrollment	926

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.3	White	13.6
American Indian or Alaska Native	0.3	Two or More Races	0.00
Asian	1.2	Socioeconomically Disadvantaged	45.8
Filipino	1.8	English Learners	60.7
Hispanic or Latino	82.4	Students with Disabilities	8.6
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg. Class Size	2008-09			2009-10			2010-11				
		Number of Classrooms			Number of Classrooms			Number of Classrooms				
		1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+		
English	23.3	21	15	9	27	10	8	15	25.1	21	13	15
Mathematics	28.2	7	14	11	30	1	9	10	28.4	3	19	8
Science	27.4	2	10	6	30	2	8	9	30.8		7	6
Social Science	25.7	8	9	10	28	2	13	6	28.2	4	13	4

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

There is a site emergency plan at King City High School. Earthquake, fire, and lock-down drills are held on a regular basis. There are plans for a full scale mock disaster drill with law enforcement and fire department staff on hand to assist. The administration, campus safety supervisors, custodians, grounds crew, and the front office staff are equipped with two-way radios for immediate communication in case of an incident. The administration also has access to cell phone communication with the district office in case of an emergency.

Key elements of the school safety plan include:

- Emergency phone numbers
- Operations/organization list
- First aid
- Fire drills
- Earthquake
- Bomb threat
- Fallen aircraft
- Flood
- Severe winds/tornado watch
- Chemical accidents/toxic fumes
- Safe routes to school
- Drugs and alcohol
- Harassment
- Sexual harassment
- Hate crimes

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	43.4	37.8	51	26.3	24.2	36.29
Expulsions	1.8	1.3	11	1	0.8	2.66

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The safety of students and staff is a primary concern of King City High School and the school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is updated each fall by the School Site Safety Committee, which is comprised of the, assistant principal, the head of maintenance and operations, and the school resource officer.

To ensure student safety, supervision is provided on campus at all times during the school day. Supervision is a responsibility shared by King City Administration (2), one students services coordinator, one campus supervisor and the School Resource Officer. All visitors to the campus must sign in at the office to receive a visitor's pass, which must be worn at all times. Student visitors are not allowed at any time. Each of two parking lots on campus require that vehicles parked in the lot be registered through the vice principals office and display an identification tag.

King City High School was first established in 1911, with the current facilities being built in 1968. The school's auditorium, constructed in the 1930s, has been designated a historical monument. The campus is comprised of 51 classrooms, a cafeteria/study hall, a library, an administration building, an auditorium, a staff lounge, a gymnasium, and a stadium. Previous renovations and modernization efforts have included new wiring, fire alarms, phone lines and air conditioning, as well bringing facilities up to Americans with Disabilities Act (ADA) standards. Modernization of the campus occurred during the summer of 2006 and included modernization of the quad, bathrooms in A, B, C, E, K, O, and J wings, and air conditioning for the entire school.

The principal works daily with (3) custodial and (3) maintenance staff members to ensure that campus facilities are kept clean and safe for students and staff.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On 8/31/2011	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	—	✓	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	✓	—	
Overall Rating	—	✓	—	—	

V Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	38	33	36	72
Teachers without Full Credential	4	4	0	3
Teachers Teaching Outside Subject Area of Competence	1	4	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95.79	4.21
High-Poverty Schools in District	96.89	3.11
Low-Poverty Schools in District	25	75

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	852
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other	1	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

All classes have a sufficient number of textbooks for each student enrolled. Over the past three years textbooks have been purchased to meet the needs of our at risk students in English Language Arts and Math.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Use Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Glencoe: Literature: The Readers Voice Course 4 (2002) Glencoe: Literature: The Readers Voice Course 5 (2002) Glencoe: Adventures in American Literature (1989) Glencoe: American Literature: The Readers Voice (2002) Glencoe: British Literature: The Readers Voice (2002) Glencoe: CSUMB ERWC Resources (2006) Hampton-Brown Edge Fundamentals (2005) Hampton-Brown Edge Level A (2005) Sp. Ed LA McGraw-Hill; Glencoe: REACH The Readers Voice (2002) Read 180 Scholastic, Inc. Read Write and React (2005)	0	
Mathematics	Math Teachers Press: Conquering the CAHSEE (2004) McDougall-Littell: California Geometry (2007) Glencoe: Mathematics and Business Applications (2006) Prentice-Hall: California Algebra I (2008) California Algebra II (2008) Prentice-Hall; Cal. Alg. Readiness (2008) Prentice-Hall ;Pre-Calculus with Limits (2007) Prentice-Hall; Calculus (2007) AGS: Sp. Ed Algebra 1/2 (2002) AGS: Consumer Math (2001)	0	

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent ASB or Local Governing Agency Approved Textbooks and Instructional Materials
Science	McDougall-Littell: Earth Science (2005) Holt, Rinehart, Winston: Modern Biology (2002) Glencoe: Chemistry-Matter and Change (2005) Pearson, Campbell, Reese: Biology (AP Ed.) (2002) Glencoe: Physics-Principles and Problems (2005) Pearson:Criminalistics (2007) Glencoe: Chemistry:Matter and Change (2005) McDougal Little:Ag Earth Science (2005) Mc Dougal Little:Earth Science SDAIE (2005) Glencoe: Intro to Biology (2005) Cooper: Agriscience(2005) Holt:Ag Biology:Modern Biology AGS: Sp. Ed Physical Science (2002) AGS: Sp. Ed Life Science (2002)	0	
History-Social Science	AGS: World History (2006) Houghton Mifflin: Patterns of Interaction (2006) AGS: Sp Ed, World History (2005) AGS:Sp Ed, US History (2005) McDougall-Littell: Creating America (2006) AGS:Sp Ed, Economics (2003) AGS:Sp Ed, American Govt. (2006) DC Heath: American Pageant (2006) Mcdougall-Littell: The Americans (2006) McDougall-Littell: Economics-Concepts & Choices (2007) Prentice Hall: Magruders American Government (2006)	0	

School Accountability Report Card

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Foreign Language	Glencoe: Nosotros y Nuestro Mundo (1997) Levels 1&2 Vista: Descubre 1 (2003) Vista: Descubre 2 (2003) Vista: Descubre 3 (2003) Glencoe: Nosotros y Nuestro Mundo: (1997) Alma Publishing: Chiro (2010) Sign Media, Inc.: Master ASL I Level 1 (2006)	0	Alma Publishing: Chiro (2010) Sign Media: Master ASL I (2006)
Health	McDougal-Littell: Perspectives (1996) Fearsons: Health (1994)	0	

**Science Laboratory Equipment
(grades 9-12)**

Microscopes, Thermometers (45) electric, standard, and rechargeable, Aquariums (4), Dissecting sets (20), Digital projectors, Incubator, Gel electrophoresis, chambers and power source (4), Digital balances (4) Mini centrifuge (2), Digital Water Bath, UV light board Micropipettes (5), Life-size resin human skeleton, Human torso model, Heart model, Flower model, DNA model, Hot plates (8), Triple-beam balances (8) Van de Graff Generator, Desiccators (3), Water Distiller Sinks (19), microscopes, Thermometers (45) electric, standard, and rechargeable, Aquariums (4), Dissecting sets (20), Digital projectors, Gel electrophoresis, chambers and power source (4), Digital balances (4) Mini centrifuge (2), Digital Water Bath, UV light board Micropipettes (5), Life-size resin human skeleton, Human torso model, Heart model, Flower model DNA model, Glassware Beakers: 1800 mL (2), 600 mL (9), 400 mL (66), 200 mL (47), 100 mL (19), 50 mL (25) Flasks: 1000 mL (18), 500 mL (25), 250 mL (19), 200 mL (2), Specimen Dishes (6), Test tubes (100s of various sizes), Petri Dishes (100s of various sizes), Test tube racks (30), Ring stands and clamps (10), Clamp on lights (6), Mortar and Pestle (15), Stop watches (15), Plant light (1), Aprons (35), Goggles (35), Alcohol burners (23), Blood pressure kits (10), Gas burners (12) Mirror filler (2), Bunsen Burners (16), Metal mesh stands (4), Glass syringe 50cc (3), Finger Cots (75), PH Spectral (3), Pkg of weighing paper, Filter paper box ct 100 (3), Glass funnel large (6), Glass

0

**Science Laboratory Equipment
(grades 9-12)**

funnel med (7)
 Glass funnel small (3), Glass thermometers (21), Filter tubular (2), Hoses (7), Paper Chromatography Kit (1)
 Electric immersion heater (1), Stainless steel ATC Probe (1), Disposable Filter caps (18), Metal thermometers (3)
 Metal square pons (95), Hot plates (10), Scales (11)
 Flat scale, Sinks (16), Flasks: 1000 mL (30), 250 mL (22), 124 mL (27), Beakers: 1000 mL (4), 600 mL (5)
 250 mL (11), 150 mL (2), 100 mL (2), 10 mL pipets (5), Squeeze bottles (9), Yard sticks (19), 38mm lenses (64)
 20mm Iceland spars (50), pendulum (1), Electronic spark timers (2), 3-axis accelerometer, 25-G accelerometer, Barometer, Proscope Kit, Plunger carts (2), Conductivity probes (2),
 Cuvettes for colorometer
 Dual-range force sensors (2), Digital radiation monitor, Electrode amplifiers (2), Force plates (2), Gas pressure sensors (2), Low-G accelerometers (2), Light sensors (2), Magnetic field sensor, Nuclear radiation with vernier, Scout Pro 0.0001 g balance, Photogate bracket
 PH sensors (2), Sound level meter, Stir station, Spectrovis optical fiber, Thermocouple, Vernier drop counter, Vernier photogates (4), Wireless dynamics sensor system, Drugs and Poison analysis kits (28), Counterfeit Detection Pens (2), Detection of Art Forgery Kits (24), Analysis of Documents kits (24), Fingerprint brushes (2), Fiberglass fingerprint brushes (2), Fingerprint lifting tape (10 yards), Hair analysis kits (24), Latent fingerprint kit, Fingerprint Pads (3), Serial number restoration kit, Fingerprint powder, Black 1 oz.,

0

School Accountability Report Card

<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Fingerprint powder, Black, magnetic (2), Ward's gunshot residue presumptive test kit, Forensic analysis of glass kits (8), Hair and Fiber analysis kit, Luminol detection of simulated blood demonstration kit, Simulated ABO & Rh Blood typing kits (24).</p>	<p>0</p>	
<p>Visual and Performing Arts</p>	<p>Photo & Digital Imaging: Wilcox Co. (2002) Intro to Drama: The Stage and School (1997) Theater Arts in Action (2005)</p>	<p>0</p>	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,387.27	\$1,275.94	\$5,111.33	\$83,357.00
District	N/A	N/A	\$7,676.50	\$86,703.00
Percent Difference – School Site and District	N/A	N/A	-0.33	-0.04
State	N/A	N/A	\$5,455.00	\$68,269.00
Percent Difference – School Site and State	N/A	N/A	-0.06	0.22

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In addition to general state funding, King City Joint Union High School District receives State and Federal funding for the following categorical, special education, and support programs: Peer Assistance Review (PAR), Federal ESIA/ESEA/IASA, ROC/P Entitlement, Educational Technology Assistance Grants, Federal/Vocational and Applied Technology Education Act, Instructional Time and Staff Development Reform, Title IV SDFSC, Title III/Part A Limited English Proficient, Federal/Special Education Entitlement per UDC, Title I/Part A Low Income, School Safety, Title II/Part A Teacher Quality, Economic Impact Aid (EIA), Home-To-School Transportation.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,624	\$41,858
Mid-Range Teacher Salary	\$80,858	\$65,907
Highest Teacher Salary	\$119,657	\$85,023
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$121,834	\$114,791
Superintendent Salary	\$177,000	\$153,090
Percent of Budget for Teacher Salaries	35	36
Percent of Budget for Administrative Salaries	6	6

X Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5inrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	34	40	41	27	36	34	49	52	54
Mathematics	20	24	34	12	15	22	46	48	50
Science	24	33	33	20	30	30	50	54	57
History-Social Science	34	43	45	24	34	40	41	44	48

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History/Social Science
All Students in the LEA	34	22	30	40
All Students at the School	41	34	33	45
Male	41	34	34	53
Female	41	34	32	38
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	27	47	0	0
Hispanic or Latino	37	31	28	41
Native Hawaiian or Pacific Islander	0	0	0	0
White	71	47	69	74
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	35	33	26	40
English Learners	4	9	5	11
Students with Disabilities	12	11	8	28
Students Receiving Migrant Education Services				

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

As of the 2010-2011 school year King City High School has implemented quarterly bench mark tests in all departments. A baseline for student achievement will be established for reference as instructors begin to narrow the focus of their instruction relative to student achievement on the California State Standards. Once a baseline for site level benchmark data has been establish a timeline for achievement will be established

Grade level	Reading			Writing			Mathematics		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
9		100			100			100	
10		100			100			100	
11		100			100			100	
12		100			100			100	

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts	36	32	52	41	40	54	45	42	59
Mathematics	41	33	53	42	38	54	52	42	56

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	23	19	58	32	10
All Students at the School	55	25	20	48	39	13
Male	58	27	15	50	37	12
Female	52	24	25	46	41	14
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	60	24	17	51	39	10
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	23	35	42	26	39	35
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	62	23	15	54	38	8
English Learners	94	4	1	86	13	1
Students with Disabilities	88	12	0	85	12	4
Students Receiving Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	24.9	21.3	16.9

X Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	3	4
Similar Schools	6	5	9

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.
Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	4	41	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	45	24
Native Hawaiian or Pacific Islander			
White	-11		
Two or More Races			
Socioeconomically Disadvantaged	0	48	33
English Learners	14	39	17
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	739	706	778
Black or African American			696
American Indian or Alaska Native			733
Asian		595	898
Filipino	752	786	859
Hispanic or Latino	724	696	729
Native Hawaiian or Pacific Islander			764
White	838	837	845
Two or More Races			836
Socioeconomically Disadvantaged	719	693	726
English Learners	684	671	707
Students with Disabilities	565	529	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

XI. School Completion and Postsecondary Preparation**Admission Requirements for California Public Universities****University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	3	5.2	4	2.9	5.4	5.4	4.9	5.7	4.6
Graduation Rate	88.36	81.74	81.86	88.38	78.66	78.40	80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	82		36
Black or African American	0		6
American Indian or Alaska Native	0		9
Asian	3		12
Filipino	1		15
Hispanic or Latino	65		19
Native Hawaiian/Pacific Islander	0		32
White	82.9		53
Socioeconomically Disadvantaged	0		40
English Learners	0		43
Students with Disabilities	0		13
Two or More Races	0		23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

King City High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. King City High School offers a variety of career-path related classes. The table below lists the career preparation courses offered at King City High School. Mrs. Deborah Benson is the primary contact for the King City Joint Union High School District's Career Technical Education Committee.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	107
Percent of pupils completing a CTE program and earning a high school diploma	51
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.6
Graduates Who Completed All Courses Required for UC/CSU Admission	4

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	2.1

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers in the King City Joint Union School District have the opportunity to participate in the Beginning Teachers Support and Assessment (BTSA) Program. The BTSA program is an initiative to provide formative assessment and individualized support based on assessment information for beginning teachers. BTSA provides induction in the teaching profession for eligible first and second-year teachers. Under the provisions of Senate Bill 2042 (Chapter 548, Statutes of 1998), beginning teachers may complete an induction program in order to obtain a Professional Clear Teaching Credential.

KCHS re-established collaboration days beginning with the 2010/2011 school year. Collaboration days are each Wednesday, after school, throughout the school year. They are primarily used for teacher and departmental collaboration but also to address our WASC accreditation requirements, and continual development of departmental benchmark tests, with the over-arching goal of studying student achievement data once a baseline has been established.

**2010-11
SCHOOL ACCOUNTABILITY REPORT CARD**



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

**Published During
2011-12**

**Principal:
James Goddard**

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

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

Email:

**Website:
www.kingcity.k12.ca.us**



I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

District Mission Statement

The South Monterey County Joint Union High School District recognizes the cultural diversity of the students and will provide the opportunity for each student to reach his/her maximum potential through academic preparation, personal development, and citizenship training. By raising expectations for each other, the students, and ourselves, the district fulfills its motto of being committed to excellence.

The Vision Statement of Greenfield High School reads:

"Greenfield High School is a place where students are provided with educational and personal experiences that allow them to become life-long learners and responsible, productive citizens."

The Mission Statement is:

"The Greenfield High School mission is to provide all students with a standards-based curriculum to achieve success. Each student is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff and students, we are dedicated to the academic success of every student."

Goals for South Monterey County Joint Union High School District

1. Annually increase the number of students in SMCJUHS who achieve at the proficient level or higher on the CSTs.
2. Annually increase the student achievement for each identified underperforming ethnic group that represents 5% or more of the student population in SMCJUHS.
3. Improve the school climate and student discipline at each SMCJUHS school so that every student and staff member feels safe.
4. Develop a long-term solution to the SMCJUHS fiscal crisis, in conjunction with the state and FCMAT, so that SMCJUHS can concentrate on the business of educating its students, meeting the expectations the state has for SMCJUHS, and returning the SMCJUHS to local control.
5. Build the capacity of the SMCJUHS to sustain the improved student achievement, the fiscal recovery plan, and the school climate improvement when local control is regained.
6. Become current in complying with Education Code, Penal Code, Government Code and Board Policies.
7. Establish and sustain District services to support teaching and learning, and student safety.
8. Ensure the participation of SMCJUHS Board of Education and State Administration in CSBA's Masters in Governance program.

All students at Greenfield High School will be:

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ESLR 1:

Academic achievers with effective technology and communication skills who:

- Meet or exceed California state standards in English, mathematics, science, social studies and other areas as state standard are developed.
- Demonstrate competence in the use of computers and other appropriate technology equipment.
- Listen actively and speak, read and write effectively.

ESLR 2:

Collaborative workers who are self-directed learners and creative thinkers who:

- Use constructive leadership skills to foster, develop, and maintain relationships within diverse settings.
- Work successfully both in groups and individually to establish and accomplish goals.
- Understand essential concepts, facts, and procedures taught in each course.
- Create and use an educational plan to move toward personal growth and career goals.
- Discover, develop, and pursue individual passions and goals.

ESLR 3:

Responsible and active community contributors who:

- Contribute their time, energies, knowledge, and talent to improve the quality of life in our school, communities, nation, and world.
- Demonstrate positive, responsible, and productive citizenship.
- Possess the skills to succeed in post-secondary education, the workplace and life.

In 1999, Greenfield High School opened its doors to students who proudly called themselves Bruins. The school sits on approximately forty acres. Greenfield High School is located in the southwest corner of the town of Greenfield. The school is surrounded by grape vineyards, fields, commercial and residential housing.

Greenfield High School provides instruction to approximately 897 students in grades nine through twelve, of which 13.3% are students with learning disabilities, 46% are English Learners, and 66.1% are economically disadvantaged. Students are drawn from the Greenfield community and small surrounding areas. As of 2011, the Greenfield High School student population is .4% Filipino, 96.2% Hispanic and .6% African America, 2.1% White, and .2% Other. The school operates on a traditional semester schedule.

The city of Greenfield covers an area of 1.7 square miles. It is located in the heart of California's Salinas Valley approximately 135 miles south of San Francisco, 95 miles south of San Jose, 40 miles south of Salinas and 60 miles north of Paso Robles. The City of Greenfield is located between the Gabilan mountain range to the east and the Santa Lucia range to the west. The city of Greenfield is centered in one of the most productive agricultural areas in the world. The area is known as the "Salad Bowl of the World." Over \$2 billion (US) worth of fruit and vegetables are produced and shipped annually across the United States and abroad. The area is also known as a premier wine grape growing region due to the rich soil and desirable climate.

As of July 2009, there were 15,362 people, 2,643 households and 2,360 families residing in the city. The median income for a household in the city was \$49,299. In recent years, the town has seen a sizable influx of immigrants from the Mexican state of Oaxaca. Many Oaxacans speak Triqui and/or Misteco, indigenous languages not related to English or Spanish and as a result they have a difficult time being able to communicate. In the city of Greenfield, Hispanics comprise 90.2% of the population, White 6.6%, African American, .6%, Asian 0.6%, other 1.0%, and two or more races .10%. About 17.1% of families and 21.6% of the population were below the poverty line. The estimated median house price in 2009 was \$285,104. Many households have extended family members living with them. Government service employs a large number of people in the area: teachers, fire fighters, correctional officers, forestry workers, and police officers make up this group. With the expansion of the prisons in Soledad, 10 miles to the north, there has been an increase in population and in home buildings in Greenfield. The economy of this area is predominately agricultural. Approximately 90% of the Greenfield High School parents/guardians work in some type of agricultural industry; such as packing, irrigation, harvesting, and about 5% are migrant workers working between Greenfield and Yuma, Arizona. Permanent residents are drawn to the area for its affordable housing and good employment opportunities here and in nearby areas.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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Parent Workshops

Greenfield High School provides workshops, training and conference opportunities to their parents and community. Teachers, counselors, and support staff provide parent training in order to educate, collaborate, and build relationships with the parents in an effort to build a bridge between home and school life. Meetings are held during the day and at other times to accommodate the Greenfield community.

The following is a sample of parent involvement opportunities at Greenfield High School:

Back to School Night

- * 10th Grade counseling
- * Single Plan for Student Achievement presentations to parents
- * Grade checks by request
- * Counselor appointments by request
- * Home-School Compact
- * Parent newsletter at least four times a year
- * Quarterly report cards
- * Progress reports
- * Greenfield High School web site
- * School Marquee
- * AlertNow
- * College Counselor CSUMB
- * 9th grade Orientation in August
- * Parent Involvement Policy
- * SSC and ELAC meetings
- * Parent workshops
- * Supplementary Educational Services (SES)
- * FOL parent focus group meetings
- * Teacher phone calls and notices on student progress
- * Local newspapers print school's API and AYP scores
- * Student tests results are shared with parents through SSC, ELAC meetings , parent workshops and newsletters
- * CELDT and reclassification results are shared with parents at ELAC meetings and newsletters

Parent / Community Organizations

The Greenfield community participates in many aspects of the school. Parents/guardians and community members serve on the boards and advisory committees such as the Board of Education, the School Site Council, booster clubs, and Sober Grad Night. Parents/guardians and community members serve as chaperones for dances and field trips, test proctors, tutors, and teachers' assistants. Ad hoc committees exist in the areas of WASC Focus on Learning, staff hiring, budgeting, and facilities, with parents/guardians and community members always included in the membership. Local business people participate in Career Day, serve as guest speakers, and donate goods and services to the school.

School Site Council

Greenfield High School has a functioning School Site Council consisting of the principal, classroom teachers, a classified representative, students and parents/guardians. The School Site Council meets a minimum of five times a year to discuss categorical budgets, the Single Plan for Student Achievement, School Safety Plan, data analysis, and other topics of concern to the committee.

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School Accountability Report Card

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	240
Grade 10	239
Grade 11	200
Grade 12	218
Total Enrollment	897

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	2.1
American Indian or Alaska Native	0.2	Two or More Races	0.00
Asian	0.4	Socioeconomically Disadvantaged	36.2
Filipino	0.4	English Learners	70.2
Hispanic or Latino	96.2	Students with Disabilities	5.2
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.6	19	14	6	28	3	20	3	22.9	23	17	6
Mathematics	29.4	3	16	11	29	1	17	6	29.9	8	12	11
Science	31.7		8	14	28	2	19		27	5	9	7
Social Science	28.2	4	13	8	30		15	1	28.7	3	9	5

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Description of the safety condition, cleanliness and adequacy of school facilities

At Greenfield High School, the safety of the students and staff is a primary concern. The school celebrated their 111th year. It is a modern and clean facility comprised of approximately 36 classrooms, a main administration building, a science wing, a library, three computer labs, a gymnasium which includes both boys and girls locker rooms and a weight room, a Student Union that serves as a cafeteria and an auditorium, an art classroom, a music room, an auto shop (no auto shop due to budget) and an Ag facility. There is a football stadium, soccer fields, baseball fields, and softball fields. Fifteen of the classrooms are portable classrooms. Construction plans exist to build more permanent classrooms, but due to the budget constraints that project has been put on hold.

The school is in compliance with all laws and the Williams Act, in regards to all rules and regulations pertaining to hazardous materials. There is a school and a District safety plan which is reviewed yearly with the School Site Council. Routinely, fire drills and earthquake procedures are reviewed and practiced. The school handbook outlines the school rules and enforcement procedures. A full time campus supervisor assist administration with the supervision of the daily school activities. Administration consists of Principal, and Assistant Principal. A full time Greenfield Police Officer serves as a School Resource Officer at GHS.

Greenfield High School is a safe and clean school. The school is routinely inspected by the District's Director of Maintenance and Operations following up with work orders, and needed repairs that have been prioritized. The school has two full time maintenance employees during the day and three at night. According to the parent surveys, most parents/guardians believe the school is a safe and clean environment. It should be noted however, that night time lighting is inadequate and a concern. Much of the school is in complete darkness during night time events.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	10.8	16.2	30.1	26.3	24.2	36.29
Expulsions	0.2	0.7	3.57	1	0.8	2.66

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Facilities & Safety

The physical structure of the school supports the learning environment. The school is well maintained, free of graffiti, and supports campus safety. There is adequate space within classrooms, as well as adequate areas for students and staff to collaborate and work. According to the parent surveys, most parents believe the school is a safe and clean environment. It should be noted however, that night time lighting is inadequate and a concern. Much of the school is in complete darkness during night time events.

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In order to create an environment that is safe, clean and orderly, Greenfield High School has numerous policies and procedures in place. Campus security is a part of the Greenfield High School site. Campus security positions include a school safety coordinator, a campus supervisor, and a part-time security officer. The high school has an open relationship with the local police department and officers are willing to come onto campus when needed. Starting second semester 2010, a School Resource Officer (SRO) was assigned to Greenfield High School campus full time. Their main role is to help support the school staff in maintaining a safe school environment. Probation officers also frequently come on campus to monitor their assigned students' progress.

Greenfield High School has a closed campus that does not allow students to leave during school hours, unless signed out by an authorized person that is listed on their emergency form. A closed campus offers the students a safe learning environment and helps students remain focused on their academics. However, during lunch, it is a challenge to keep some students on campus with limited staff and security. Students who are caught ditching are referred to the assistant principal's office for disciplinary action. Administrators, the athletic director or the community liaison are present for evening school activities such as dances and sporting events. Teachers are also present at these events to help provide additional supervision.

Throughout the year, Greenfield conducts earthquake and fire drills to ensure the safety of students and staff in the event of an emergency. The drills help students and faculty to practice proper and effective evacuation procedures. The online system HELP DESK is in place and enables safety concerns and general repairs to be reported immediately online and allows staff to track the progress of the job submitted.

The Expected Schoolwide Learning Results (ESLRs) were revised to ensure high expectations for all students and focus on school improvement. Greenfield High School teachers have been active in gathering and sharing research-based strategies with one another in order to elevate student success. From 2007-2009, collaboration time was available for staff to work together to develop assessments, analyze data and design lessons. In 2009 - 2010, collaboration days were not part of the school calendar. A strong culture of staff teamwork exists at Greenfield High School, with efforts focused on improving student learning and student success at school. However, without collaboration days the staff has had to create their own time to work together through department and staff meetings. Greenfield High School has a nurturing and caring staff. Greenfield High School students feel comfortable, when faced with a problem, talking to teachers, counselors, coaches, administrators, and staff. According to the Greenfield High School student survey, 63% of the students feel free to talk to an adult at school about personal problems. Many teachers participate in extracurricular activities such as clubs, sports, and class advising. The students and teachers' participation in activities helps to build trusting and nurturing connections between students and school personnel.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 8/23/2011	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	Auto shop electrical closet needs better ventilation
Interior: Interior Surfaces	—	✓	—	—	Carpets need to be replaced. Stains on ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	Lighting needs repair. Exposed data wires
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	Faucets need to be repaired. Drinking fountain needs to be repaired.
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	Peeling paint

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Inspected On: 8/23/2011	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	Damaged interior door
Overall Rating	—	✓	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	35	37	33	72
Teachers without Full Credential	2	2	3	3
Teachers Teaching Outside Subject Area of Competence	2	2		N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments	2	3	
Vacant Teacher Positions	0	1	

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.15	3.85
All Schools in District	95.79	4.21
High-Poverty Schools in District	96.89	3.11
Low-Poverty Schools in District	25	75

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	0	N/A
Other	1	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

The school has met all textbook and other Instructional Materials William's Settlement Requirements.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<p>Reading/Language Arts</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>English Support 2 American Books California Language Arts Review 2007 English Support 2 American Books California Grammar & Conventions Review 2007 English Support 2 American Books California Writing Review 2007 English 1A Glencoe Literature: The Readers Voice - Course 4 2002 English 1B Glencoe Literature: The Readers Voice - Course 4 2002 English 1B Support - REACH SRA McGraw-Hill Reasoning and Writing; Skill Applications; Spelling Through Morphagrams 2001; 1999; 2001 English 2A Glencoe Literature: The Readers Voice - Course 5 2002 English 2B Glencoe Literature: The Readers Voice - Course 5 2002 English 3AP Glencoe American Literature: The Readers Voice 2002 English 3B Glencoe American Literature: The Readers Voice 2002 English 4AP Glencoe British Literature: The Readers Voice 2002 English 4B Glencoe British Literature: The Readers Voice 2002 ELD 1 Pearce Longman Word-by-Word; Side-by-Side 2001 ELD 2 Pearce Longman Side-by-Side - Levels 2/3 2001 Transitional English Northstar Focus on Reading and Writing 2002 Special Ed. Language Arts McGraw-Hill Literature: REACH; Basic English Skills 2004; 2001 Special Ed. Language Arts Globe Fearon Pacemaker English Composition 2002</p>

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<p>Mathematics</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>Consumer Math AGS Mathematics 2001 Algebra 1 Prentice-Hall California Algebra I 2008 Algebra 1 SDAIE Prentice-Hall California Algebra I 2008 Algebra Support American Books Passing the California Algebra I State Exam California Math Review 2007 Geometry McDougall-Littell California Geometry 2007 Algebra 2/Trigonometry McDougall-Littell Algebra & Trigonometry - Structure & Method - 2nd edition 2007 Pre-Calculus McDougall-Littell Pre-Calculus with Limits 2007 Calculus AP Prentice-Hall Calculus - Graphical, Numerical, Algebraic 2007 Special Ed. Algebra 1A/1B AGS Algebra 2002 Special Ed. Math Support AGS Basic Math Skills 2002 Special Ed. Pre-Algebra AGS Pre-Algebra 2005</p>
<p>Science</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>Glencoe Ag Life Science Elmer L. Cooper Agriscience: Fundamentals & Applications 1997 Earth Science McDougall-Littell Earth Science 2005 Biology Holt Biology 2004 Ag Biology Holt Biology 2004 Chemistry Houghton Mifflin Introductory Chemistry 2000 AP Biology Pearson Biology - AP edition 2002 Physics Scott Foresman Conceptual Physics 1999 Special Ed. Earth Science AGS Earth Science 2004 Special Ed. Life Science AGS Cycles of Life 2004 Ag Mechanics Elmer L. Cooper Agricultural Mechanics 1997 Floristry Delmar Floriculture: Designing and Merchandising 2004</p>

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
History-Social Science	Quality is good. Text books are replaced as needed.	0	World History SDAIE AGS Experiencing World History 2006 World History Houghton Mifflin The Modern Era 2006 Special Ed. World History AGS World History 2005 US History AP Houghton Mifflin Making America 2006 US History McDougal-Littell The Americans 2006 Special Ed. US History AGS United States History 2001 Economics Glencoe Economics: Principles and Practices 2006 Civics Prentice Hall Magruder's American Government 2006 Special Ed. Economics AGS Economics 2003 Special Ed. Civics AGS American Government 2006

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Foreign Language	Quality is good. Text books are replaced as needed.	0	Spanish 1 Holt Ven Conmigo Level 1 2003 Spanish 2 Holt Ven Conmigo Level 2 2003 Spanish 3 Holt Ven Conmigo Level 3 2003 Spanish 4 Holt Ven Conmigo Level 4 2003 Spanish F Sociedad General Nuevas Narraciones 2002 Spanish - Spanish Speakers 1 Glencoe Repaso 2002 Spanish - Spanish Speakers 2 Glencoe Repaso 2002 AP Spanish Literature McDougall-Littell Abriendo Puertas Antologia de Literatura en Espanol - Tomo I/II 2003 AP Spanish Literature PBD Inc. Lecturas Avanzadas 2008 French 1 McDougall-Littell Discovering French Bleu 1997/1998/2003 French 1 McDougall-Littell Discovering French Bleu - Activity Book 2003 French 2 McDougall-Littell Discovering French Blanc 1997/1998/2003 French 2 McDougall-Littell Discovering French Blanc - Activity Book 2003 French 3 McDougall-Littell Discovering French Rouge 2003 French 3 McDougall-Littell Discovering French Rouge - Activity Book 2003 French 4 McDougall-Littell Personnages - 3rd Ed. 2003
Health	Quality is good. Text books are replaced as needed.	0	Holt - Lifetime Health (2004) Globe Fearon - Health - 2nd edition (1994)

<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>3x100 culture tubes 200 400mL beakers 24 alligator clips 29 alligators 1 animal specimens encased in resin 20 aprons 36 assorted prepared slides 275 balance weight sets beakers 60 mL 30 beakers 600 mL 13 biochemical manipulative kit class set reusable 1 blood/fluid cleanup kit 1 blunt probes 25 bunsen burners 29 burner stands and apparatus 24 cd rom assorted titles 15 chromosome simulation biokit class set 2 coliform test kit 2 compound microscopes 17 coverslips 10 gross cpr mannequins 10 crayfish bucket (empty) 1 cuvettes 200 dichotomous key sets 9 dishwasher 1 disposable petri plates 24 dissecting needles 8 dissection scissors 36 dissection trays 20 dna extraction kit 1 dna model kit 1 dna murder mystery kit 1 dvd sets assorted titles 20 electronic balances 3 electrophoresis kits 4 filter paper assorted sizes 32 flammable storage cabinet 1 flasks 125 mL 30 flasks 250 mL 12 flex cam 2 fruit fly breeding equipment 1 forceps 20 GHS Science Lab Supplies 2010-2011 funnels assorted sized 48 goggles 36 graduated cylinder 10 mL: 16 graduated cylinder 25mL 33 graduated cylinder 50 mL 40 graduated cylinders 100mL 38 hot gloves 2 pr</p>
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<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>hot plates 12 human anatomy model 1 human brain model 1 human skeleton model 1 incubator 1 lab supplies large forceps 36 magnet sets 8 mammalian skulls 30 meter sticks 24 microscope slides 2 gross microtome 1 microwave 1 motar/pestle 6 non sterile transfer pipettes 375 nutrient agar powder 1lb omnitron electronic kits 12 osmosis/diffusion biokit 1 pig fetus 1 power packs 4 protien synthesis kit 1 refrigerator/freezer 1 ra simulation biokit 2 rock sets 24 rolling carts 3 sand 3 lbs scanning electron microscope 0 slide box with trays 1 spec 20's 6 sterile pipettes 200 stereoscopes 9 string 1 meter table top magnifiers 6 teaching microscope 1 test tube cleaners 12 test tube racks 12 GHS Science Lab Supplies 2010-2011 test tubes 144 thermometers 24 triple beam balance 16 tweezers 2 Van de Graff generator 1 various animal specimens 40 various rock samples 75lbs video sets assorted titles 25 volt meters 12 water bottles (empty) 12</p>
<p>Visual and Performing Arts</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expenditure of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,568.56	\$1,391.54	\$5,177.02	\$74,605.00
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Expenditures & Services Funded

South Monterey County Joint Union High School District spent an average of \$7,945.00 (based on 2009-10 unaudited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Peer Assistance Review (PAR) • Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA • Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)
- Title IV, Part A, Safe and Drug Free Schools and Communities (SDFSC)

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,624	\$41,858
Mid-Range Teacher Salary	\$80,858	\$65,907
Highest Teacher Salary	\$119,657	\$85,023
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$121,834	\$114,791

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Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$177,000	\$153,090
Percent of Budget for Teacher Salaries	35	36
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades two through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	23	34	33	27	36	34	49	52	54
Mathematics	5	8	11	12	15	22	46	48	50
Science	17	28	29	20	30	30	50	54	57
History-Social Science	16	28	39	24	34	40	41	44	48

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	34	22	30	40
All Students at the School	33	11	29	39
Male	28	14	31	39
Female	38	7	28	38
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Fillipino	0	0	0	0
Hispanic or Latino	33	10	29	38
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	32	9	29	38
English Learners	5	3	2	11
Students with Disabilities	15	23	0	8
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts	29	32	52	40	40	54	42	42	59
Mathematics	26	33	53	35	38	54	33	42	56

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	23	19	58	32	10
All Students at the School	58	23	19	67	25	8
Male	71	15	14	75	16	10
Female	49	28	23	62	31	7
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	59	23	19	68	24	8
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	59	19	22	66	25	9
English Learners	92	8	0	90	7	3
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

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California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	21.9	25.2	21

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	1	3
Similar Schools	1	1	3

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Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.
Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-13	60	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19	59	20
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-23	52	15
English Learners	-20	72	10
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	688	706	778
Black or African American			696
American Indian or Alaska Native			733
Asian		595	898
Filipino		786	859
Hispanic or Latino	688	696	729
Native Hawaiian or Pacific Islander			764
White		837	845
Two or More Races			836
Socioeconomically Disadvantaged	685	693	726
English Learners	676	671	707
Students with Disabilities	475	529	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	2.4	3.5	3.6	2.9	5.4	5.4	4.9	5.7	4.6
Graduation Rate	91.90	82.52	84.41	88.38	78.66	78.40	80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	88		36
Black or African American	1		6
American Indian or Alaska Native			9
Asian			12
Filipino	1		15
Hispanic or Latino	92		19
Native Hawaiian/Pacific Islander			32
White	5		53
Socioeconomically Disadvantaged			40
English Learners			43
Students with Disabilities			13
Two or More Races			23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Workforce Preparation

Greenfield High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Mrs. Deborah Benson serves as the primary representative of the district's Career

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Technical Education Advisory Committee.

Greenfield High School students may participate in the Regional Occupational Program (ROP), which offers many career-path related classes such as Agricultural Academy, and Computer Applications. Greenfield High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills individuals needed to prepare for further education and for careers in current or emerging employment sectors. The table below displays questions and answers about student participation in Greenfield High School's Career Technical Education (CTE) programs.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	69.2
Graduates Who Completed All Courses Required for UC/CSU Admission	31.2

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	6	3.9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Minimum Days & Instructional Minutes

Greenfield High School offered 180 days of instruction, six minimum days that were used for administering final examinations. For the 2010-2011 school year Greenfield High School offered 64,824 minutes of instructional time, which exceeded the state minimum requirement of 64,800.

**2010-11
SCHOOL ACCOUNTABILITY REPORT CARD**

**Candy Butler High School
South Monterey County High School District**

**Published During
2011-12**

**Principal:
Carolyn McCombs**

**Address:
760 Broadway
King City, California 93930**

**Phone:
831-385-4661**

**Email:
cmccombs@kingcity.k12.ca.us**

Website:



I Data and Access

DataQuest

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

Internet Access

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

II About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

District Mission Statement

The South Monterey County Joint Union High School District recognizes the cultural diversity of the students and will provide the opportunity for each student to reach his/her maximum potential through academic preparation, personal development and citizenship training. By raising the expectations for each other, the students, as well as ourselves, will fulfill our motto of being committed to excellence.

Community & School Profile

Portola-Butler High School is the continuation high school for the South Monterey County Joint Union High School District, which also includes two comprehensive high schools with a total district enrollment of 2,183. Portola-Butler High School is located in King City, a primarily agricultural community in the southern part of Monterey County. The school was established at the district offices in 1971, but has since moved to portable classrooms situated in back of King City High School. Portola-Butler High School was formerly Los Padres High School, then was renamed in honor of one of the school's late founding teachers, Candy Butler, and in 2010 was renamed Portola-Butler Continuation High School.

Students attend Portola-Butler High School in order to make up units that were missed at the comprehensive site, or as an alternative path to finishing high school. The educational programs at the school are tailored for students to work at their own pace. In the 2010-2011 school year, 120 students were enrolled at Portola-Butler High School.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent & Community Involvement

Portola-Butler High School encourages parents to be active in their child's education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of Portola-Butler High School, accepting students to do community service hours with local companies and organizations. Portola-Butler High School students also volunteer to tutor students at the local elementary schools.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 10	1
Grade 11	20
Grade 12	59
Total Enrollment	80

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	1.3
American Indian or Alaska Native	1.3	Two or More Races	0.00
Asian	0	Socioeconomically Disadvantaged	52.5
Filipino	0	English Learners	82.5
Hispanic or Latino	95	Students with Disabilities	6.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	3			16	1			21	2		
Mathematics	0				16	1			21	1		
Science	17.5	2			16	1			21	1		
Social Science	0				16	1			21	1		

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Discipline & Climate for Learning

Students at Portola-Butler High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe, warm, friendly classroom environment. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. A personal interview between the student and the principal is also required before a student may enroll at Portola-Butler High School.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.7	4	15	26.3	24.2	36.29
Expulsions	0	0	0	1	0.8	2.66

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Restrooms were upgraded and a fence surrounding one of the classrooms was removed. The classroom doors and ramps still need to be painted and improved.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	—	✓	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	—	✓	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	—	✓	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	—	✓	
Overall Rating	—	—	✓	—	

V Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	1	3	4	72
Teachers without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence	0	2	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	75	25
All Schools in District	95.79	4.21
High-Poverty Schools in District	96.89	3.11
Low-Poverty Schools in District	25	75

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent State or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Glencoe (2002)	0	Glencoe, Literature
Mathematics	AGS Basic Math Skills (2003) AGS Consumer Math (2003) AGS Algebra (2004)	0	Prentiss Hall Algebra (2008) AGS Algebra (2002) AGS Consumer Math (2001)

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBT or Local Governing Agency Approved Textbooks and Instructional Materials
Science	Glencoe/McGraw Hill (2002) McDougal Littell (2006) AGS Biology (2004) AGS Earth Science (2004)	0	Holt Biology (2004) McDougal Littell Earth Science (2005) AGS Life Science (2004) AGS Earth Science (2004) AGS Physical Science (2002)
History-Social Science	McDougal/ Littell (2006) AGS World History (2008) AGS US History (2005) AGS Economics (2005) AGS US Government (2001)	0	Houghton Mifflin Patterns of Interaction (2006) McDougal Littell The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006) AGS World History (2005) AGS US History (2001) AGS Economics (2003) AGS American Government (2006)
Foreign Language	Holt (2003)		
Health	McDougal/ Littell (1998) Fearson (2001) AGS Health (2006)		
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts	PhD teacher in Drama		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,712.73	\$270.85	\$7,441.88	\$93,179.00
District	N/A	N/A	\$7,676.50	\$86,703.00
Percent Difference – School Site and District	N/A	N/A	-0.03	0.07
State	N/A	N/A	\$5,455.00	\$68,269.00
Percent Difference – School Site and State	N/A	N/A	0.36	0.36

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,624	\$41,858
Mid-Range Teacher Salary	\$80,858	\$65,907
Highest Teacher Salary	\$119,657	\$85,023
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$121,834	\$114,791
Superintendent Salary	\$177,000	\$153,090
Percent of Budget for Teacher Salaries	35	36
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0	4	2	27	36	34	49	52	54
Mathematics	0	0	0	12	15	22	46	48	50
Science	0	0	0	20	30	30	50	54	57
History-Social Science	19	0	0	24	34	40	41	44	48

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	34	22	30	40
All Students at the School	2	0	0	0
Male	0	0	0	0
Female	2	0	0	0
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	2	0	0	0
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	2	0	0	0
English Learners	2	0	0	0
Students with Disabilities				
Students Receiving Migrant Education Services				

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The Portola-Butler High School does not administer its own academic assessments at this time.

Grade Level	Reading			Writing			Mathematics		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
9									
10									
11									
12									

California High School Exit Examination

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The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts	25	32	52		40	54	1	42	59
Mathematics		33	53		38	54	0	42	56

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	23	19	58	32	10
All Students at the School	1	1	0	2	0	0
Male	1	0	0	1	0	0
Female	0	1	0	1	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	1	1	0	2	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	1	1	0	2	0	0
English Learners	1	1	0	2	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B		B
Similar Schools	B		B

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.
 Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School		B	120
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			120
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			120
English Learners			48
Students with Disabilities			4

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	120	706	778
Black or African American			696
American Indian or Alaska Native			733
Asian		595	898
Filipino		786	859
Hispanic or Latino	118	696	729
Native Hawaiian or Pacific Islander			764
White	2	837	845
Two or More Races			836
Socioeconomically Disadvantaged	118	693	726
English Learners	48	671	707
Students with Disabilities	4	529	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	N/A	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

XI School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	10.4	16.9	32.1	2.9	5.4	5.4	4.9	5.7	4.6
Graduation Rate	30	60.7	57.9	88.38	78.66	78.4	80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	22		36
Black or African American	0		6
American Indian or Alaska Native	0		9
Asian	0		12
Filipino	0		15
Hispanic or Latino	20		19
Native Hawaiian/Pacific Islander	0		32
White	2		53
Socioeconomically Disadvantaged	20		40
English Learners	20		43
Students with Disabilities	1		13
Two or More Races	0		23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

No CTE courses are offered at Portola-Butler, but the students are able to access the classes at King City or Greenfield High School.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

XII Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district had one day of staff development prior to the start of school. Every Wednesday is an early release Collaboration Day for staff development, curriculum coordination, and teacher collaboration.

**2010-11
SCHOOL ACCOUNTABILITY REPORT CARD**

**Ventana High (Continuation) School
South Monterey County High School District**

**Published During
2011-12**

**Principal:
Carolyn McCombs**

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

**Phone:
831-674-3275**

**Email:
cmccombs@kingcity.k12.ca.us**

Website:



I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

District Mission Statement

The South Monterey Joint Union High School District recognizes the cultural diversity of the students and will provide the opportunity for each student to reach his/her maximum potential through academic preparation, personal development and citizenship training. By raising the expectations for each other, the students, as well as ourselves, will fulfill our motto of being committed to excellence.

School Mission Statement

The mission of the South Monterey County Charter Independent Study Program is to provide all students with a standards-based curriculum to achieve success. Each student is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, SMCCISP is dedicated to the academic success of every student.

The South Monterey County Charter Independent Study Program (SMCCISP) is located in Greenfield, a primarily agricultural community in southern Monterey County. SMCCISP opened in 2010-2011, as the independent study charter high school for the South Monterey Joint Union High School District, which also includes two comprehensive high schools and a continuation high school. The educational programs and coursework at the school are tailored for students to work in an independent study setting with their teacher.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent & Community Involvement

The South Monterey County Charter Independent Study Program encourages parents to be active in their child's education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of SMCCISP, accepting students to do community service hours with local companies and organizations.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 10	12
Grade 11	35
Grade 12	70
Total Enrollment	117

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.008	White	5
American Indian or Alaska Native		Two or More Races	.008
Asian		Socioeconomically Disadvantaged	
Filipino		English Learners	50
Hispanic or Latino	94	Students with Disabilities	
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								25	3			
Mathematics								25	3			
Science								25	3			
Social Science								25	3			

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Discipline & Climate for Learning

Students at South Monterey County Charter Independent Study Program are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe, warm, and friendly classroom environment. Parents and students are informed of discipline policies at the beginning of each school year through a parent/student teacher orientation and individual student handbooks.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	10.5		0	26.3		
Expulsions	0		0	1		

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	—	✓	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential			3	72
Teachers without Full Credential			1	3
Teachers Teaching Outside Subject Area of Competence			1	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments		0	
Vacant Teacher Positions		0	

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	75	25
All Schools in District	95.79	4.21
High-Poverty Schools in District	96.89	3.11
Low-Poverty Schools in District	25	75

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Glencoe (2002)	0	Glencoe, Literature
Mathematics	Houghton Mifflin (2002) AGS Basic Math (2003) AGS Algebra (2004) AGS Consumer Math (2003)	0	Prentice Hall Algebra (2008) AGS Algebra (2002) AGS Consumer Math (2001)
Science	Glencoe/McGraw Hill (2002) McDougal Littell (2006) AGS Biology (2004) AGS Earth Science (2004)	0	Holt Biology (2004) McDougal Littell Earth Science (2005) AGS Life Science (2004) AGS Earth Science (2004) AGS Physical Science
History-Social Science	McDougal Littell (2006) AGS World History (2008) AGS US History (2005) AGS Economics (2005) AGS US Government (2001)	0	Houghton Mifflin Patterns of Interaction (2006) McDougal Littell The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006) AGS World History (2005) AGS US History (2001) AGS Economics (2003) AGS American Government (2006)
Foreign Language	Holt (2003)		Holt (2003)
Health	AGS Health (2006)	0	AGS Health (2006) Fearson (2001)
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts	None		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7.71	\$270.85	\$7,441.88	\$93,179.00
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Ventana High (Continuation) 2010-11
School Accountability Report Card

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts			10						
Mathematics			0						
Science			0						
History-Social Science			0						

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	34	22	30	40
All Students at the School	10	0	0	0
Male	0	0	0	0
Female	5	0	0	0
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	4	0	0	4
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	0	0	0	6
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts							6		
Mathematics							13		

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	23	19	58	32	10
All Students at the School	59	41		73	27	
Male	-	-		-	-	
Female	-	-		-	-	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	59	41		73	27	
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	46	54		73	27	
English Learners		0			0	
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B		
Similar Schools	B		

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.

Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School			N/A
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	B		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	
Participation Rate - English-Language Arts	Yes	
Participation Rate - Mathematics	Yes	
Percent Proficient - English-Language Arts	Yes	
Percent Proficient - Mathematics	Yes	
API	B	
Graduation Rate	--	

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)			0						
Graduation Rate			32						

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	36		36
Black or African American	0		6
American Indian or Alaska Native	0		9
Asian	0		12
Filipino	0		15
Hispanic or Latino	8		19
Native Hawaiian/Pacific Islander	0		32
White	0		53
Socioeconomically Disadvantaged	6		40
English Learners	7		43
Students with Disabilities	0		13
Two or More Races	0		23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

These courses are offered at the comprehensive site and are open to any student in the district.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district had one day of professional development prior to the start of school. Every Wednesday is an early release Collaboration Day for staff development, curriculum coordination, and teacher collaboration.

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

SUBJECT: Advanced Algebra with Financial Applications

MEETING: January 11, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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
- 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:

Several high schools in the state of California have adopted a new course entitled Advanced Algebra with Financial Applications and teachers from the South Monterey County Joint Union High School District have reviewed the course and course content and have expressed interest in offering this course beginning with the academic year 2012-2013.

Advanced Algebra with Financial Applications
Credits: One year of Elective Credit
Prerequisite: Algebra I

Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give students the tools to become financially responsible young adults. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

Once this course is approved by the Board of Education/State Administrator an application will be made to the University of California to have it accepted as eligible to meet the A-G requirements for college admission.

Recommendation:

It is the recommendation that the State Administrator accept the addition of the Advanced Algebra with Financial Applications to the district's course of study.

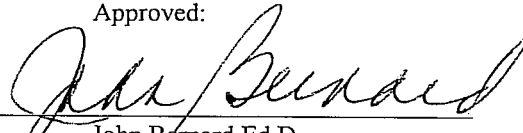
Fiscal Impact:

Initial impact will be the purchase of the appropriate text books.

Submitted By:

Daniel R. Moirao, Ed.D.
Assistant Superintendent Educational Services/
Human Resources

Approved:


John Bernard Ed.D.
State Administrator

Advanced Algebra with Financial Applications COURSE OUTLINE

Unit 1: Banking Services

In this unit, students use exponential functions to compute compound interest and compare it to simple interest. They derive formulas and use iteration to compute compound interest. They apply their findings to short-term, long-term, single deposit and periodic deposit accounts.

Mathematics Topics

- Derivation of the compound interest formula
- Exponential functions
- Computations based on iterative processes
- Limits of polynomial functions, rational functions, and sequences
- Natural logarithm as the inverse of the exponential function
- Exponential growth and decay
- Solving exponential equations
- Using inductive reasoning

Mathematics Learning Goals

- Students will use the simple interest formula and use inverse operations to solve for all four variables I (interest), P (principal), R (rate), and T (time).
- Students will use iteration to show how compounding pays “interest on your interest.”
- Students will derive the compound interest formula by using patterns and inductive reasoning.
- Students will compute compound interest with and without the formula.
- Students will apply and interpret limit notation.
- Students will model an infinite series and finding a finite sum for an infinite series with common ratio $\frac{1}{2}$.
- Students will compute limits of polynomial functions as approaches infinity.
- Students will approximate the natural base e by examining the exponential sequence for increasing values of the exponent and denominator.
- Students will inductively derive the natural base e using limits.
- Students will apply the natural base e in the formula for continuous compounding of interest.
- Students will be able to identify equations as models for exponential decay when the exponent is less than 1.
- Students will be able to identify equations as models for exponential growth when the exponent is greater than 1.
- Students will recognize and create geometric series.
- Students will graph exponential functions.
- Students will analyze rational function behavior and limits of rational functions as the independent variable approaches infinity.

- Students will compute Annual Percentage Yield (APY), given the Annual Percentage Rate (APR).
- Students will use the compound interest formula to derive the rational function that models the present value of a single deposit investment formula.
- Students will use the compound interest formula to derive the rational function that models the present value of a periodic deposit investment.
- Students will use the future value of a periodic deposit investment formula.
- Students will adapt the algebra from banking formulas for input into a spreadsheet.

Unit 2: Investing

Students are introduced to basic business organization terminology in order to read, interpret, chart and algebraically model stock ownership and transaction data. Statistical analysis plays a very important role in the modeling of a business. Using linear, quadratic, and regression equations in that process assists students in getting a complete picture of supply, demand, expense, revenue, and profit as they model the production of a new product.

Mathematics Topics

- Algebraic ratios and proportions
- Algebraic representations of percent increase and decrease
- Pictorial representations of data
- Scatterplots
- Operations with functions
- Function domains
- Function evaluation
- Linear and quadratic functions to model situations
- Rational functions
- Systems of equations (linear/linear and linear/quadratic)
- Systems of inequalities
- Regression equations
- Extrapolation and interpolation
- Pearson Product-Moment Correlation Coefficient
- Axis of symmetry, roots, intercepts and concavity of parabolas
- Quadratic formula
- Absolute and relative extreme
- Explanatory, response, and lurking variables
- Causation vs. correlation for bivariate data
- Transitive Property of Dependence
- Zero Net Difference

Mathematical Learning Goals

- Students will construct, use, and interpret algebraic ratios and proportions.
- Given a set of n compound ratios and a total T , students will write and solve equations in terms of x and T where n variable coefficients are the ratios and determine the amount associated with each ratio.

- Students will determine, use, and interpret percent increase/decrease of monetary amounts.
- Students will determine, use, and interpret percent net change of monetary amounts.
- Students will construct and interpret pictorial representations of data.
- Given a set of n data points, students will calculate and interpret d -day simple moving averages by applying the Arithmetic Average Formula and the Subtraction/Addition Method.
- In any a -for- b stock split, where P represent the pre-split price per share, students will calculate the post-split price per share using the split ratio b/a
- In any a -for- b stock split, where D represent the pre-split number of shares, students will calculate the post-split number of shares using the split ratio a/b
- Students will calculate the stock yield percentage using the formula using the yield ratio A/C where A represents the annual dividend per share and C represents the current price per share.
- Students will construct and interpret scatterplots.
- Students will identify form, direction, and strength from a scatterplot.
- Students will perform operations with functions.
- Students will evaluate functions and use them to model situations.
- Students will translate verbal situations into algebraic linear functions.
- Students will translate verbal situations into quadratic functions.
- Students will create rational average-value functions of the form $f(x) = (mx+b)/x$
- Students will translate verbal situations into linear and quadratic inequalities.
- Students will solve linear systems of equations and inequalities and identify points of intersection and domains in the context of the problem situation.
- Students will solve systems of linear equations and inequalities in two variables.
- Students will identify domains for which $f(x) > g(x)$, $f(x) = g(x)$, and $f(x) < g(x)$.
- Students will find interpret, and graph linear regression equations.
- Students will determine domains for which prediction using a regression line is considered extrapolating or interpolating.
- Students will find and interpret the Pearson Product-Moment Coefficient of Correlation
- Students will find the axis of symmetry, vertex, roots, and the concavity of parabolic curves.
- Students will use the quadratic formula to find the roots of a quadratic equation and interpret those roots in the context of the problem situation.
- Students will find and interpret quadratic regression equations.
- Students will solve linear-quadratic systems of equations and inequalities, and interpret the roots, intersection points, relative extrema, absolute extrema, and domains in the context of the problem situation.
- Students will find absolute and relative extrema.
- Students will delineate Causation vs. correlation for bivariate data.
- Students will identify explanatory and response variables.
- Students will identify and diagram lurking variables.
- Students will use the transitive property of dependence.

- Students will determine the zero net difference.
- Students will write algebraic formulas for use in spreadsheets.
- Students will use, interpret and evaluate rational expressions.
- Students will use, interpret and evaluate algebraic fractions, ratios, and proportions.

Unit 3: Employment and Income Taxes

Many Internal Revenue Service and Social Security Administration regulations can be modeled by using linear and polygonal functions that have different slopes over different domains. Line-by-line instructions for IRS forms can also be algebraically symbolized.

Mathematics Topics

- Point-slope form of linear equations
- Jump discontinuities
- Continuous functions with cusps
- Slope
- Compound inequality notation
- Piecewise functions
- Interval notation
- Percent increase and decrease
- Data analysis
- Algebraic modeling

Mathematics Learning Goals

- Students will identify continuous and discontinuous functions by their graphs.
- Students will interpret jump discontinuities.
- Students will determine and interpret domains of piecewise functions.
- Students will graph exponential functions that model pay schedules.
- Students will graph piecewise functions with different slopes that create cusps.
- Students will compute measures of central tendency and rational functions that model average value.
- Students will use geometric sequences and identify common ratio r .
- Students will express percent increases and decreases as rational functions.
- Students will use the point-slope form of the equation of a line and convert to slope-intercept form.
- Students will graph continuous polygonal functions with multiple slopes and cusps.
- Students will translate verbal expressions into literal rational, exponential, and linear
Equations.
- Students will express domains using compound inequality notation and interval notation.
- Students will express domains using 148-schedule notation.

- Students will model a tax bracket, given a compound inequality statement, and model a tax bracket to determine the tax using a linear equation.
- Students will write equations in point-slope form.
- Students will model algebraically a tax schedule matrix
- Students will create and interpret piecewise functions, and give the domains and literal interpretations of the algebraic model.
- Students will graph piecewise functions of the form and determine the cusps of piecewise functions from the function notation.
- Students will interpret the graphs, slopes, and cusps of continuous polygonal functions with multiple slopes and cusps.
- Students will adapt all algebraic formulas in the unit for use in spreadsheets.

Unit 4: Automobile Ownership

Various functions, their graphs, and data analysis can be instrumental in the responsible purchase and operation of an automobile.

Mathematics Topics

- Exponential/linear systems of equations
- Irrational functions
- Quadratic functions
- Arc length
- Piecewise functions
- Graphs of piecewise functions
- Systems of linear equations
- Frequency distributions
- Stem-and leaf plots
- Modified box-and-whisker plots
- Measures of dispersion
- Quartiles
- Interquartile range
- Outliers of a frequency distribution

Mathematics Learning Goals

- Students will model exponential depreciation as $y = Px^b$ where P is the purchase price and $x < 1$, and compare the depreciation to an increasing linear expense function.
- Students will transform raw data into a frequency distribution.
- Students will create and interpret stem and leaf plots and side-by-side steam plots that display two distributions simultaneously.
- Students will create and interpret side-by-side, modified box and whisker plots, and learn how to display them on a graphing calculator.
- Students will compute measures of dispersion including the range and the interquartile range.
- Students will compute Q_1 , Q_2 , Q_3 , and Q_4 manually and with the graphing calculator.
- Students will compute boundaries for outliers using the expressions $Q_1 - 1.5(IQR)$ and $Q_3 + 1.5(IQR)$.

- Students will compute and interpret percentiles.
- Students will compute measures of central tendency including the mean, median and mode, and explain appropriate uses of each.
- Students will create and interpret piecewise (split) functions based on classified ad costs and commission payment schedules.
- Students will determine the domains of a piecewise function from verbal situations.
- Students will graph piecewise functions using mutually exclusive domains.
- Students will use irrational functions with multiple independent variables.
- Students will determine the reaction distance using a quadratic function.
- Students will compute braking distance using the formula.
- Students will compute total stopping distance as a function of reaction distance and braking distance.
- Students will compute distance, rate and time using the $D = R \times T$ formula.
- Students will compute miles per gallon and distance using the formula $D = (\text{MPG})(G)$.
- Students will use geometry theorems involving chords intersecting in a circle and radii perpendicular to chords to determine yaw mark arc length.
- Students will find the radius of a circle given just an arc.
- Students will compute arc lengths.
- Students will use dilations D_k to transform formulas between the English Standard and Metric measurement systems.
- Students will adapt all algebraic formulas from the chapter for use in spreadsheets.

Unit 5: Consumer Credit

Becoming familiar with credit terminology and regulations is critical in making wise credit decisions. Credit comes at a price and in this unit students learn how to use mathematics to make wise credit choices that fit their needs, current financial situation, and future goals.

Mathematics Topics

- Algebraic proportions
- Linear, quadratic, cubic, and exponential equations
- Exponential growth and decay
- Regression equations
- Inverse function of an exponential equation
- Logarithms
- Summation notation

Mathematics Learning Goals

- Students will create, evaluate, interpret and solve algebraic proportions.
- Students will model situations using linear, quadratic, cubic, and exponential equations.
- Students will determine the curve of best fit using linear, quadratic, or cubic regression equations.
- Students will create, use, and interpret exponential growth and decay equations that model given situations.

- Students will apply an exponential equation in the form of the monthly payment formula where the exponent is present in both the numerator and the denominator.
- Students will use the slope-intercept form $y=Mx+b$ where M is the exponential monthly payment equation.
- Students will use model and calculate the finance charge using the exponential monthly payment formula and the retail price.
- Students will use inverse functions to create the natural logarithm function.
- Students will solve for the exponent t in the monthly payment formula using logarithms to determine the length of a loan.
- Students will interpret and use summation notation to model the average daily balance
- Students will calculate the finance charge using the summation notation formula.
- Students will create and use algebraic formulas and apply them for use in spreadsheets.

Unit 6: Independent Living

In this unit, students work their way through the mathematics that models moving, renting, and purchasing a place to live. They also explore the geometric demands of floor plans and design, and discover the relationship between area and probability.

Mathematics Topics

- The apothem of a regular polygon
- Area of a regular polygon
- Areas of shaded regions
- Rational functions
- The Monte Carlo Method
- Exponential functions
- Dilations and scale

Mathematics Learning Goals

- Students will use rational functions with multiple independent variables to compute back-end and front-end ratios for mortgage applications.
- Students will make computations based on the monthly payment rational function.
- Students will compute mortgage interest.
- Students will use the apothem to derive the formula for the area of a regular polygon, and apply the formula.
- Students will use probability and proportions to find the area of irregular plane region (The Monte Carlo Method).
- Students will use factors of dilations to draw to scale.
- Students will compute areas of irregular and shaded regions.
- Students will use multi-variable rational functions to compute BTU's.
- Students will solve scale problems using proportions.

- Students will use literal equations to create multi-variable tax assessment equations.
- Students will use exponential equations to model percentage rent increases.
- Students will model rent increases using exponential regression functions.
- Students will read and interpret data.
- Students will use the future value of a periodic deposit formula to make comparisons to mortgage payments and increasing resale value of a home.
- Students will adapt all algebraic formulas for use in spreadsheets.
- Students will translate verbal expressions into literal equations.

Unit 7: Retirement Planning and Budgeting

The focus of this unit is on the mathematics of fiscal plans that workers can make years ahead of their retirement date. This involves a detailed study of retirement savings plans, both personal and federal, employee pension programs, and life insurance. Additionally, students are asked to call upon the knowledge acquired in all of the preceding units in order to create and chart a responsible personal budget plan, to mathematically analyze cash flow, and to determine net worth.

Mathematics Topics

- Expected value of a probability distribution
- Greatest Integer function
- Sectors and central angles
- Exponential Equations
- Rational expressions as combinations of rational and polynomial expressions
- Piecewise Greatest Integer Function
- Systems of linear and piecewise functions
- Domains, constants, coefficients, dependent and independent variable

Mathematics Learning Goals

- Students will use the exponential future value of a periodic investment formula to predict balances after t years when given a periodic deposit amount, an investment return rate, and compounding information.
- Students will use the exponential present value of a periodic investment formula of the form to determine the principal when given a future value, a time in years, an investment return rate, and compounding information.
- Students will write rational expressions as a combination of rational and polynomial expressions.
- Students will use inequalities to define domains when creating algebraic expressions.
- Students will analyze the effect that a change in multipliers has to the value of an algebraic expression.
- Students will write rational expressions to represent increase over time.
- Students will use and interpret the greatest integer function.
- Students will determine and interpret the expected value of a probability distribution.
- Students will read and interpret data presented in multiple formats.

- Students will create interpret, and graph greatest integer functions of the form.
- Students will understand the algebraic and contextual differences between various forms of greatest integer functions.
- Students will incorporate the greatest integer function into a piecewise function.
- Students will evaluate a piecewise function that includes a greatest integer function for various values on the domain of the piecewise function.
- Students will create, interpret, and graph a system of a linear and a piecewise function and determine the point of intersection.
- Students will use sectors and central angles of a circle to depict proportional categories on a pie chart when given categorical information.
- Students will create and interpret budget line equations of the type $Ax+By=C$ where A represents the cost of the first of two items and B represents the cost of the second of two items, x and y represent quantities under consideration and C represents an amount budgeted.
- Students will interpret points on a budget line graphs in the context of their relationship to the budget line.
- Students will compare budget line graphs and interpret them as transformations in the plane.
- Students will use inequalities to interpret regions and points in the plane in relation to a budget line graph.
- Students will use multiple representations to chart data relating to retirement and budgeting.

Advanced Algebra with Financial Applications KEY ASSIGNMENTS

The Key Assignments presented in this section are well-aligned with the CCSS Standards for Mathematical Practice. The assignments are all verbal problem solving activities that relate to the unit being studied. Students must represent the verbal situation symbolically, manipulate those symbols to arrive at an answer, and then interpret that answer in the context of the problem. This offers students opportunities to make sense of quantities and their relationships within those problem-solving settings through multiple representations. Students can approach, access, and deconstruct the necessary mathematics using handheld graphing utilities, manipulatives, spreadsheets, and/or software. The assignments throughout this course require students to attend to precision in their responses both in the computational and algebraic fluency required to arrive at those answers and in the units used to contextualize the answers.

The prevalence of mathematical modeling assignments allows students to practice seeking out mathematical structure in what may seem to them to be an unstructured situation. Identifying and exploiting the structure leads students to a richer understanding of the themes and regularities that are present in the real world. Students make tables, find patterns, and offer conjectures based on the patterns. This form of inductive reasoning is a cornerstone of mathematical thinking. The assignments and other course-related activities optimize students' exposure to extrapolating what they have learned to routine and non-routine mathematically-dependent situations they encounter in their futures.

Most assignments require the student to prepare a presentation on their finished work. This can be a PowerPoint show, a webinar, a poster presentation, or a presentation using transparencies. The student audience gets to critique the presentation, ask questions, and make comments, in a firmly established, constructive, positive "safe" zone. The presentation is graded, and the quality of student critiques and comments can also be graded.

Unit 1: Banking

Key Assignment 1.1: How Interest Method Affects Monetary Growth

Mathematics: Simple interest, compound interest

Mathematics Learning Goals: To determine how increased compounding affects growth.

Students are first introduced to the meaning of compounding numerically via mathematical iteration. Before embarking on a rigorous study of limits and compound interest algebraic formulas, students are asked "How much would \$1,000 grow to, in one year, at 100% interest compounded continuously?" The 100% interest and continuous compounding often leads them to guess much higher than the actual amount. Their guesses are recorded, and a statistical analysis of their guesses is made. Outliers are carefully noted. The findings of this activity are scrutinized after students complete Key Assignment 3.

Key Assignment 1.2: Deriving the Compound Interest Formula

Mathematics: Inductive reasoning, exponential functions, rational functions

Mathematics Learning Goals: To use patterns and induction to generate for selected forms of compounding and adapt them to monthly, weekly, daily, and hourly compounding.

Students will compute interest for each interest period over a semi-annual and quarterly compounded account for a given balance and interest rate. They will derive the general algebraic formulas for these two types of compounding. They will then look for patterns in the semi-annual and quarterly compound interest formulas to inductively conjecture about the general formula for compounding. They will then find formulas for monthly, weekly, daily and hourly compounding, and compute and compare the interest earned over one year for these accounts.

Key Assignment 1.3: Using Limits to Derive the Natural Base e

Mathematics: Rational functions, exponential functions

Mathematics Learning Goals: To use substitution and patterns to generate a series that approaches e as x approaches infinity.

Students will be introduced to the notion of limits and limit notation and apply it to the compound interest formulas previously derived. They will increase the number of compounding's by first computing interest when the compounding period is every minute, and then every second, for a given balance and interest rate. They will then let the number of compounding's 'n' approach infinity to see what happens to the annual interest as the number of compounding's approaches infinity. They will analyze the compound interest formula without the balance, and explain the

“battle” between the base and the exponent of the expression $\left(1 + \frac{1}{n}\right)^n$ as $n \rightarrow \infty$.

Key Assignment 1.4: Future Value and College Costs

Mathematics: Rational functions, regression

Mathematics Learning Goals: To estimate the cost of a college education in 18 years and determine how much needs to be saved each month to have the costs covered by the 18th year.

Students pick a college and find out the cost of tuition, room and board (if necessary) and fees over the past ten years. They set up a regression line or curve of best fit. They then predict the cost of a college education in 18 years (as if they just had a child and were trying to save for college). They then use the prevailing interest rate and the future value formula to determine the monthly periodic deposit that would be necessary to have the full college cost saved by the child's 18th birthday. They then do the problem with interest rates slightly higher than the prevailing rate.

Unit 2: Investing

Key Assignment 2.1: Charting a Corporate Stock

Mathematics: Data Analysis, regression, prediction, modeling, graphical interpretation

Mathematics Learning Goals: The goal of this assignment is to have student's use mathematical modeling to chart and interpret stock market trends over a 15-day period. They will make trend predictions based on simple moving average crossover analysis as well as regression models.

Each student selects a corporation traded on the New York Stock Exchange. They produce a background paper, PowerPoint presentation or poster board display on that corporation.

Students chart the open, close, high, low and volume data for 15 consecutive trading days. They graph the data using two different formats and then discuss trends that the data shows. They will also calculate three different cluster-lengths of moving averages and, using those clusters, they will create superimposed line graphs. Students discuss trading implications based upon stated domains of graph pairs before and after any $i - 155 - n$ points. Finally, they determine the closing price curve of best fit using regression analysis. They must state the regression equation

and support why their stated curve best fits the data of closing prices. Students will then use the curve of best fit to predict a closing price on the 16th trading day. They compare that predicted price with the actual closing price on the 16th day and find a percent error.

Key Assignment 2.2: Mathematically Modeling A Business

Mathematics: Linear and quadratic functions, linear/linear Systems, linear/quadratic systems, regression analysis

Mathematics Learning Goals: To have students create linear and quadratic models for a start-up business. They will graph and interpret systems of these regression and modeling equations in order to explore the relationship between and among expense, demand, price, revenue and profit.

Students are given a market research scenario for a new product, attained from a focus group questionnaire. The research contains a list of ordered pairs in the form (p, q) where p is a potential price and q is the quantity of the product that the focus group member would purchase if it was set at that price. Using these ordered pairs, students construct a scatterplot, determine the correlation coefficient, and identify a linear regression equation in which q is the independent variable and p is the dependent variable. Then, given information about expenses, they are to set up a linear expense function in terms of the quantity demanded. The quadratic revenue and profit equations are determined and graphed on the same axes with the expense function. Students identify and interpret the breakeven points, the coordinates of the maximum point on the revenue graph, the coordinates of the maximum point on the profit graph, and the price at which the product should be sold in order to maximize profit. Finally, students are told the initial price per share for the company's stock and asked to determine the number of shares that must be sold in order to have enough money to start this business.

Unit 3: Employment and Income Taxes

Key Assignment 3.1: Creating the Tax Worksheet

Mathematics: Domains, piecewise functions, linear functions and graphs, point-slope form, slope-intercept form, graphs with cusps.

Mathematics Learning Goals: To derive the slope-intercept form used on the IRS tax worksheet by translating tax tables into piecewise functions.

The tax tables give taxpayers a function in which the independent variable is the taxable income and the dependent variable is the tax. It is convoluted and has confused taxpayers for years. Within the last decade, the IRS created a worksheet that uses the slope-intercept form of the equations of a line to simplify calculations for the taxpayer. In this Key Assignment, students interpret the IRS Schedule, express the domains using compound inequality notation, and create the piecewise function that models the IRS intentions. They then convert this function, which is a translated version of point-slope form, into the slope-intercept form to create the tax worksheet.

Key Assignment 3.2: Graphing the FICA Tax Function

Mathematics: Piecewise functions, slope, cusps, linear equations

Mathematics Learning Goals: To use graphs to compare the FICA tax longitudinally over a prescribed number of years.

Students look up the FICA tax percents, and maximum taxable incomes to create piecewise functions for each of the last six years. They compute the maximum FICA tax, and graph all six years on the same axes, and use the graph to write a paragraph on what has happened to FICA taxes over those years. They discuss the sign -156^- if the coordinates of the cusp. They do the

same for the tax years 1981-86, and compare the last six years to the years 1981-1986. The assignment is replicated using the Medicare tax percent.

Unit 4: Automobile Ownership

Key Assignment 4.1: Using Statistics to Negotiate Auto Transactions

Mathematics: Bivariate data, correlation, regression, mean median, mode, quartiles, interquartile range, outliers, modified box-and-whisker plots, stem-and-leaf plots, frequency distributions, and scatterplots.

Mathematics Learning Goals: To use measures of central tendency and measures of dispersion to mathematically negotiate the buying and/or selling of an automobile.

Students choose a make, model and year for an automobile. They use the Internet and newspaper classified ads to find 10-20 of those cars for sale. They get the price of the car and the mileage it has. They construct modified box-and-whisker plots and describe the frequency distribution. They pair each car's price with its mileage to create a scatterplot. They classify the association as positive or negative. They find the regression line and correlation coefficient and interpret the relationship as strong, moderate or weak, and discuss its linearity. Their results are presented to the class via PowerPoint presentation or poster presentation.

Key Assignment 4.2: Automobile Cost and Depreciation

Mathematics: Exponential regression, graphing linear and exponential functions, rational functions, linear/exponential systems, systems of linear equations, slope-intercept form.

Mathematics Learning Goals: To use graphing techniques to compare the value of a car to the expense of purchasing it throughout its lifetime.

Using the monthly payment rational function, students graph the cost C of purchasing a new car, using the down payment as the y -intercept, and the monthly payment as the slope. They then investigate three types of depreciation: straight-line, exponential, and historical bath tub graphs. They graph the cost and depreciation functions on the same set of axes to find the month at which the total cost C of owning the car surpasses its value V as it depreciates. They identify and interpret the domains on which $C > V$ and $C < V$.

Key Assignment 4.3: The Physics of Driving

Mathematics: Quadratic equations, radical functions, arc length, geometry of the circle.

Mathematics Learning Goals: To use the mathematics listed to determine braking distances and to gather data from accidents scenes.

Students use formulas to determine reaction distance, braking distance, and figure out the speed a car was going based on its skid marks. The braking-distance formula is a quadratic function, with speed as the independent variable. The skid speed formula is an irrational function that has three independent variables. Students also use the geometry of the circle to compute the radius of a given yaw mark, which is a curved skid mark, and use the radius and friction factor to find the speed the car was going when it began to skid. The students then prepare a PowerPoint or poster presentation for the driver's education class in their school.

Unit 5: Consumer Credit

Mathematics: Exponential functions, logarithmic functions, system of exponential and linear functions, modeling, graphical interpretation

Mathematics Learning Goals: To use three modalities to determine the affordability of a loan: exponential formula evaluation, logarithmic formula evaluation, and interpreting an exponential/linear system. To use technology (graphing utility and/or spreadsheet) to make the determinations required and justify their responses.

Students are given a scenario in which a family must make a decision about the affordability of a loan based on the principal, the loan-length, the APR and the maximum affordable monthly payment the family is able to make towards loan debt reduction. Students determine the affordability of the loan in three different ways: using the monthly payment function, interpreting the graphs of the system of equations defined by the exponential monthly payment function and the linear maximum affordable monthly payment, and using the logarithmic loan length function. They are then asked to construct two spreadsheets: a monthly payment spreadsheet that charts the monthly payment as loan length time varies from 1 to 20 years and a loan length spreadsheet that charts time as monthly payments vary from \$100 to \$1000. Finally, students must write up a summary analysis for this situation explaining how the algebraic modeling by the spreadsheet formulas supports their prior work.

Key Assignment 5.2: Mathematically Modeling a Credit Card Statement

Mathematics: Algebraic modeling and spreadsheet formula creation

Mathematics Learning Goals: To algebraically model a month of activity on a person's credit card.

Students create a 21-day credit calendar that depicts algebraic representations of daily balances based upon an opening balance of Y dollars, an X-dollar purchased on the 8th day, a Z dollar payment on the 13th day, and a W-dollar purchased on the 20th day. Using these representations from the calendar, they write algebraic expressions for the sum of the daily balances, the average daily balance, and the finance charge for this 21-day period given that the APR on this credit card is P%. Students then create a spreadsheet that models the situation described above and test their spreadsheet for a given data set.

Unit 6: Independent Living

Key Assignment 6.1: Areas of Irregular Plane Figures

Mathematics: Probability, ratios, random integers, graphing, random number table

Mathematics Learning Goals: To use the Monte Carlo method to find the area of any regular or irregular plane figure.

Students superimpose a grid on an irregular plane figure that is part of a landscape design. They outline the irregular figure with a rectangle and use a random number generator from a calculator, or a random number table, to generate 500 points, which they plot on their rectangular grid. As they plot each point, they note if it is inside or outside of the irregular region. They find the percent of random points that landed in the irregular region and take that percent of the area of the enclosing rectangle to approximate the area of the irregular region.

Key Assignment 6.2: Areas of Shaded Regions

Mathematics: Area formulas

Mathematics Learning Goals: To determine areas of plane figures that have sections removed from them.

As part of a unit on floor plans and interior design, students compute areas of floors to find the cost of new flooring. They also compute the cost of paint by taking the areas of the walls and subtracting window and door areas. They employ the area of a circle, square, triangle, rectangle, trapezoid, and parallelogram, and create a poster display on what a specific room cost to redo.

Key Assignment 6.3: The Apothem and the Area of a Regular Polygon

Mathematics: Inscribed circles, area of a triangle, perimeter, and congruence.

Mathematics Learning Goals: To derive a formula for the area of any regular polygon.

Students use the area of a triangle to find the area of a regular polygon. They divide a regular polygon into triangles, by connecting the center to each vertex. They draw in the altitude, which is renamed the apothem, and find the area of the triangle. They discuss the congruence of the n triangles formed in the regular n -gon, and multiply to find the area of the polygon. They then model this algebraically, and use the commutative property of multiplication to derive the formula that the area is half the product of the apothem and the perimeter of the regular polygon.

Key Assignment 6.4: How Increased Payments Affect Mortgages

Mathematics: Rational functions

Mathematics Learning Goals: To determine the reduction in interest that extra mortgage payments result in.

Students use the monthly payment formula to compute the monthly payment for a hypothetical mortgage amount over 15 and 30 years. They compute the total payments, based on 12 monthly payments each year, and the total interest for the entire loan. They then use a mortgage calculator to assume an extra, 13th payment is made each year, so payments are made once every 4 weeks instead of once each month. They compute the interest and new total repayment period and compare the total interest to the original conventional mortgage to see the savings in total years and interest.

Unit 7: Retirement and Budgeting

Key Assignment 7.1: How Do Life Insurance Companies Earn a Profit?

Mathematics: Expected value, random variables, probability distributions

Mathematics Learning Goals: To use probability distributions and mortality tables to compute the profit earned on a five-year term life insurance policy.

Students use the probability inherent in mortality tables and life insurance annual premiums to compute the expected profit for a life insurance company's term policy. They create probability distributions for the random variable profit and compute expected profit by summing the products of the individual profits and probabilities for each year of the policy. They compute the minimum annual premium the company must charge to earn a profit.

Key Assignment 7.2: Planning For Retirement

Mathematics: Exponential equations, expected value, data analysis, modeling and predicting

Mathematics Learning Goals: To apply prior knowledge from the banking unit to make decisions about the feasibility of a retirement plan.

Students are given financial information about a prospective retiree and asked to act as a financial retirement planner. The prospective retiree has applied the planner with desired monetary goals in retirement. Based upon information about savings plans, social security benefits,

pensions, and life insurance policies, and using formulas learned in this unit, the planner is to write up a financial plan for the prospective retiree that includes at least two ways of meeting the goals and has mathematical justification for the recommendations made.

Key Assignment 7.3: Cash Flow, Net Worth and Debt Reduction

Mathematics: Algebraic ratios, modeling, linear equations

Mathematics Learning Goals: To create a spreadsheet that calculates cash flow, net worth, and debt to income ratio.

Students are given a budget spreadsheet that contains the headings of income, fixed expenses, variable expenses, and non-monthly expenses. There are sub-headings under each of these listing specific categories relating to the heading. Students are given a full accounting of a person's financial status and asked to build a spreadsheet that calculates that person's cash flow. In addition, the students are given information about the person's assets and liabilities and are asked to add it to the spreadsheet and determine the net worth. Finally, based upon the calculation of the debt-to-income ratio, students are asked to develop a debt reduction plan for the individual if necessary.

Key Assignment 7.4 Budget Line Equations

Mathematics: Linear equations, domain, range, constraints, modeling,

Mathematics Learning Goals: To construct and interpret a graphical representation of a particular aspect of a budget.

A budget line graph allows the user to interpret many combinations of product usage based upon given constraints. The interpretation of the combinations allows the user to make decisions about affordability. Students are given information about a particular aspect of a personal budget. This data contains prices and budgeting constraints. Students are asked to construct a budget line equation of the form $C_x x + C_y y = B$ where C_x and C_y are costs related to two budgeted items, x and y , and B is the budgeted amount. They then examine the regions above, on, and below the budget line to identify points representing affordability data. Students make recommendations for this budget item based upon the interpretation of the budget line graph.

Advanced Algebra with Financial Applications INSTRUCTIONAL METHODS AND STRATEGIES

The instructional strategies used throughout this course are varied, targeted, and rooted in the CCSS Standards for Mathematical Practice. Just as the Standards are interrelated, the methods used in this course are. Together, the practices referenced in this section serve to build mathematical confidence, interest and strength.

The Advanced Algebra with Financial Applications program's instructional strategies cover these basic umbrellas:

- Motivational Unit Openers
- Essential Questions
- Reading
- Discussion/interaction
- Presentation of model problems
- Extensions and problem solving
- Differentiation of instruction
- Experiential learning
- Use of technology

The **motivational unit openers** are real-life problems that need to be solved mathematically. Students realize that they “need to know” this material, as they will be encountering financial matters every days of their adult lives. Financial situations are inherently natural motivators. Since all of the problems in the course are real-world applications, lessons must integrate **reading and discussion** on a daily basis. An **essential question**, written on the board each day, serves as a focal point as algebraic symbols are used to represent the situation. These applications are all embedded in prose, so every new topic begins with a reading passage that acts as a springboard to a full-class discussion. This lively interactive feature of every lesson sets a constructive, motivating stage for the mathematics that follows.

The direct instruction/lecture component is highlighted by the investigation of **model problems** on each skill covered. After each model problem, students look for structure and regularity and try to apply it in a situation rooted in the model problem just completed. This gives the students a chance to see if they understood the new concept before moving on to a deeper problem for which the previous problem was an entry condition. Students are then asked to extend their understanding by looking for patterns and **extending** previously-used strategies. The applications at the end of each section give students a chance to practice as part of their classwork and homework. The program spirals previously-learned material on a daily basis. The sequential nature of the introduction of each new skill, followed by immediate practice, allows students to monitor their progress often. Class notes include vocabulary and financial explanatory material as well as mathematical procedures.

The model problems and applications generally graduate in difficulty level, allowing the teacher to **differentiate instruction**. Since abstract reasoning can be difficult for many students, the instructions are graduated so students can grasp the higher level skills by meeting them step-by-step. This strategy allows student and teacher to identify the exact juncture at which the student is having difficulty. This makes diagnostics and intervention more pointed.

There is much opportunity for **experiential learning**. Projects require the students to get out in the field and meet with brokers, bankers, local businesses, etc. Guest speakers at several junctures bring the outside world right into th - 1 6 1 -om. Students act as moderators and compile questions for the guest speaker. For some projects, data is gathered and statistically

analyzed. Students present their work to the class, and they field questions and comments from their classmates.

Technology plays a key role in the development of Advanced Algebra with Financial Applications topics. The graphing calculator is a daily tool, and its algebraic and graphing features are extensively used. Spreadsheets appear in every unit so students can model situations using algebra and technology.

Advanced Algebra with Financial Applications ASSESSMENT METHODS

A variety of formative and summative assessment methods are used throughout Advanced Algebra with Financial Applications in order to assess student learning. The assessments are aligned with the course purpose and the instructional strategies used, and with the Common Core Standards for the development of mathematically proficient students. In the activities listed below, students are offered assessment opportunities to address mathematics as a sense-making tool, problem solve, reason, construct arguments, offer mathematics-justified critiques of arguments, , model, use appropriate tools, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. The assessment grading percentages contributing to the student's quarter course grade are offered in parentheses next to the assessment name.

FORMATIVE ASSESSMENTS (30%)

CLASS PARTICIPATION (15%)

- **Do Now Activities** are assessments that can be used as a vehicle for the teacher to determine whether students have acquired skills, strategies, and content necessary for subsequent work in a topic. This diagnostic feature allows the teacher to adjust the lesson accordingly, if entry conditions are not fully met.
- **Check Your Understanding** problems are offered to students immediately after the teacher has introduced a new concept or procedure. These problems offer students and teacher alike an immediate assessment opportunity that is confined to the single new skill just addressed. The teacher can adjust the lesson to follow based upon review of these problems.
- **Extend Your Understanding** problems are more advanced problems that use the concepts and procedures just learned and take them to another level. These can be offered to all students or differentiated for selected students depending on the nature of the problems.
- **Ticket to Leave Activities** are ungraded activities that offer the teacher an opportunity to determine the level of understanding students acquired on the skills, strategies, and content of the day's lesson. These activities can be used by the teacher to adjust the following day's lesson.
- **Direct and Indirect Teacher Questions** are immediate formative methods of assessing students' understanding. In-class discussion is a critical part of Advanced Algebra with Financial Applications. The teacher should initiate discussion through focused questioning.

- Through the **Exploration of Essential Questions** (one per lesson), the teacher assesses student understanding both pre-instruction and post-instruction. The essential question is offered to the students at the beginning of the first lesson on the topic and a discussion ensues. That same essential question is revisited during the instruction and/or post-instruction to assess student growth and learning.
- Reading and writing are an essential part of Advanced Algebra with Financial Applications. Teachers will use **written and oral response to reading** (from the textbook, newspapers, magazines, Internet, brochures, laws, etc.) as a way of assessing understanding. Some writing activities will offer students an opportunity to interpret data that is displayed in a pictorial representation. Based upon the data, they are asked to write a short, newspaper-type story centered on the graph. There is one such activity for each chapter.

HOMEWORK (15%)

- **Homework Assignments** are a daily evaluation and reflection device for both student and teacher. The level of proficiency with the homework questions should allow the teacher the opportunity to adjust the lesson as needed. The homework acts as a barometer for students, so they can formulate questions, and attempt problems on their own.

SUMMATIVE ASSESSMENTS (70%)

- **Lesson-Opener Quizzes** are short, graded, cumulative assessments that can test for prerequisite skills and/or mastery of recently taught material. These assessments are averaged and count as one full-period exam grade.
- **Full-Period Exams** are graded summative assessments that test student acquisition of skills, strategies, and content.
- **Experiential Learning** activities are project-based assessment tools that are offered to students as long-term assignments. Students are asked to do research in a variety of forms and formats in order to accomplish a task that is related to the skills, strategies, and content covered in the chapter. Their projects can be submitted in print, electronic, or presentation format. Precision and accuracy will be scrutinized during their presentations as well as the ability to use mathematical tools appropriately and strategically. Each project is valued as a single full-period exam grade.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Board Policies – Second Reading

MEETING: January 11, 2012

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:

These 28 policies were reviewed at the December 13, 2011 board meeting as a first reading.

Recommendation:

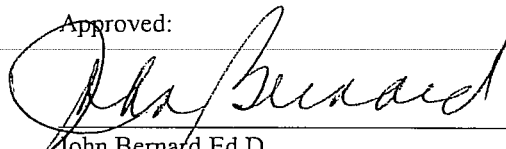
The recommendation is to approve the policies.

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

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

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 encourages parents/guardians and other members of the community 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>

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AR 1240 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**

Adopted: January 11, 2012

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

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, 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 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 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, may suspend any program or funding requirement reflected in any Board policy, administrative regulation, 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. 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. 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:

BP 2210 (c)

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

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 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 district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

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. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
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. 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.

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

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)

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board 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)

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

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)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9130 - Board Committees)

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

Adopted: January 11, 2012

King City, California

BP 3290 Business and Noninstructional Operations

Gifts, Grants And Bequests

The Governing Board may accept any gift, grant, or bequest of money, property, 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 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.

(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 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. Involve creation of a program which the Board would be unable to sustain when the 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

Adopted: January 12, 2012

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 remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property 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 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.

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 weapons or dangerous instruments is prohibited 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/ls/ss>

U.S. Department of Education, Emergency Planning:
<http://www.ed.gov/admins/lead/safety/emergencyplan>
(6/96 11/06) 3/10

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 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

AR 3516.3 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 Emergency 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. 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, 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. 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 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>

AR 3516.3 (e)

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

Adopted: January 11, 2012

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. 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

BP 3550 Business and Noninstructional Operations

Food Service/Child Nutrition Program

The Governing Board recognizes that 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 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.

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 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 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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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)

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

Adopted: January 11, 2012

King City, California

BP 3553 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>
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AR 3553 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

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)

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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

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)*

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 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>

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Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 11, 2012

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

Adopted: January 11, 2012

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 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 English learners. (Education Code 44253.2)

Primary language instruction 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 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 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

BP 4127, 4227, 4327 Personnel

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>

BP 4127 (c)
4227
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California Interscholastic Federation: <http://www.cifstate.org>
National Athletic Trainers' Association: <http://www.nata.org>
(6/97 11/05) 3/10

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 11, 2012

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

Any noncertificated employee or volunteer assigned as a temporary athletic team coach to supervise, direct, or coach an interscholastic athletic team shall 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 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, 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>

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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

Covered district employees, 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 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)

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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

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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)

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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

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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

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- 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

AR 4161.8 (n)
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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

Adopted: January 11, 2012

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

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 outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's 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. 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 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>

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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 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**

Adopted: January 11, 2012

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 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 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 300.534)

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, 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 300.530-300.536.

(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 300.534)

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 300.536. (34 CFR 300.530; 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. 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 300.530)

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 student with a disability 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)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when 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 receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in 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/osep>

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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
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
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
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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
Beginning of each school year	Education Code 49403, 48980	BP 5141.31	Consent to school immunization program
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,	Nondiscrimination on basis of sex, disability, ethnicity or lack of English skills
Annually	AR 1312.3		Uniform complaint procedures, available appeals, civil law remedies, and identity of coordinator
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
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance, no-cost and low-cost program options
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
Beginning of each term for students who have not passed the exit exam by the end of grade 12	Education Code 37254	AR 6179	Availability of intensive instruction and services for two consecutive academic years and right to file complaint

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
Beginning of each school year for students in grades 9-12 education	Education Code 51229, 48980	BP 6143	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
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
Annually to each high school student	Education Code 66204	BP 6143	Copy of list of courses offered Student that are certified by UC as meeting admission criteria
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
III. When Special Circumstances Occur			
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
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2; BP 5141.33	Student has been excluded from school
Before student is excluded for lack of immunization	Education Code 48216	AR 5141.31	Two weeks to submit evidence of immunization or exemption; referral to medical care
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
Within 60 days of receiving application for transfer out of open enrollment school	Education Code 48357; 5 CCR 4702	AR 5118	Whether student's transfer application is accepted or rejected; reasons for rejection

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
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
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
IV. Special Education Notices			
Prior to conducting initial	Education Code 56301, 56321, 56321.5, 56321.6, 56329, 34 CFR 300.502	AR 6164.4	Proposed evaluation plan, related parental rights, evaluation 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				Prior written notice and procedural safeguards notice	
Registration of complaint	20 USC 1415(d), 34 CFR 300.504	AR 6159.1				Procedural safeguards notice	
Disciplinary action taken for dangerous behavior	20 USC 1415(k), 34 CFR 300.530	AR 5144.2				Decision and procedural safeguards notice	
Suspension or change of placement for more than 10 days	20 USC 1415(k), 34 CFR 300.530	AR 5144.2				Decision and procedural safeguards notice	
Upon requesting a due process hearing:	20 USC 1415(k), 34 CFR 300.508	AR 6159.1				Child's name, address, school, description of problem, proposed resolution	
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6				Procedural safeguards, district responsibilities	
V. Classroom Notices							
In each classroom in each school	Education Code 35186	AR 1312.4, E 1312.4				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**

Adopted: January 11, 2012

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.ca.gov>

(6/99 3/01) 3/03

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

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

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/ga/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

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

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 society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials 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 the selection or evaluation of instructional materials shall 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

60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9535 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program
Management Resources:
CSBA PUBLICATIONS
Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance
Teams, Budget Advisory, March 2009
CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
1002.90 Selection of Instructional Materials, CIL: 90/91-02.
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluation of Instructional Materials with Respect to Social Content, rev. 2000
STATE BOARD OF EDUCATION POLICIES
01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001
WEB SITES
CSBA: <http://www.csba.org>
Association of American Publishers: <http://www.publishers.org>
California Department of Education: <http://www.cde.ca.gov>
(11/06 11/09) 11/10

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

BP 7310 Facilities

Naming Of Facility

The Governing Board shall name district schools and other district-owned or leased buildings, grounds, and facilities in recognition of:

1. Individuals, living or deceased, and entities that have made outstanding contributions, including financial contributions, to the 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 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

BB 9150 Board Bylaws

Student Board Members

The Governing Board believes 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. To enhance communication between the Board and the student body and to encourage student involvement; the Board shall include at least one student Board member selected by the district's high school students in accordance with procedures approved by the Board.

The term of a student Board member shall be one year, commencing on July 1 of each year. A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

(cf. 9321 - Closed Session Purposes and Agendas)

A student Board member shall be seated with other members of the Board. 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

Adopted: January 11, 2012

King City, California



GREENFIELD HIGH SCHOOL

James Goddard, Principal

Monthly School Statistics

December 2011

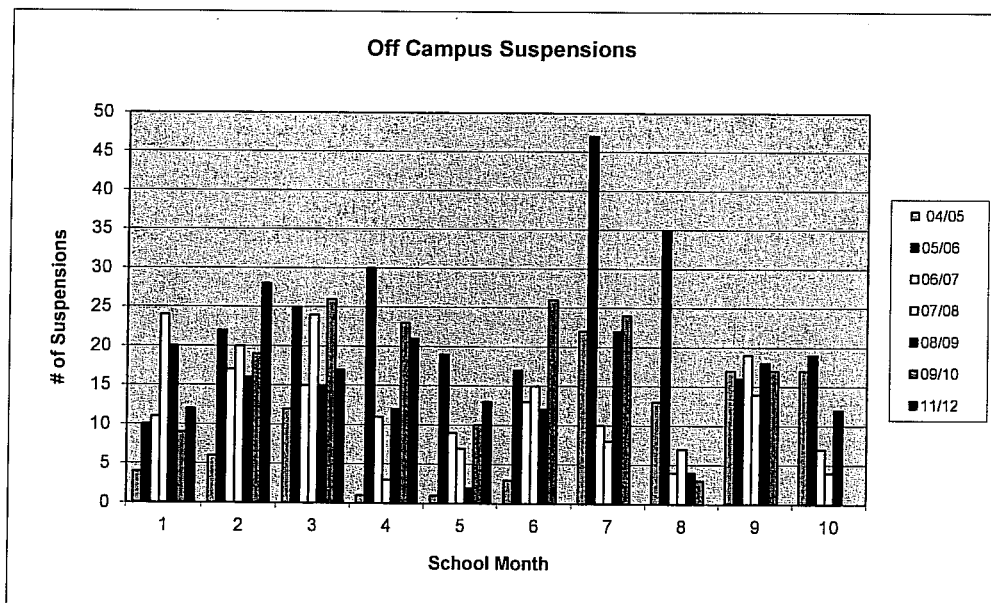
Off Campus Suspensions

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	13
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	18.2
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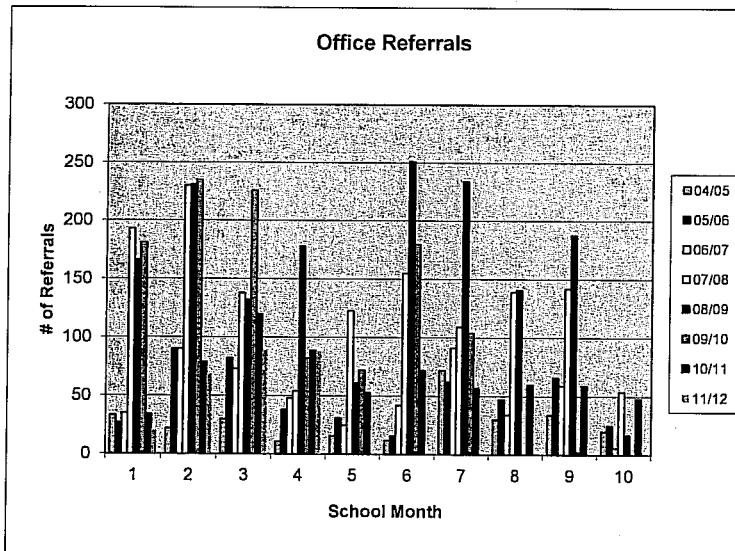


GREENFIELD HIGH SCHOOL

James Goddard, Principal
 Monthly School Statistics
 December 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	
Average	28	48.4	50.3	133.7	159.9	120.222	67.1	67.25





GREENFIELD HIGH SCHOOL

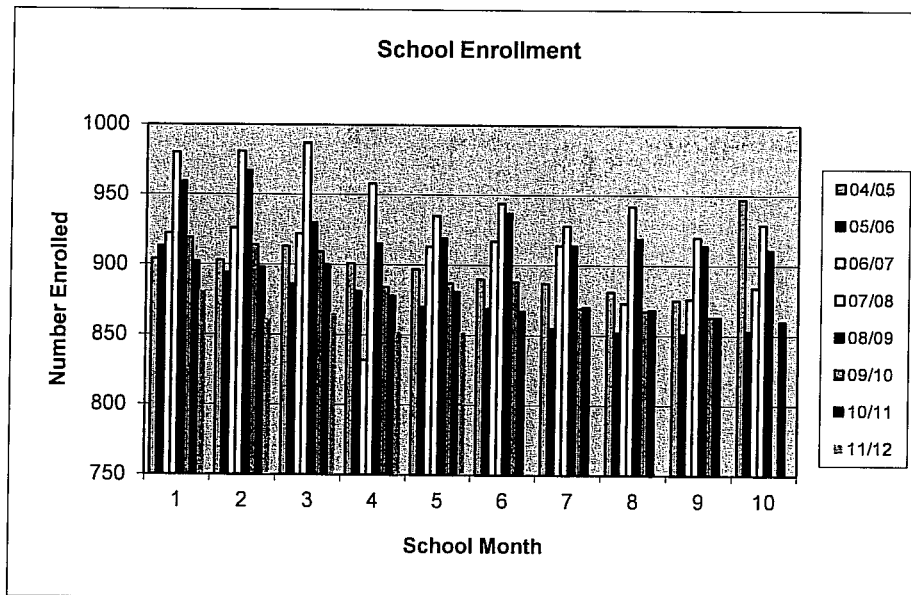
James Goddard, Principal
 Monthly School Statistics
 December 2011

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	853
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	863.2
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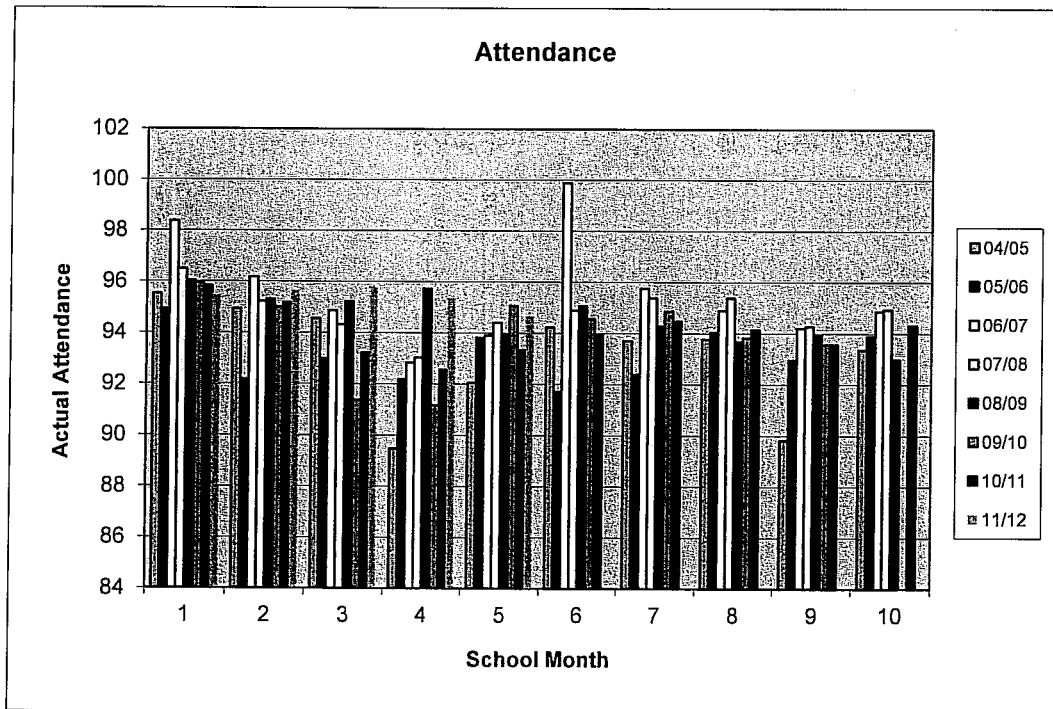


GREENFIELD HIGH SCHOOL

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	94.69
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	95.43



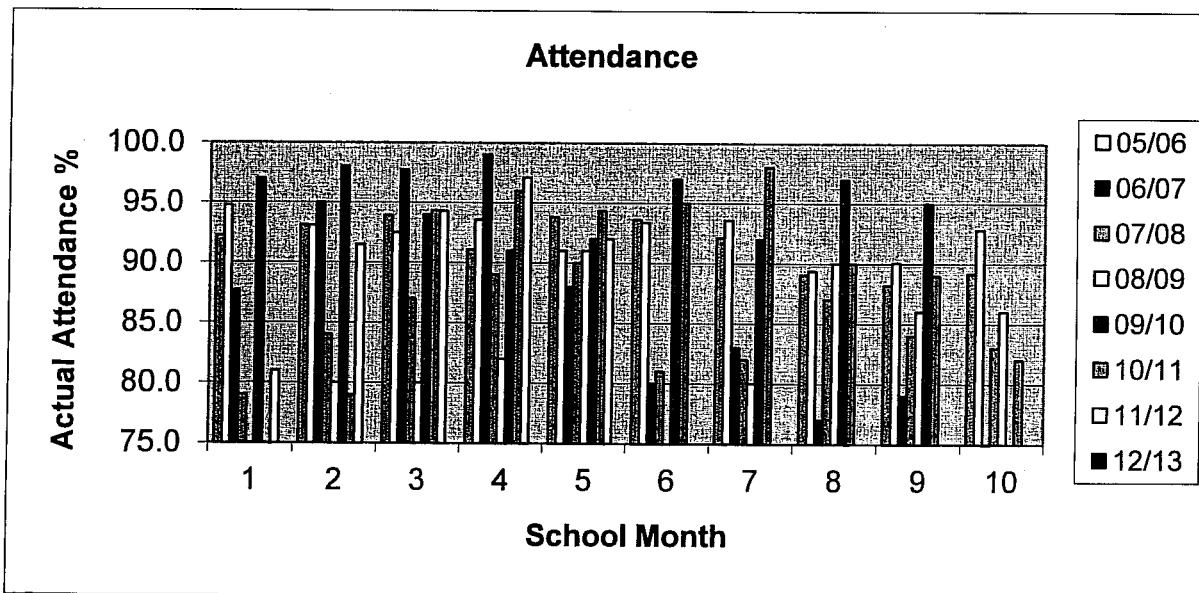
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal
 Monthly School Attendance Report
 School Year 2011-12
 Month #5

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	92.0	
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	89.00	91.18	

** 04/05 - 09/10 Stats are from CBHS



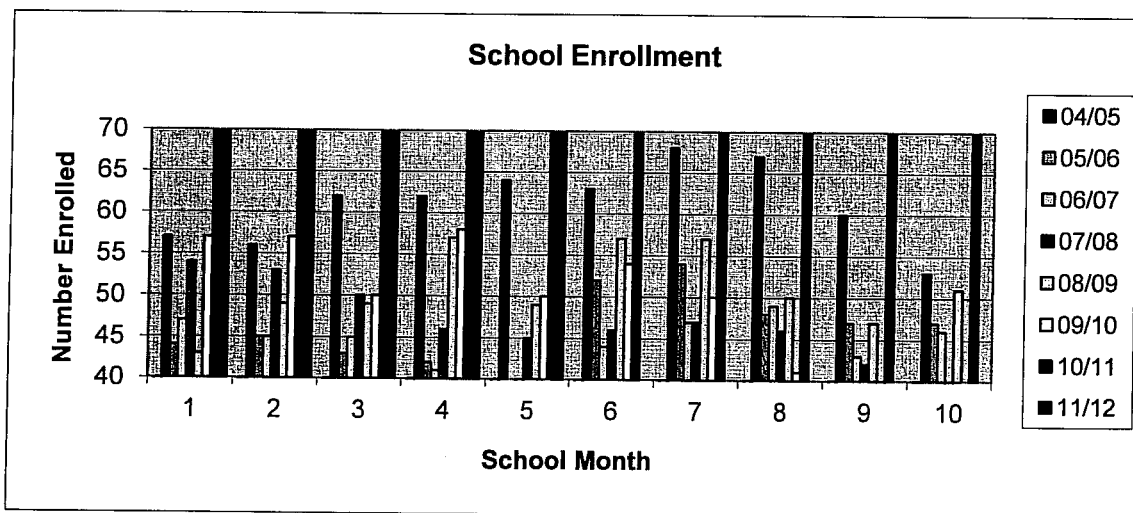
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal
 Monthly School Attendance Report
 School Year 2011-12
 Month #5

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	121	
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	103	112	

** 04/05 - 09/10 Stats are from CBHS



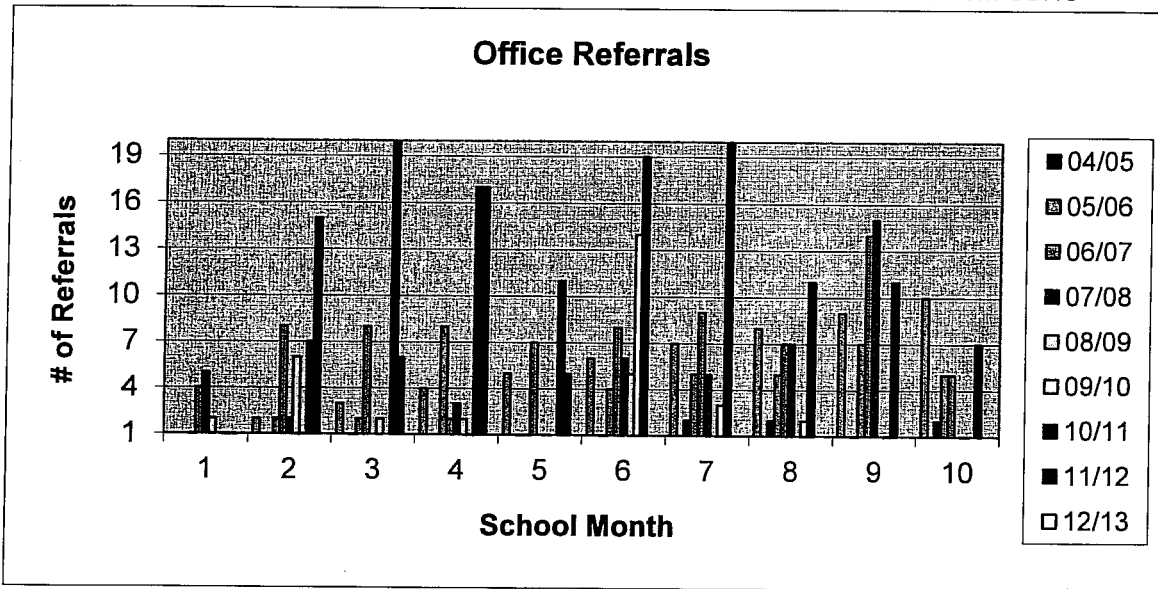
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal
 Monthly School Attendance Report
 School Year 2011-12
 Month #5

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	5	
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	9	

** 04/05 - 09/10 Stats are from CBHS



KING CITY HIGH SCHOOL

Bruce Corbett

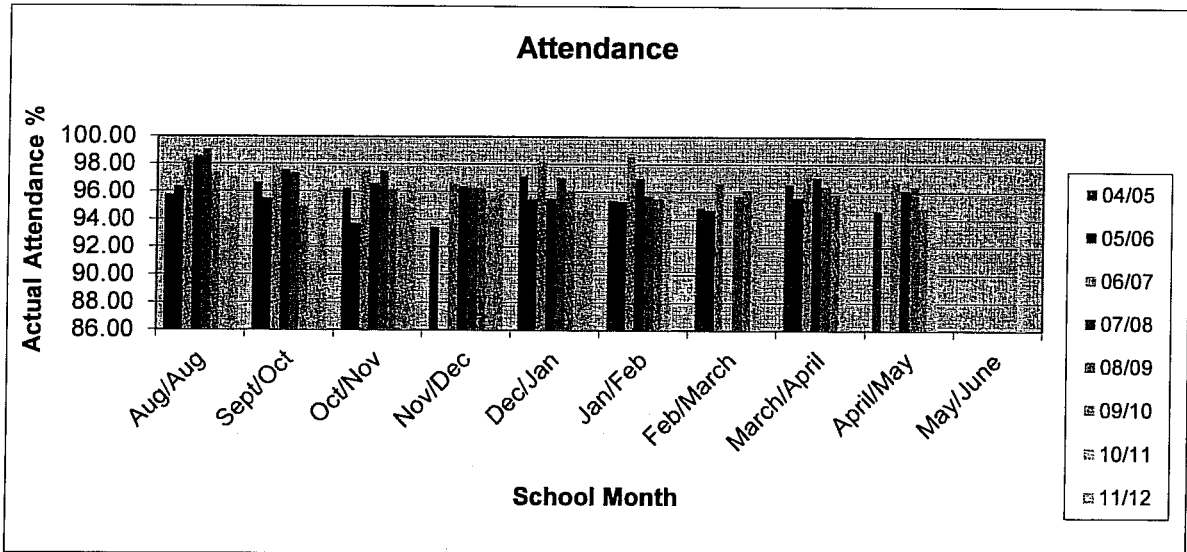
Monthly School Statistics

November 21, 2011 - December 16, 2011

SCHOOL ATTENDANCE PERCENTAGES

School Month 04/05 05/06 06/07 07/08 08/09 09/10 10/11 11/12

Aug/Aug	95.80	96.40	98.30	98.60	99.08	97.40	94.49	97.07
Sept/Oct	96.70	95.55	97.89	97.60	97.37	95.00	90.90	96.40
Oct/Nov	96.27	93.71	97.52	96.62	97.53	96.20	95.35	96.73
Nov/Dec	93.47		96.63	96.41	96.31	96.30	95.65	96.25
Dec/Jan	97.15	95.51	98.20	95.53	97.06	96.10	94.72	95.70
Jan/Feb	95.43	95.37	98.65	97.03	95.76	95.60	96.65	
Feb/March	94.93	94.76	96.70		95.80	96.20	96.54	
March/April	96.60	95.66	97.36	97.08	96.47	95.90	96.23	
April/May	94.70		96.81	96.19	96.44	94.90	94.32	
May/June							95.59	
Year Average	95.67	95.28	97.56	96.88	96.87	95.96	95.04	96.43

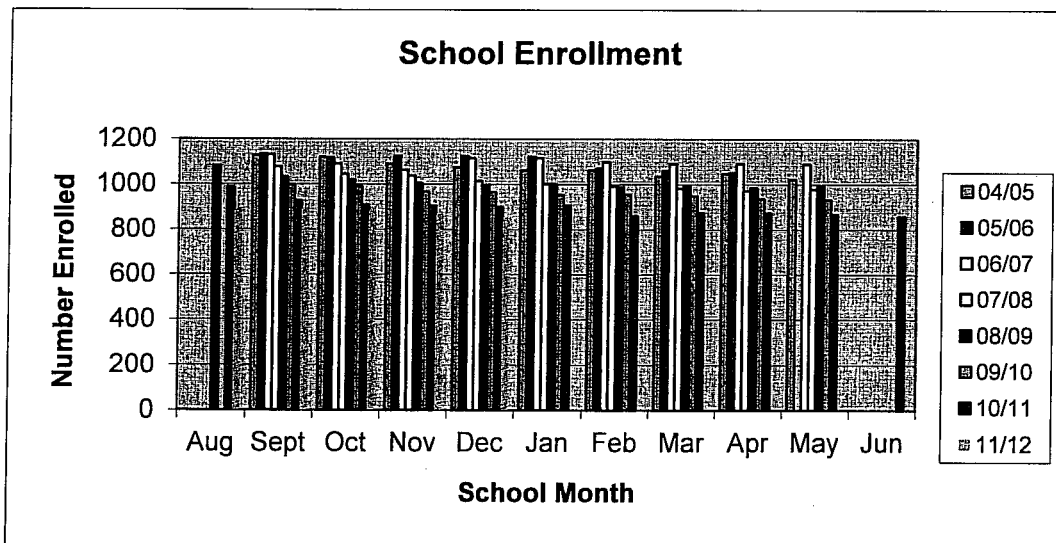


KING CITY HIGH SCHOOL

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
Aug					1080		988	891
Sept	1127	1132	1130	1077	1033	997	928	891
Oct	1118	1117	1090	1044	1019	991	907	887
Nov	1089	1123	1063	1038	1004	967	903	871
Dec	1075	1123	1114	1014	998	966	901	852
Jan	1062	1121	1116	1002	1002	953	908	
Feb	1062	1070	1099	992	988	956	861	
Mar	1036	1060	1090	982	992	949	873	
Apr	1048	1051	1091	972	985	936	873	
May	1022		1089	977	992	932	867	
Jun							858	
Year Average	1071	1100	1098	1011	1009	961	897	878



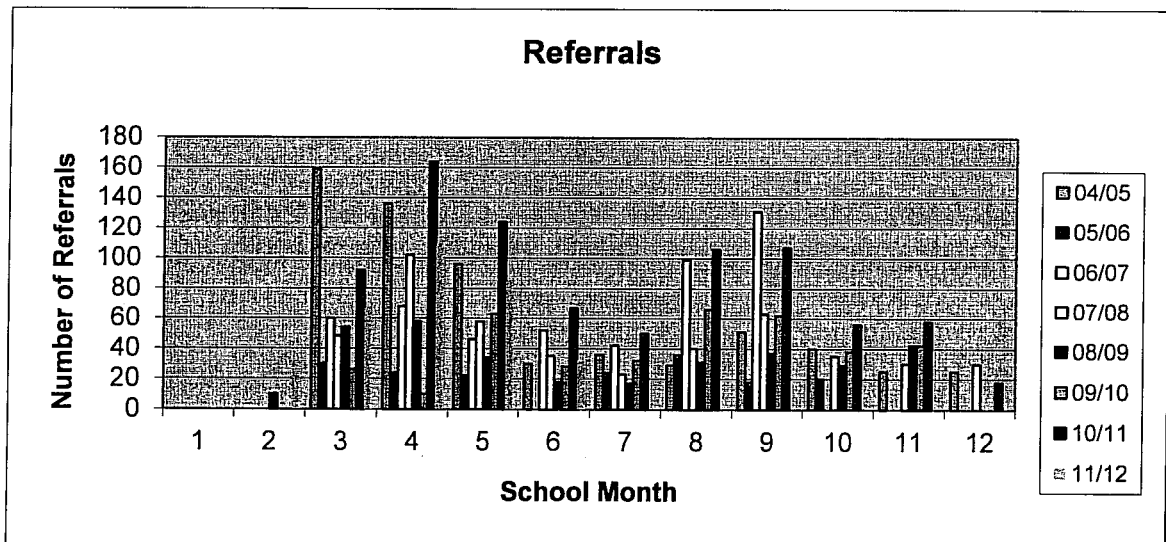
KING CITY HIGH SCHOOL

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

Aug					10			27	
Sept	159	30	60	48	54	26	92	67	
Oct	136	24	68	102	58	10	164	110	
Nov	96	22	46	58	34	63	124	85	
Dec	30		52	35	18	28	67	32	
Jan	36	24	42	23	17	32	50		
Feb	29	36	99	40	31	66	106		
Mar	51	18	131	63	37	62	107		
Apr	40	20		35	29	38	56		
May	25			30	42	42	58		
Jun	25			30			18		
Year Average		63	25	71	46	33	41	84	64



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 11/12

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	28
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	43

