

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

Wednesday, February 22, 2012

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

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION: 6:00 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: 6:05 PM

- A. Public Employment
- B. Employee Discipline/Dismissal Release
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters – Transfer/Discipline
 - Recommendation to Expel Student #13:11/12
 - Recommendation to Expel Student #14:11.12

OPEN SESSION: 6:15 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 is asked to 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. For matters that are not listed on the agenda, the Board may refer the matter to the Superintendent or designee, or take it under advisement, but shall not take action at that time except as allowed by law.

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 pedir la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaría de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se esté llevando acabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto especifico entonces habrá un limite de 20 minutos en total para cada asunto. Para asuntos que no estén enlistados en la agenda, La Mesa Directiva podrá referir ese asunto al Superintendente o su designado o poner ese asunto en sobre aviso, pero no se tomara ninguna acción en ese momento excepto cuando la ley lo permita.

F. INFORMATION ITEMS

1. Review of Site SARC Reports (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services**)

G. ACTION ITEMS

1. Approval of Monterey County Special Education Local Plan Area (**John Bernard, Ed.D., State Administrator**) (Pages 1-52)
2. Approval of School Accountability Report Card (SARC) (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services**) Pages 53-129)
3. Approval of Principal Secretary Job Description (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services**) (Pages 130-132)

H. ADJOURNMENT OF MEETING FOR STUDY SESSION

I. INFORMATION ITEMS

1. Board Study Session: Math, Human Resources, Vision and Mission Statement

J. SIGNING OF PAPERS

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Monterey County Special Education
Local Plan Area

MEETING: February 22, 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 Monterey County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of 25 local educational agencies (LEA's) including all of the county's 24 school districts and the Monterey County Office of Education (MCOE) joined together to provide for the coordinated delivery of programs and services to special needs students. MCOE is designated as the Administrative Unit (AU) for the Monterey County SELPA and is considered and LEA for all purposes except where referred to as the AU. In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEA.

Recommendation:


The recommendation is to approve the plan.

Fiscal Impact:

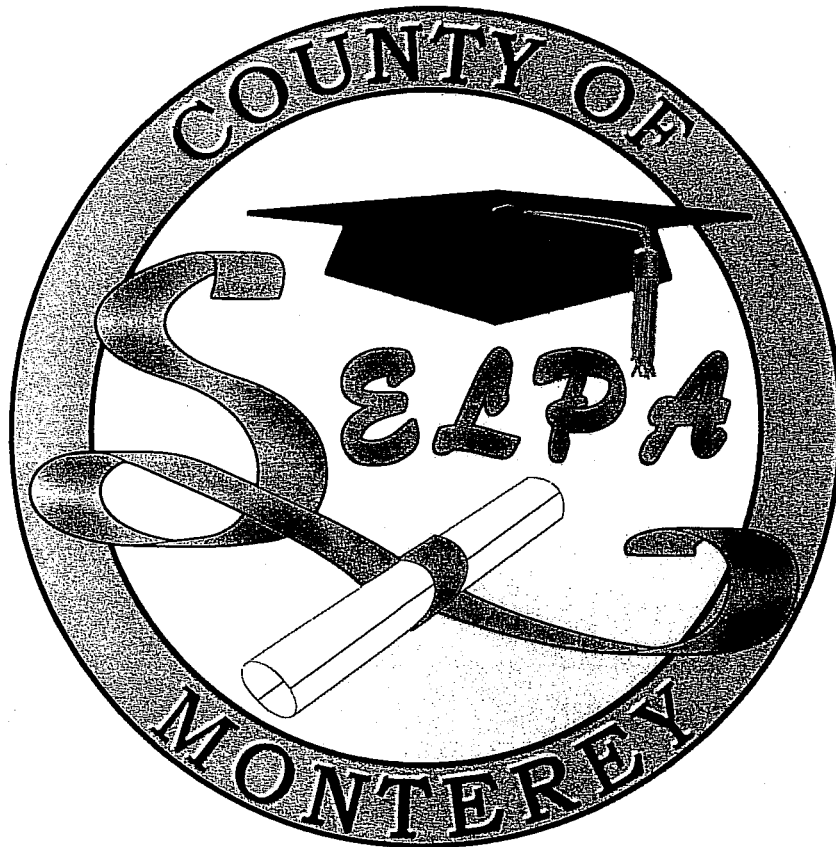
To be determined.

Submitted By:

Approved:


John Bernard Ed.D.
State Administrator

Monterey County
Special Education Local Plan Area



Local Plan for Special Education

Interim Plan Adopted: September 22, 2011

Local Plan Amendment Committee 2008

The Monterey County SELPA wishes to acknowledge the 2008 Local Plan Amendment Committee for the many hours of time that they each devoted to developing this revision of the Local Plan. The committee members were:

Roger Anton	Superintendent, Salinas Union High School District
Marvin Biasotti	Superintendent, Carmel Unified School District
Angela Calender	Special Education Teacher, Salinas Union High School District
Ilene Candreva	Parent, Monterey County SELPA CAC
Amy Funt	Board Member, Carmel Unified School District
Carol Lankford	Executive Director, Monterey County SELPA
Sharon Loucks	Special Services Director, Soledad Unified School District
Nancy Myers	Program Specialist, Monterey County SELPA
Susan Oros	Parent, Monterey County SELPA CAC
Mary Peitso	Parent, Monterey County SELPA CAC
Nancy Powers	Special Services Director, Salinas Union High School District
Marilyn Shepherd	Superintendent, Monterey Peninsula Unified School District
Nancy Spade	General Education Teacher, Pacific Grove Unified School District

Local Plan Amendment Committee 2011

The Monterey County SELPA also acknowledges the 2011 Local Plan Amendment Committee for the time that they each devoted to developing the current revision of the Local Plan. The committee members were:

Sharon Anthony	Special Education Teacher, Monterey County Office of Education
Ilene Candreva	Parent, Monterey County SELPA CAC
Tom Cranson	Director of Pupil Services, Salinas City Elementary School District
Elizabeth Modena	Superintendent, Gonzales Unified School District
Carol Lankford	Executive Director, Monterey County SELPA
Sarah Turner	General Education Teacher, North Monterey County Unified School District

Table of Contents

Participating Local Educational Agencies	1
Salinas Zone.....	1
Bay Zone.....	1
Valley Zone.....	1
Governance and Administrative Structure.....	2
Governance Council	2
Executive Committee.....	2
Community Advisory Committee (CAC).....	4
SELPA Director’s Cabinet.....	5
Financial Advisory Committee.....	5
Special Focus Committees.....	5
SELPA Executive Director.....	5
Regionalized Services and Program Specialists	7
Assurances	7
Program Specialists.....	7
Roles and Responsibilities of Participating Entities	9
Administrative Unit (AU).....	9
Local Educational Agency (LEA)	9
LEA Governing Boards	10
LEA Superintendents.....	10
LEA Special Education Administrators.....	10
Additional Elements of the Local Plan	11
Income Distribution Agreement and Maintenance of Effort.....	11
Annual Budget Plan.....	11
Annual Service Plan.....	11
Programs for Early Childhood Special Education.....	11
Oversight of Nonpublic School Placements	11
Utilization of General Education Resources.....	12
Reading Criteria.....	12
Access to Core Curriculum.....	12
Low Incidence Funds.....	12
Request for SELPA Membership by a Charter School.....	12
Policies, Procedures, and Local Agreements.....	13
Interagency Agreements	13
Amendments to the Local Plan.....	13
Public Addressing the Governing Body	14
Dispute Resolution.....	14
Legal References.....	14
Exhibit A – MOU Between SARC and SELPA (Part C)	15

Monterey County SELPA Local Plan for Special Education (2011)

Exhibit B – LEA Assurances and Board Minutes 38

Exhibit C – Certifications 45

Participating Local Educational Agencies

The local educational agencies (LEAs) participating in the Monterey County SELPA are the Monterey County Office of Education and all of the districts within the county. Those districts, organized into three zones, include:

Salinas Zone

Alisal Union Elementary School District
Graves Elementary School District
Lagunita Elementary School District
Salinas City Elementary School District
Salinas Union High School District
Santa Rita Union Elementary School District
Spreckels Union Elementary School District
Washington Union Elementary School District

Valley Zone

Bradley Union Elementary School District
Chualar Union Elementary School District
Gonzales Unified School District
Greenfield Union Elementary School District
King City Union Elementary School District
Pacific Unified School District
San Antonio Union Elementary School District
San Ardo Union Elementary School District
San Lucas Union Elementary School District
Soledad Unified School District
South Monterey County Joint Union High School District
Mission Union Elementary School District

Bay Zone

Carmel Unified School District
Monterey Peninsula Unified School District
North Monterey County Unified School District
Pacific Grove Unified School District

Governance and Administrative Structure

The Monterey County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of 25 local educational agencies (LEAs) including all of the county's 24 school districts and the Monterey County Office of Education (MCOE), joined together to provide for the coordinated delivery of programs and services to special needs students. The MCOE is designated as the Administrative Unit (AU) for the Monterey County SELPA. The MCOE is considered an LEA for all purposes of this agreement except where referred to as the AU. In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs. It consists of the Governance Council, the Executive Committee, and the Community Advisory Committee. The SELPA Executive Director may convene additional advisory committees. The SELPA Executive Director is responsible for coordination of the SELPA and implementation of the local plan.

Governance Council

The Governance Council is made up of the superintendents from each of the 24 districts and the MCOE. Superintendents may participate via telephone or video conferencing or appoint a designee to represent them if unable to attend a meeting. A quorum shall consist of 13 members or designees. A chair and vice-chair or co-chairs shall be elected annually. The SELPA Executive Director is an ex-officio member.

The Governance Council meets a minimum of one time per school year. All meetings of the council shall be held according to law and the Brown Act. The notice and minutes of all regular meetings shall be sent to all district superintendents, presidents of all Monterey County governing boards, the president of the Community Advisory Committee, and others as requested.

It is the responsibility of the council to appoint representatives to the Executive Committee, review and take action to approve or deny amendments to the local plan, changes in the income distribution agreement, and any other item determined necessary by the Executive Committee. The Governance Council provides input to and approves the evaluation of the SELPA Executive Director.

All council members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote.

Executive Committee

The Executive Committee is made up of six representatives of the Governance Council. These representatives include two superintendents from each of three zones: the Valley Zone, the Salinas Zone, and the Bay Zone. At least one representative from each zone must be selected from a district with a student enrollment of at least 2,000. Members may participate in meetings

via telephone or video conferencing if unable to attend in person. If a member is unable to attend in person or electronically, he or she is responsible for arranging with another LEA superintendent from the zone that the member represents to attend the meeting. The superintendent of the MCOE is an advisory member of the Executive Committee. The SELPA Executive Director is an ex-officio member.

The superintendents in each zone shall choose representatives in May for the following school year. Members shall be appointed for two years and may be re-appointed for additional terms. The terms of service for the two representatives from each zone shall be staggered. The annual term shall be from July 1 to June 30, although appointments or selection of substitute representatives from a zone may occur at any time if an appointed representative becomes unable to complete his or her appointed term. A quorum shall be four members. A chair and a vice-chair or co-chairs shall be elected annually.

The Executive Committee shall meet not less than 4 times per school year, but may meet more often as needed. Additional meetings may be called at the request of any representative on the committee. All meetings of the committee shall be held according to law and the Brown Act. The committee chair(s) and the SELPA Executive Director shall prepare the agenda for each meeting; the SELPA Executive Director shall provide all support materials. The chair or co-chairs shall conduct the meeting.

The notice and minutes of all regular meetings shall be sent to all district superintendents, presidents of all Monterey County governing boards, the president of the Community Advisory Committee, and others as requested.

Executive Committee responsibilities shall include, but not be limited to:

- a. Recommending action on proposed amendments to the local plan to the Governance Council.
- b. Recommending action on proposed revisions to the income distribution agreement for the distribution of federal, state and local funds allocated for special education programs to the Governance Council.
- c. Taking action to approve or deny annual service and budget plans and revisions to those plans.
- d. Taking action to approve or deny requests for program transfers.
- e. Taking action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements, and guidelines for the management and implementation of special education programs and services within the SELPA.
- f. Supervising the recruitment and selection process for the SELPA Executive Director.
- g. Providing direction to the SELPA Executive Director for regionalized and program specialist services.

- h. Directing that data be gathered, interpreted, and reported regarding the implementation, administration and operation of the local plan.
- i. Reviewing data in order to monitor planned and actual accomplishments of special education programs in the districts that comprise the local plan.
- j. Reporting status of the SELPA to the Governance Council at its regularly scheduled meetings.
- k. Evaluating the SELPA Executive Director.

Each zone representative shall have one vote and decisions will be made by majority vote except in circumstances where state or federal mandates require a unanimous vote. In addition, the superintendent of the MCOE shall have an advisory vote. In the event of a tie, the vote of the superintendent of the MCOE will serve as the tie-breaking vote.

Community Advisory Committee (CAC)

The Monterey County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the local plan and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC members shall be appointed by LEA governing boards. The SELPA Executive Director or designee serves as ex officio member of the CAC and acts as the liaison between the CAC, the Executive Committee and the Governance Council.

CAC responsibilities include:

1. Advising the policy and administrative entity on the development, amendment, and review of the local plan.
2. Recommending annual priorities to be addressed by the SELPA.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development of the local plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent awareness of the importance of regular school attendance.

The CAC shall have regularly scheduled meetings not less than two times per year. All meetings of the committee shall be held according to law and the Brown Act. The SELPA Executive Director/designee will present the CAC's input to the Executive Committee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page.

SELPA Director's Cabinet

The SELPA Director's Cabinet consists of a special education administrator/designee from each participating LEA as well as program specialists from the SELPA and is convened as determined necessary by the SELPA Executive Director.

The purpose of the cabinet is to provide input to the SELPA Executive Director regarding special education program needs; policies, procedures, agreements, and forms; and the development and implementation of personnel development programs. Meetings of the cabinet also provide participants with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.

Financial Advisory Committee

The Financial Advisory Committee consists of at least one chief business official and one LEA special education administrator from each zone. Additionally the committee shall include at least one participant who is representing small school districts. Other district personnel, as interested, may participate. The committee is convened as determined necessary by the SELPA Executive Director.

The purpose of the Financial Advisory Committee is to provide suggestions and recommendations to the SELPA Executive Director regarding financial issues such as the income distribution agreement, the annual budget plan, the impact of budgets for regional programs on the provision of special education throughout the SELPA, and maintenance of effort requirements.

Special Focus Committees

The SELPA Executive Director may convene informal special focus advisory committees in areas such as program development, SELPA adoption of student information systems, development and revision of IEP forms, and interagency agreements. Each committee will meet only as long as necessary to complete a specific purpose.

SELPA Executive Director

The AU is responsible for the recruitment of the SELPA Executive Director. The selection of a candidate for the position of SELPA Executive Director shall be the responsibility of the Executive Committee. The Executive Committee conducts the evaluation of the SELPA Executive Director.

The SELPA Executive Director assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Executive Director provides information to ensure that all special education pupils receive due process of law. Specific duties include, but are not limited to:

1. Coordinating implementation of all components of the local plan.
2. Preparing and submitting approved annual budget and service plans.
3. Developing, implementing, supervising, and evaluating regionalized services.
4. Overseeing the recruitment, supervision, and evaluation of SELPA staff.
5. Developing and ensuring implementation of policies, procedures, and local agreements that will ensure that all students are provided with a free and appropriate public education.
6. Developing and maintaining interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
7. Ensuring appropriate use of federal, state, and local funds allocated for special education.
8. Preparing program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
9. Developing and implementing a plan for personnel development, including training of staff and parents.
10. Providing technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
11. Adopting and implementing a management information system.
12. Establishing and maintaining a positive relationship with all members of the SELPA.
13. Informing the superintendents of the status of the special education programs.
14. Serving as an ex-officio member of the Governance Council and the Executive Committee.

Regionalized Services and Program Specialists

Assurances

As a condition of receiving funds for regionalized services and the direct instructional support of program specialists, the SELPA assures that all regionalized operations and services listed below are provided in accordance with the local plan:

1. A coordinated system of identification and assessment.
2. A coordinated system of procedural safeguards.
3. A coordinated system of staff development and parent education.
4. A coordinated system of curriculum development and alignment with the core curriculum.
5. A coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
6. A coordinated system of data collection and management.
7. Coordination of interagency agreements.
8. Coordination of services to medical facilities.
9. Coordination of services to licensed children's institutions and foster homes.
10. Preparation and transmission of required SELPA reports.
11. Fiscal and logistical support of the CAC.
12. Coordination of career, vocational and transition services.
13. Coordination of transportation services for individuals with exception needs.
14. Means by which full educational opportunity is ensured.
15. Fiscal administration and the allocation of state and federal funds.

Program Specialists

Program specialists are employed through the AU and serve the SELPA under the direction of the SELPA Executive Director. The SELPA Executive Director evaluates program specialists.

Each program specialist must possess a valid special education credential, clinical services credential, health services credential, or pupil personnel services credential with school psychology authorization. Program specialists shall have advanced training and related

experiences in the education of individuals with disabilities and a specialized in-depth knowledge in one or more areas of disabling condition. A program specialist may do all of the following:

1. Conduct observations, consult with, and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
2. Participate in program development, primarily in the area of his or her expertise.
3. Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources.
4. Facilitate the development and implementation of staff development and parent education activities.
5. Assist LEAs in completing program reviews, monitoring compliance, and resolving disputes regarding special education programs and services.
6. Assist in assuring that students have full educational opportunities.
7. Provide other services as needed.

Roles and Responsibilities of Participating Entities

Administrative Unit (AU)

The Governance Council has designated the MCOE as the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions:

1. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
2. Administrative support, including establishing and maintaining an office for SELPA staff.
3. Employment of SELPA staff to coordinate implementation of the local plan.

Local Educational Agency (LEA)

Board policy of each LEA member of the Monterey SELPA Local Plan shall indicate that the LEA is responsible for educating children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Children with disabilities are served in their home districts whenever the needs identified on the individualized education program can be met within the home district. However, it is recognized that some students have unique educational needs that cannot be met in their home districts. Because of such identified unique educational needs, some students receive services from other districts or the MCOE within the SELPA. LEA responsibilities include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
3. Identifying and serving students in medical, foster or LCI facilities.
4. Participating in state/district-wide assessments.
5. Operating all special education programs and services in accordance with state and federal laws and regulations.
6. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
7. Utilizing the same management information system, forms, procedures and guidelines as all other districts within Monterey County.

8. Collecting and completing state and federal report requirements; including California Special Education Management Information System (CASEMIS) reports, self-reviews, and verification reviews.

LEA Governing Boards

The governing board of each LEA shall approve its participation in the Monterey County Local Plan for Special Education.

The local governing board responsibilities include, but are not limited to:

1. Approval of the local plan.
2. Adoption of policies and procedures for special education programs and services within their districts.
3. LEA compliance with all elements of the local plan.
4. Input on SELPA policies and procedures through the superintendent of the LEA.
5. Appointment of individuals to the CAC.

LEA Superintendents

Superintendents of each LEA are responsible to their respective governing boards. District superintendents select the representative(s) to the Executive Committee from their zones. In addition, district superintendents:

1. Serve as a member of the Governance Council.
2. Assist in the identification of special education program and service needs for the Monterey County SELPA through participation on the Governance Council.
3. Communicate SELPA information to their governing boards.

LEA Special Education Administrators

LEA special education administrators are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan.

Additional Elements of the Local Plan

Income Distribution Agreement and Maintenance of Effort

An income distribution agreement has been adopted by the SELPA and shall be reviewed and revised on a regular schedule. The model distributes all funds pursuant to applicable state and federal regulations. Districts and the MCOE acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

Annual Budget Plan

The SELPA shall adopt an annual budget plan at a public hearing scheduled at an Executive Committee meeting in compliance with all legal mandates. The annual budget plan shall identify expected income and expenditures as required by state and federal laws.

Annual Service Plan

The SELPA shall adopt an annual service plan at a public hearing scheduled at Executive Committee meeting in compliance with all legal mandates. The service plan provides an overview of the programs and services available within the SELPA.

Programs for Early Childhood Special Education

See *Memorandum of Understanding between Monterey County SELPA and San Andreas Regional Center* in the *Exhibits* section related to services for children aged birth to three years. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the *Annual Service Plan*.

Oversight of Nonpublic School Placements

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

Utilization of General Education Resources

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

Reading Criteria

Each LEA shall ensure that all eligible children with disabilities will participate in the California Reading Initiative in order to improve their educational results. Special education instructional personnel will participate in staff development in-service opportunities in the area of literacy that includes:

1. Information about current literacy and learning research.
2. State adopted standards and frameworks.
3. Increased participation of students with disabilities in statewide student assessments.
4. Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.

Access to Core Curriculum

Each LEA shall ensure that students with disabilities will have access to:

1. All required core curriculum including state adopted core curriculum and supplementary materials.
2. Instructional materials and support.

Low Incidence Funds

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deaf, visual disability, severely orthopedically impaired, and deaf-blind. The funds are administered through the Monterey County SELPA as specified in the *Monterey County SELPA Procedural Handbook* and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

Request for SELPA Membership by a Charter School

A request by a charter school to participate as an LEA in the Monterey County SELPA will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

1. The charter school shall participate in state and federal funding for special education and the receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA income distribution model.
2. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
3. The addition of new members to the Monterey County SELPA, as approved by the Governance Council, shall be followed by an amendment to the local plan.

Policies, Procedures, and Local Agreements

SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

Interagency Agreements

Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

1. California Children's Services.
2. Monterey County Department of Health, Behavioral Health Bureau
3. Monterey County Head Start.
4. San Luis Obispo County Migrant and Seasonal Head Start.
5. San Andreas Regional Center.

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office.

Amendments to the Local Plan

The SELPA Executive Director shall be responsible for the coordination of the development of any proposed amendments to the local plan.

Amendments to the permanent portion of the local plan may be considered at any time. The Executive Committee may adopt changes to the local plan on an interim basis, not to exceed one school year. To formally adopt proposed and interim amendments the following procedure shall be followed:

1. A committee comprised of special and regular education teachers and administrators as well as CAC representatives shall be convened to provide input and make recommendations regarding the proposed or interim amendments to the local plan.

2. The CAC and other advisory groups as determined appropriate by the SELPA Executive Director will review the recommended amendments to the local plan, as presented by the committee, and provide additional input and revision, if needed.
3. The Executive Committee will review the recommended amendments, propose any final revisions, and submit the final draft to the Governance Council for approval.
4. The Governance Council will review and approve the final draft amendments of the local plan and submit to the LEA governing boards for approval.
5. LEA governing boards will review and take action on the recommended amendments to the local plan within 60 days of submission from the Governance Council.
6. Amendments require the approval of each LEA governing board.
7. Following approval by all LEA governing boards, the SELPA will submit the local plan to the California Department of Special Education for submission to the State Board of Education.

Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Governance Council, the Executive Committee, and/or the CAC.

Dispute Resolution

In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the local plan, the dispute resolution process included in the *Monterey County SELPA Procedural Handbook* will be followed. This procedure is intended to resolve disagreements within a period of 45 days without undermining local authority.

Legal References

Federal Requirements: 20 USC 1412 (a), 20 USC 1413 (a) (1), 20 USC 1413 (a) (5) ⁹

State Requirements: EC 56001 (f) ¹, 56190-56194 ⁶, 56195.1 (b) (c) ⁵, 56195.3 ², 56195.9 ³, 56025 (a) (12) ⁴, 56205 (b) (4) ⁸, 56205 (b) (5) ⁷, 47640-47647 ¹⁰, 56195.1, 56203, 56207.5

Exhibit A – MOU Between SARC and SELPA (Part C)

**MEMORANDUM OF UNDERSTANDING BETWEEN
SAN ANDREAS REGIONAL CENTER AND
MONTEREY COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**IMPLEMENTATION OF THE REAUTHORIZATION OF INDIVIDUALS WITH
DISABILITIES EDUCATION ACT, PART C**

I. PURPOSE

The purpose of this agreement is to describe policies and procedures of San Andreas Regional Center and the Monterey County Special Education Local Plan Area relating to the implementation of Part C of the Individuals with Disabilities Education Act (hereinafter referred to as "Part C") and its implementing regulations. Specifically, this agreement will define the financial responsibilities of each agency, procedures for resolving disputes, and other components necessary to insure effective cooperation and coordination between the two agencies.

II. PARTIES

The parties to this agreement are San Andreas Regional Center (hereinafter referred to as SARC) and the Monterey County Special Education Local Plan Area (hereinafter referred to as SELPA).

III. UNDERLYING PHILOSOPHY

SARC and each participating Local Education Agency (hereinafter referred to as LEA) within the SELPA endorse the philosophy statement that promotes a coordinated interagency service delivery system for special needs infants and toddlers and their families within the County of Monterey. The service delivery system shall utilize available resources to enhance the ability of the family to promote the growth and development of their child in natural settings, thereby enabling the child to live within the community alongside his/her non-disabled peers.

IV. AUTHORITY

This agreement fulfills requirements of Title 20 United States Code (USC) Section 1471 et seq., and 34 (CFR) Section 303.523 and is based upon state policy and authority contained in the Welfare and Institutes Code Section 4500 et. seq., the California Education Code, Part 30, C.C.R. Sections 52000-52175, and the approved state application submitted under the authority of 34 CFR, Sections 303.140 through 303.148, 303.161 through 303.176. Other state and federal codes may be fulfilled as identified in specific sections.

V. TARGET POPULATION

This agreement applies to activities and services performed on behalf of children, birth through thirty-six months of age, and their families who are eligible for Early Start services under Part C, as defined in California statutes, regulations, and policies.

VI. BASIS FOR PROVISION OF AND PAYMENT FOR SERVICES

A. Services Provided Through SARC

1. SARC shall provide, arrange, or purchase early intervention services, as required by the child's IFSP and be payor of last resort for Part C eligible children except for those with solely a visual, hearing, or severe orthopedic impairment, or any combination of those impairments.
2. SARC shall be the payer of last resort after all other public and private sources for payment have been reviewed to determine if a referral shall be made by the service coordinator and/or the parent. Referrals may include but not be limited to California Children's Service, Medi-Cal, or private insurance providers that may have responsibility for payment. This review shall not delay the provision of early intervention services specified on the IFSP. Early intervention services specified on the IFSP shall begin as soon as possible. The use of the family's private insurance to pay for evaluation, assessment, and required early intervention services specified on the IFSP shall be voluntary.

B. Services Provided Through SELPA

1. Two LEAs, Monterey County Office of Education (hereinafter referred to as MCOE) and Monterey Peninsula Unified School District (hereinafter referred to as MPUSD) provide Early Start services within the Monterey County SELPA.
2. These participating LEAs shall provide, arrange, or purchase early intervention services, as required by the child's IFSP, and be payer of last resort for children with a solely visual, hearing, or severe orthopedic impairment, or any combination of those impairments.

C. Services Provided to Dually Eligible Children

For children who are eligible to receive services from both SARC and the participating LEAs, SARC shall be responsible for providing or purchasing appropriate early intervention services unless the participating LEA is operating below its funded capacity. If the LEA is above its funded capacity, it has the option of becoming a SARC vendor in order to serve children beyond its funded capacity through a contract with SARC.

(5 C.C.R. §§ 3030 (a)(b)(d)(e) and 3031; G.C. § 95014(b)(1-3); E.C. §§ 56026 and 56026.5; and 17 C.C.R. §52109(a-b))

VII. PROGRAM IMPLEMENTATION POLICIES

A. Child Find

Child find activities, pursuant to E.C. § 52040, are designed to locate all children who may be eligible for early intervention services. A close relationship is maintained

with the Monterey County Family Resource Center (FRC) with whom outreach efforts are coordinated. Outreach targets all populations including those that are culturally diverse. The following are examples of child-find activities that are conducted in Monterey County:

1. Presentations regarding the programs that are available through SARC and the participating LEAs of the SELPA to agencies providing medical, social, and education services in the community;
2. Distribution of early intervention materials including eligibility criteria, contact persons, telephone numbers, and types of early intervention services to individuals and agencies;
3. Production and display of all brochures, pamphlets, and other written communication in English, Spanish, and other languages as needed; and
4. Periodic collaboration meetings held with referring hospitals and NICUs (Stanford, UCSF, Good Samaritan, Salinas Valley Memorial, CHOMP, Natividad, and Mee Memorial).

B. Service Coordination

SARC and the participating LEAs shall assign a service coordinator at the time of referral and when a child is determined eligible for early intervention services. Either agency may be called upon to assume the role of the IFSP Service Coordinator. Service coordinators shall have demonstrated knowledge about all elements of Early Start services. A parent may perform service coordination activities for his or her own child in collaboration with the service coordinator assigned by SARC or the participating LEA. The service coordinator shall:

1. Provide the initial notice to the parent pursuant to 17 C.C.R § 52160;
2. Obtain consents pursuant to E.C. § 52162 and provide written notices pursuant to 17 C.C.R § 56161;
3. Serve as the primary point of contact for coordinating services and assisting the child's parent, service providers, and other public agencies;
4. Inform the parent of the availability of additional non-required services as specified in 17 C.C.R § 52108(a)(3)(A) which may provide assistance to the family;
5. Facilitate delivery of services on the initiation date identified in the IFSP;
6. Continuously seek the appropriate services and service providers necessary to enhance the development of each child being served for the duration of the child's eligibility;

7. Coordinate the performance of initial and subsequent evaluations and assessments;
8. Participate in the development and review of the IFSP;
9. Monitor the delivery of services and the degree to which progress toward achieving outcomes is being made through the periodic IFSP reviews;
10. Inform the parent of advocacy services and procedural safeguards contained in early intervention regulations; and
11. Facilitate the development of transition steps in the IFSP.

(17 C.C.R. §§ 52120(a-b), 52121(a)(1-12), 52122(a-c); G.C. § 95018)

C. Referral

1. Three points of entry have been established for early intervention services in Monterey County. Staff receiving oral and written referrals at any of the entry points listed below will begin the intake process for children under three years of age:
 - a. Monterey County Office of Education;
 - b. Monterey Peninsula Unified School District; and
 - c. San Andreas Regional Center.
2. The date of the referral is documented and logged by the receiving agency (17 C.C.R. § 52060(a)) and the Service Coordinator is assigned (17 C.C.R. § 52060(b)).
3. Referrals received by SARC will be copied to the appropriate participating LEA and referrals received by either of the participating LEAs will be copied to SARC within two working days. It is preferred that all referral information be faxed to the other agency immediately, but not more than two days after the referral is received. SARC and participating LEAs utilize the initial referral as the date of record to begin the 45 day timeline, regardless of when the fax is received by the other agency.
4. Information is requested from appropriate individuals and agencies, upon obtaining written parental consent for exchange of information.
5. If LEA or SARC completes the Early Start Intake form and the child appears to be SARC eligible, and if LEA has already met its funded capacity, the services will be funded through SARC and provided by LEAs and/or an alternative vendor. One agency may not determine eligibility or commit to providing services on behalf of the other agency (G.C. § 95014(d)).

6. Initial referrals received 45 days or less before the child's third birthday will be forwarded to their district of residence for assesment under Part B.

D. Procedures for Evaluation to Determine Eligibility

1. The determination of eligibility for a child shall be made by qualified personnel of SARC or the participating LEA. The determination shall be made with the participation of the multidisciplinary team including the parent. The evaluation shall include a voluntary family interview. (17 C.C.R. § 52082(a); G.C. § 95016(a))
2. Evaluations and assessments shall be based on informed clinical opinion and include:
 - a. A review of pertinent records related to the child's health status and medical history provided by qualified health professionals who have evaluated or assessed the child;
 - b. Information obtained from parental observation and report; and
 - c. Evaluation by qualified personnel of the child's level of functioning in cognitive development; physical and motor development (including vision and hearing); communication development, social or emotional development; and adaptive development.(17 C.C.R. § 52082(b)(1-3))
3. No single procedure shall be used as the sole criterion for determining the child's eligibility (17 C.C.R. § 52082(c)).
4. Standardized tests or instruments may be used as part of the evaluation and, if used, they shall:
 - a. Be selected to ensure that, when administered to a child with impaired sensory, motor or speaking skills, the tests produce results that accurately reflect the child's aptitude, developmental level, or any other factors the test purports to measure and not the child's impaired sensory, motor or speaking skills unless those skills are the factors the test purports to measure (17 C.C.R. § 52082(d)(1)); and
 - b. Be validated for the specific purposes for which they are used pursuant to 17 C.C.R. § 52082 (d)(2).
5. SARC will fund diagnostic evaluations not normally provided by the participating LEA if the evaluation is needed to determine the etiology of, or the substantially disabling nature of, a developmental disability. All generic funding sources must be utilized before SARC will purchase an evaluation.

E. Assessment for Service Planning

1. Assessment for service planning for eligible children shall identify all of the following:
 - a. The child's unique strengths and needs in each of the five areas specified in 17 C.C.R. § 52082(b)(3);
 - b. Early intervention and other services appropriate to meet the needs identified in the assessment; and
 - c. If the family consents to a family assessment, the resources, priorities and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of a child with a disability.

(17 C.C.R. § 52084(a)(1-3))

2. SARC and the LEAs may use existing evaluation materials if the multidisciplinary team agrees that the existing materials adequately describe the levels of development and service needs of the child (17 C.C.R. § 52084(b)).
3. Assessment for service planning shall be based on age appropriate methods and procedures which may include any of the following:
 - a. A review of information related to the child's health status and medical history provided by qualified health professionals who have evaluated or assessed the child;
 - b. Developmental observations by qualified personnel and the parent;
 - c. Other procedures used by qualified personnel to determine the presence of a qualifying developmental delay or other condition; and
 - d. Standardized tests or instruments.

(17 C.C.R. § 52084(c)(1-4))

4. Assessments of family resources, priorities and concerns related to enhancing the development of the child that are voluntary on the part of the family. The family assessment shall:
 - a. Be conducted by qualified personnel trained to utilize appropriate methods and procedures;
 - b. Be based on information provided by the family through a personal interview;
 - c. Incorporate the family's description of its resources, priorities and concerns related to enhancing the development of the child; and

- d. Be conducted in the language of the family's choice or other mode of communication unless it is not feasible to do so.

(17 C.C.R. 52084(d)(1-4))

5. Assessments for service planning shall be conducted in natural environments whenever possible (17 C.C.R. § 52084(e)).

F. Timelines for Completion of Evaluation and Assessment

1. The initial evaluation and assessment of each child shall be completed within 45 days of the date that the SARC or participating LEA received the referral. If circumstances occur to make it impossible to complete the initial determination for eligibility within that timeline, the case manager shall:
 - a. Document the exceptional circumstances in the child's record;
 - b. Inform the parent of the reasons for delay;
 - c. Inform the parent of an alternative timeline which includes a specific date for completing the evaluation as soon as possible; and
 - d. Document that the parent has been informed and is in agreement with the reasons for the extension beyond 45 days.

(17 C.C.R. § 52086(a)(b)(1-4))

2. If a child has been determined eligible but the assessment required in 17 C.C.R. § 52082 has not been completed within 45 days of receiving a referral because of an exceptional circumstance, the service coordinator shall document the exceptional circumstance in the child's record and inform the parent of the reasons for the delay (17 C.C.R. § 52086(c)(1-2)). An interim IFSP may be provided as described in section H below.
3. At the parent's signed request, when exceptional circumstances exist, SARC or the participating LEA may extend the 45 day time line for completion of the evaluation and assessment. The request for an extension shall be documented in the child's record (17 C.C.R. § 52086(d)).

G. Interim Individual Family Service Plan (IFSP)

1. If a child has been determined eligible for early intervention services but the required assessment has not been completed within the 45 day timeline, The early intervention services may begin before the completion of the assessment if there is an immediate need and the child's parent has given written consent. In such circumstances, an interim IFSP shall be developed that includes:
 - a. Timelines for completion of assessments;

- b. The name of the service coordinator responsible for facilitating the completion of evaluation and assessment;
- c. The services agreed upon at the interim IFSP meeting; and
- d. The immediate need for services.

The existence of an interim IFSP does not absolve SARC or the participating LEA from complying with the 45-day time period to complete the initial assessment. An interim IFSP shall be followed by an IFSP meeting within the 45-day period from receipt of referral except when exceptional circumstances have been documented and the appropriate procedure has been followed for extending the 45-day timeline as described under section G above.

(17 C.C.R. § 52107)

H. Individual Family Service Plan (IFSP)

1. The SARC or LEA service coordinator schedules IFSP meetings and sends a written meeting notice to the parent and all appropriate staff and agency representatives, including the child's district of residence. The notice to the district of residence shall be sent to the special education administrator. The notice shall contain the date, time, and location of the meeting. Notices shall be sent 15 working days prior to the scheduled meeting to allow the district of residence to have a representative attend.
2. Participants in IFSP meetings shall include the parent; the service coordinator; person(s) who conducted evaluations or assessments (initial and annual meetings); other family members, an advocate, or person outside of the family if requested by the parent; and service providers. If an evaluator or assessor is unable to attend an initial or annual IFSP meeting, arrangement should be made for the person's involvement through other means including telephone conference, attendance at the meeting of a knowledgeable representative, and provision of pertinent written records at the meeting. (17 C.C.R. § § 52104)
3. Written IFSPs are developed for all eligible children and address the developmental needs of the child and the needs of the family related to meeting the developmental needs of the child. An IFSP shall be developed and implemented for each child who has been evaluated, assessed and determined eligible for early intervention services (17 C.C.R. § § 52100; G.C. § 95020(a), E.C. § 56426.8(a)). The IFSP shall contain all of the required elements as outlined in 17 C.C.R. § § 52106(b)(1-9) and G.C. § 95020(d)(1-9).
4. Each service on the IFSP shall be designated as one of the following:
 - a. A required early intervention service which shall be provided, purchased, or arranged by a regional center or educational agency;

- b. Other public programs providing services that may benefit the child or family for which they are eligible to receive; or
- c. A referral to a community service which may be provided to a child or his family but is not required under State code.

(17 C.C.R. § 52108 (a)(1-3); G.C. § 95020(e)(1-3))

- 5. IFSPs shall be developed using SARC and SELPA approved forms. Draft IFSP forms may be completed prior to the meeting and are finalized at the meeting by the team members, including the parent. Copies of completed forms are dispersed to all appropriate agencies and the family by SARC or the participating LEA.
- 6. The initial IFSP shall be developed by SARC or the appropriate participating LEA within 45 days of receipt of the oral or written referral (17 C.C.R. § 52102(a); G.C. § 95020(b)).
- 7. Periodic reviews shall be conducted every six months, or more frequently if service needs change, or if the parent requests a review. The review shall include documentation about the degree of progress made toward achieving the IFSP outcomes and all modifications or revisions made to the IFSP. The periodic review may be conducted by convening a meeting or by another means that is acceptable to the parent and other participants. (17 C.C.R. § 52102(b-d); G.C. 95020(f))
- 8. An annual meeting shall be conducted to review the IFSP document the child's progress, and revise its provisions (17 C.C.R. § 52102(e); G.C. 95020(f)). Information from ongoing assessment shall be used in reviewing and revising outcomes and determining appropriate services (17 C.C.R. § 52102(f)).
- 9. IFSP meetings shall be held in settings and at times that are reasonably convenient to the parent and in the language of the parent (17 C.C.R. § 52102(g)(1-2)).
- 10. The agency's representative attending the IFSP meetings will have the authority to sign the IFSP document for the agency.
- 11. A program schedule, phone numbers, and other contact information will be provided to the parent at the IFSP meeting. Phone numbers and contact information will include those of the participating LEA, SARC, and the Service Coordinator.
- 12. If English is not the primary language of the family, the agency providing the primary services will arrange for an interpreter to be present at the IFSP meeting and to translate the IFSP document, if necessary.
- 13. Early education services shall be provided for the purpose of observing the child in his or her natural environment, presenting developmentally appropriate

activities, modeling and demonstrating developmentally appropriate activities to parents, siblings, and care-givers, interacting with and discussing parent and care-giver concerns, and assisting parents to solve problems and establish linkages with appropriate community agencies. Services shall be provided through home visits and/or group settings with other infants, with or without the parent. Activities shall conform with the child's IFSP and shall include:

- a. Opportunities for the child to socialize and participate in play and exploration activities;
- b. Transdisciplinary activities by therapists, psychologists, and other specialists, as appropriate; and
- c. Access to developmentally appropriate equipment and specialized materials.

Home-based services shall be provided one or twice a week, depending on the needs of the child and the family. The frequency of group services shall not exceed three hours a day for up to, and including, three days per week, and shall be determined on the basis of the needs of the child and family. The frequency of home visits, provided in conjunction with group services, shall range from one to eight visits per month, depending on the needs of the child and family. Group services shall be provided in a ratio of no more than four children to one adult. Parent participation in group services shall be encouraged.

In addition to home-based or home-based and group services, appropriate related services shall be available to the child and family and may be provided in the home or at a center, according to the needs of the child and family.

Family involvement activities, including parent education, training, and support groups, shall be offered at least once a month. Participation by families shall be voluntary.

(E.C. §§ 56426, 56426.1(a)(1-6) and (b), 56426.2(a)-f), 56426.3, 56426.4(a-c))

14. Any service to be provided to the child during periods of program breaks will be discussed and written in the IFSP.

I. Transition from Early Intervention Services

1. LEAs shall provide special education and related services to eligible children at age three. Each LEA shall participate in the transition planning for toddlers served in programs operated under Part C of the Individuals with Disabilities Education Act (IDEA), who may be eligible for preschool programs under Part B of the IDEA, before the toddler is two years nine months, or at the discretion of all parties up to six months before the child turns three to ensure that an IEP has been developed and is implemented by the toddler's third birthday. (17 C.C.R. § 52112(a); 34 C.F.R. § 303.344), E.C. §56426.9(b-c))

2. The assigned service coordinator, six months before the third birthday of the toddler receiving early intervention services, shall:
 - a. Notify the parent of a toddler who may be eligible for special education and related services under Part B of the IDEA that transition planning will occur within the next three to six months;
 - b. Notify the LEA where the toddler resides that there will be an IFSP meeting requiring the attendance of an LEA representative, before the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler turns three years old to specify the transition steps necessary for movement into services under Part B of the IDEA; and
 - c. Within thirty days following notification of the parent and the LEA, the family, service coordinator, and participating LEA shall agree on the date for the IFSP to specify the transition steps necessary for movement into services under Part B.

(E.C. § 52112(b)(1-3))

Note: The special education administrator or designee from the child's district of residence shall make all reasonable attempts to be available to attend the transition meeting on the date proposed by SARC or the participating LEA provider. In the event that there is a schedule conflict that cannot be resolved, the district of residence shall contact the child's case manager within one week of receiving notice of the proposed date and time to reschedule.

3. For all toddlers with an IFSP, the transition steps contained in the IFSP at two years nine months or earlier shall include discussions with and provision of information to parents regarding:
 - a. The toddler's transition to special education for a toddler with a disability who may be eligible for special education and related services under Part B of the IDEA; and steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting;
 - b. Community resources, such as Head Start, Child Development Preschools, private or public preschools for a toddler who will not be eligible for special education services after thirty-six months of age; and
 - c. A projected date for conducting a final review of the IFSP to review the early intervention services and the transition outcomes by age three.

(17 C.C.R. § 52112(c)(1-3))

4. For toddlers who may be eligible for preschool services from the LEA of residence under Part B of the IDEA, the transition steps necessary for movement into services under Part B or other appropriate program, written at the IFSP

meeting before the toddler is two years nine months, or, at the discretion of all parties, up to six months before the toddler's third birthday, shall include all of the following:

- a. With parental consent, the transmission of information about the toddler to the LEA including evaluation and assessment information and copies of IFSPs that have been developed and implemented;
 - b. Identification of needed assessments to determine regional center and special education eligibility, and determination of regional center or LEA responsibility and time lines for completing the needed assessments;
 - c. Statements of the steps necessary to ensure that the referral to an LEA is received by the LEA in a timely manner to ensure that assessments required under the provisions of Part B of the Individuals with Disabilities Education Act are completed and an IEP is implemented by the toddler's third birthday;
 - d. A referral for evaluation and assessment for services under Part B of the IDEA, no later than the time that the toddler is two years nine months of age or before the LEA's break in school services if the toddler will become three years of age during a break in school services (E.C. §§ 56321 and 56344); and
 - e. Identification of those responsible for convening an IEP team meeting, final IFSP meeting, and an IPP meeting, if necessary, for a toddler by age three to review the progress toward meeting the early intervention services outcomes identified in the IFSP and set a date for the IEP team meeting meeting, determine the eligibility for special education and develop the IEP; and develop an IPP if the toddler is also eligible for services under the Lanterman Developmental Disabilities Services Act as required in Welfare and Institutions Code Section 4646 (17 C.C.R. § 52112(d)(1-5)).
5. If a toddler is older than two years and six months on the date of the initial IFSP, the IFSP shall include steps to ensure transition to Special Education Services under Part B of the IDEA or other services that may be appropriate (17 C.C.R. §52112(e)).
6. SARC may consider the continuation of purchasing services for a Lanterman eligible preschooler (via special education process):
- a. Until the beginning of the next school term after a toddler's third birthday during a period when the LEA special education preschool program is not in session; and
 - b. When the multidisciplinary team determines that services are necessary until the LEA special education program resumes.

(17 C.C.R. § 52112(f)(1-2))

7. A child who becomes three years of age while participating in Part C services may continue until June 30 of the current program year, if the IEP team determines that the child is eligible under Part B, develops an IEP, and determines that Part C services remain appropriate. No later than June 30 of that year, the IEP team shall meet to review the child's progress and revise the IEP accordingly. Representatives of the Part C program shall be invited to that meeting. If the child's third birthday occurs during the summer, the IEP team shall determine the start date for IEP services. (E.C. § 56426.9(d))

J. Transfer

1. Any child transferring into Monterey County with an active IFSP is immediately scheduled for an interim IFSP meeting so service delivery is not interrupted. SARC accepts Early Start transfers and coordinates with family and participating LEAs to implement services as soon as District Manager receives the case.
2. SARC and the participating LEA shall use existing information whenever possible to determine continued eligibility and to minimize delay in the provision of appropriate early intervention services when an eligible child's residence changes to another regional center or LEA (17 C.C.R. § 52111(a)).
3. The procedures contained in Welfare and Institutions Code Section 4643.5, pertaining to transfers between regional centers, shall apply for a child with an existing IFSP who moves from an area where he or she received early intervention services from a regional center into another regional center area (17 C.C.R. § 52111(b)).
4. The procedures contained in E.C. § 56325, pertaining to an IEP, shall apply for a child with an existing IFSP who moves from an area where he or she received early intervention services from an LEA into another LEA that provides early intervention services and the LEA is operating below the funded capacity, or for a child with a solely low incidence disability (17 C.C.R. § 52111(c)).
5. For a child, with an existing IFSP who is receiving early intervention services from an LEA, has not been determined eligible for regional center services, and moves from an area where an LEA provides early intervention services to an area where there are no services available for the child through the LEA, the LEA shall:
 - a. With parent consent, if informed about the move by the family, notify the receiving regional center as soon as possible of a move to the new area and transmit the child's records to expedite service delivery in the new area; or
 - b. With parent consent, if not previously informed of the move by the family, transmit the child's records upon request of the receiving regional center.

SARC shall:

- a. Assign a service coordinator as specified in 17 C.C.R. § 52060;
- b. Arrange, purchase or provide early intervention services to the extent possible within existing resources as specified on the child's current IFSP as soon as possible; and,
- c. Within 30 days of receipt of evaluation and assessment materials from the LEA determine eligibility and conduct a periodic review of the IFSP.

(17 C.C.R. § 52111(d)(1-2))

L. Common Use/Revision of Forms

SARC and the participating LEA agree to use SELPA-approved Early Start Program Forms that meet compliance with regulations for both agencies. The forms will be reviewed regularly to determine the need for modifications and will be revised as needed. Any modifications made to forms must continue to meet requirements for both agencies.

M. Procedural Safeguards

1. Initial and Annual Notice

Prior to the initial evaluation and assessment to determine eligibility, the service coordinator shall give written notice to the parent which shall include all required elements as outlined in 17 C.C.R. § 52160(a-c).

2. General Notice Requirements

Written notice shall be given to the parent of a child who is eligible or suspected of being eligible a reasonable time before SARC or a participating LEA proposes or refuses to initiate or change the identification, evaluation, assessment, placement, or early intervention services of a child or the child's family (17 C.C.R. § 52161(a)(1-2)).

The notice shall be in sufficient detail to inform the parent about the action being proposed or refused, the reasons for taking the action, and all procedural safeguards that are available (17 C.C.R. § 52161(b)(1-3)).

The notice shall be written using words that are understandable to the general public and provided in the language of the parent's choice, unless it is clearly not feasible to do so. SARC or the participating LEA shall ensure that the parent understands the notice. (17 C.C.R. § 52161(c)(1-2))

3. Consent

The service coordinator shall obtain written parental consent before the initial evaluation and assessment of a child is conducted and early intervention services are initiated.

The child's record shall contain written evidence that the parent has been informed of all required information as specified in 17 C.C.R. § 52162.

N. Maintenance of Effort

Although SARC is the designated payer of last resort for children jointly served by SARC and the participating LEA, the LEA shall provide special education and related services to infants who meet both agencies' eligibility criteria, provided the participating LEA does not exceed its 1980 – 1981 mandate or its 1992 – 1993 level of state funding, whichever is greater.

1980-81 Mandate
23 Infants

1992-93 Mandate
 $8.52 \times 14 = 119$ Infants

Current Mandate
 $9.13 \times 12 = 110$ Infants

The participating LEAs will serve all eligible solely low incidence children. If the funding/service capacity has not been reached (74 infants for MCOE and 36 infants for MPUSD), each participating LEA will additionally serve dually eligible children until the total of solely low incidence and dually eligible children reaches the established capacity. When the participating LEA exceeds its established capacity, SARC will vendor early intervention services through the appropriate participating LEA or through a private vendor.

VIII. SURROGATE PARENTS

A. SARC or the participating LEA shall assign an individual to act as a surrogate parent if:

1. No parent can be identified;
2. The child is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished and there is no court appointed educational representative; or
3. The parent cannot be located, after reasonable efforts by SARC or participating LEA;

(17 C.C.R. § 52175(a)(1-3))

B. SARC and the appropriate participating LEA agree that:

1. The LEA, upon request by SARC, will share its listing of surrogate parents with SARC;
2. A surrogate parent will be assigned by the agency providing Part C services to the child;
3. Insure that surrogates have no interest that conflicts with the interests of the child he or she represents;
4. Insure that surrogates have knowledge and skills that insure adequate representation of the child;
5. Insure that the surrogate parent is not an employee of any regional center, participating LEA or service provider involved in the provision of early intervention services to the child. A person who otherwise qualifies as a surrogate parent is not an employee solely because he or she is paid by a regional center, or participating LEA to serve as surrogate parent; and
6. If the LEA does not have any surrogate parents available, SARC will initiate its surrogate parent appointment process.

(17 C.C.R. § 62175(b)(1-5))

C. A surrogate parent may represent a child in all matters related to:

1. The evaluation and assessment of the child;
2. Development and implementation of the child's IFSP including annual evaluations, assessments and periodic reviews;
3. The ongoing provision of early intervention services to the child;
4. Requesting mediation or due process hearings; and
5. Any other early intervention service established under Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-445.

(17 C.C.R. § 62175(c)(1-5))

IX. COMPLAINT PROCEDURES

- A. A complaint shall be a written and signed statement alleging that SARC, the participating LEA, or any private service provider receiving funds under Part C of IDEA, has violated a federal or state law or regulation governing the provision of early intervention services provided through Part C of the IDEA, for infants or toddlers and their families (17 C.C.R. § 52170(a)).

- B. Any individual or organization may file a complaint (17 C.C.R. § 52170(b)).
- C. The alleged violation must have occurred not more than one year before the date that the complaint is received by the Department of Developmental Services unless a longer period is reasonable because the alleged violation continues for that child or other children ; or not more than three years before the date on which the complaint is received by the Department of Developmental Services if the complainant is requesting reimbursement or corrective action as remediation of the complaint (17 C.C.R. § 52170(c)((1-2)).
- D. The procedures under Chapter 1, commencing with Section 4500 of Division 4.5 of the Welfare and Institutions Code or Part 30, commencing with Section 56500 of the Education Code, or Title 5 California Code of Regulations Section 4600 et seq., shall not be used for resolving complaints regarding California's Early Start Program (17 C.C.R. § 52170(d)).
- E. SARC and the participating LEA shall inform the parent or other interested individuals or organizations of the right to file a complaint directly with the Department of Developmental Services at the following address:
- Department of Developmental Services Office of Human Rights
Attention: Early Start Complaint Unit
1600 Ninth Street, Room 240, M.S. 2-15
Sacramento, CA 95814
- (17 C.C.R. § 52170(e))
- F. If the complainant is unable to provide the complaint in writing, the service coordinator shall directly assist the complainant or provide assistance to identify resources which can aid the complainant in completing the written complaint. (17 C.C.R. § 52170(f))
- G. The complaint shall include the following:
1. The name, address and phone number of the complainant;
 2. A statement that SARC, the participating LEA or any private service provider receiving funds under Part C of the IDEA, has violated a federal or state law or regulation governing the provision of early intervention services for infants or toddlers and their families in California;
 3. A statement of facts upon which the alleged violation is based;
 4. The party allegedly responsible; and
 5. A description of the voluntary steps taken at the local level to resolve the complaint, if any.

(17 C.C.R. § 52170(g)(1-5))

X. MEDIATION AND DUE PROCESS PROCEDURES

A. A parent may request a mediation conference and/or a due process hearing under any of the following circumstances:

1. SARC or the participating LEA proposes to initiate or change the identification evaluation, assessment, placement or provision of appropriate early intervention services; or
2. SARC or participating LEA refuses to initiate or change the identification, evaluation, assessment, placement or provision of appropriate early intervention services.

(17 C.C.R. § 52172(a)(1-2))

B. SARC or the participating LEA may request a mediation conference and/or a due process hearing when the parent refuses to consent to all or any part of an evaluation and assessment of the child (17 C.C.R. § 52172(b)).

C. All requests for a mediation conference and/or due process hearing shall be in writing and filed with the contractor that the Department of Developmental Services uses for mediation or a due process hearing. The Service Coordinator shall assist the parent in filing the request (17 C.C.R. § 52172(c)).

D. The duration for both mediation and due process hearing shall not exceed a total thirty (30) day period from the receipt of the mediation or due process request to the mailing of the decision (17 C.C.R. § 52172(d)).

E. The location of the mediation and/or due process hearing shall be at a time and place reasonably convenient to the parent (17 C.C.R. § 52172(e)).

F. During the pendency of mediation and/or due process hearing procedures, the child shall continue to receive the early intervention services listed on the IFSP they are currently receiving. If mediation and/or due process hearing involves the initiation of a service(s) the child shall receive those services that are not in dispute (17 C.C.R. § 52172(f)).

G. Mediation and due process hearings shall be conducted in English and interpreted in the language of the family's choice or other mode of communication (17 C.C.R. § 52172(g)).

H. Mediation shall be voluntary (17 C.C.R. § 52173(a)).

I. The matter being mediated shall proceed to a scheduled due process hearing if either party waives mediation or if mediation fails in whole or in part. The mediator may

assist the parties in specifying any unresolved issue(s) to be included in the hearing request (17 C.C.R. § 52173(b)).

XI. ADDITIONAL COMPONENTS

A. A monthly Part C monitoring meeting is held to review cases and schedule IFSP meetings cooperatively. Participants in this meeting include special education administrators, school psychologists, and service providers from the participating LEAs and the district manager and service coordinator from SARC.

B. Joint Training

Both agencies agree to the joint training of staff regarding the implementation of Early Start within the county. Any information regarding training conferences or workshops pertinent to the implementation of the Early Start Program will be shared.

XII. IN WITNESS WHEREOF, THE UNDERSIGNED PARTIES HAVE EXECUTED THIS MEMORANDUM OF UNDERSTANDING THROUGH THEIR DULY AUTHORIZED REPRESENTATIVE AS OF THE DAY AND YEAR DATED.

San Andreas Regional Center

Monterey County SELPA

By: _____

By: _____

Date: _____

Date: _____

By: _____

By: _____

Date: _____

Date: _____

Monterey Peninsula Unified School District

Monterey County Office of Education

By: _____

By: _____

Date: _____

Date: _____

By: _____

By: _____

Date: _____

Date: _____

APPROVAL PENDING

PROCEDURE FOR SERVING CHILDREN
OVER THE FUNDED CAPACITY
WHEN SARC VENDORS WITH A PARTICIPATING LEA

Reimbursement

1. Both LEAs agree to keep an updated attendance log of all children attending infant programs. Names of all dually eligible children served by the LEA beyond their funded capacity will be submitted to SARC by the 15th of each month and will cover the period from the 15th of the previous month.
2. SARC District Manager will submit the names of the students over the funded capacity to the SARC Director of Consumer Services South on a monthly basis. Director maintains the master list of students per participating LEA.
3. SARC District Manager will submit a Purchase of Service(s) form per each consumer over each LEAs funded capacity.
4. Each participating LEA will receive a SARC authorization document (SARC 9). This document will encumber potential funding for each identified child who may be enrolled through the over-capacity funding process. The authorization will contain the funding dates for each identified child. Each participating LEA will receive a copy of all authorizations for each identified child monthly.
5. A master log for each month is required and reviewed with the SARC Director on a monthly basis. Any reconciliation of this log must be by the third of the following month.
6. Participating LEAs will bill on a monthly basis for services rendered in the prior month. The reconciled monthly master lists will be attached to the monthly billing form. Billing forms must be submitted by the fifth (5th) working day of each month.
7. SARC will reimburse each participating LEA based on the monthly rate per student identified on the billing form. Payment will be received by the 15th of the following month provided that the bill was received as specified in item 6.

Transfer of Children from Over the Funded Capacity to Within the Funded Capacity Status

1. At the monthly intake meeting, each participating LEA will review its master log of students to identify any openings that have occurred within their funded capacity.
2. For each opening within the funded capacity, SARC and the participating LEA will collaboratively identify a child to be transferred from an over funded capacity status.
3. First priority will be given to those children closest to three years of age and with the most severe special needs.

4. For each child identified for transfer, SARC will close out its billing process effective on the last date of the month in which the transfer occurs and the responsible LEA will assume financial responsibility for the child on the same date.

<p>Send Billing Statements To:</p> <p><u>TBD</u> San Andreas Regional Center Fiscal Department P.O. Box 50002 San Jose, CA 95150-0002</p>	<p>Send Payments To:</p> <p><u>MCOE</u> (Vendor # 275354) P. O. Box 80851 Salinas, CA 93912-0851 Attn: Early Start Coordinator</p>
	<p><u>MPUSD</u> (Vendor # ZS0539) Monterey Peninsula Unified School District P.O. Box 1031 Monterey, CA 93942-1031 Attn: Student Support Services</p>

Exhibit B – LEA Assurances and Board Minutes

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY ASSURANCES

1. FREE APPROPRIATE PUBLIC EDUCATION 20 UNITED STATES CODE (USC) SECTION (§) 1412 (A)(1)

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY 20 USC § 1412 (A)(2)

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND 20 USC § 1412 (A)(3)

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) 20 USC § 1412 (A)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT 20 USC § 1412 (A)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS 20 USC § 1412 (A)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION 20 USC § 1412 (A)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY 20 USC § 1412 (A)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION 20 USC § 1412 (A)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS 20 USC § 1412 (A)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES 20 USC § 1412 (A)(11)

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY 20 USC § 1412 (A)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE 20 USC § 1412 (A)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS 20 USC § 1412 (A)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. PERFORMANCE GOALS AND INDICATORS 20 USC § 1412 (A)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS 20 USC § 1412 (A)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS 20 USC § 1412 (A)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT 20 USC § 1412 (A)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION 20 USC § 1412 (A)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with

disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION 20 USC § 1412 (A)(20)

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL 20 USC § 1412 (A)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS 20 USC § 1412 (A)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY 20 USC § 1412 (A)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE 20 USC § 1412 (A)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS 20 USC § 1411(E),(F)(1-3)

(Federal requirement for State Education Agency only)

27. DATA 20 USC § 1418 (A-D)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. READING LITERACY (STATE BOARD REQUIREMENT, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include

specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS EC 56207.5 (A-C)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations, (insert LEA name) certifies that this plan has been adopted by the appropriate local board and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Adopted this (insert) day of (insert month and year)

Yeas: _____

Nays: _____

Signed: _____

Title: _____
Superintendent, Secretary to the Board of Education (or use appropriate title)

Adoption by Member LEAs Pending

Exhibit C – Certifications

Monterey County SELPA Local Plan for Special Education (2011)

California Department of Education
(Revised 10/08)

Special Education Division

Certification of Participation, Compatibility,
and Compliance Assurances

SED-LP-1

1. Check one, as applicable: Single District Multiple District District/County

CDS Code / SELPA Code	SELPA Name	Application Date
SELPA Address	SELPA City	SELPA Zipcode
Name SELPA Director (Print)	SELPA Director's Telephone Number ()	

2. Certification by Agency Designated as Administrative and Fiscal Agency for this Program
(Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name	Name/Title of RLA Superintendent (Type)	Telephone Number ()
RLA/AU Street Address	RLA/AU City	RLA/AU Zipcode
Date of Governing Board Approval		

3. Certification of Assurances

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code (EC)*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA Superintendent

Date

4. Certification of Compatibility by the County Superintendent of Schools

Pursuant to *Education Code* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name	Name of County Superintendent or Authorized Representative	Title
Street Address	Signature of County Superintendent or Authorized Representative	Date
City	Zip	Telephone Number ()

5. Certification of Community Advisory Committee

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: _____ By: _____ Date of Approval: _____

Certification Pending

California Department of Education
(Revised 10/08)

Special Education Division

Certification of Participation, Compatibility,
and Compliance Assurances

SED-LP-2

Community Advisory Committee (CAC) Certification		
CAC signature and verification:	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to EC Section 56194;		
2. that to ensure adequate and effective participation and communication pursuant to EC 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;		
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to EC 56205 (b)(6);		
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.		
Certification of Community Advisory Committee		
Signature of CAC Chairperson	Date	
Name of Chairperson (print)	Telephone Number	

If you checked [] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

Certification Pending

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

SUBJECT: School Accountability Report Card (SARC)

MEETING: February 22, 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
- X 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.

King City High School 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 (82.4%) and White/Non-Hispanic (13.6%). King City High School has many English language learners. Approximately 60.7 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 as 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 support the programs at King City High School.

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/organizations list and procedures for:

- 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	0.25	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 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: 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 SBE 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: Magraders American Government (2006)	0	
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 ! Level 1 (2006)	0	Alma Publishing: Chiro (2010) Sign Media: Master ASL ! (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
Health	McDougal-Littell: Perspectives (1996) Fearsons: Health (1994)	0	
	<p>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)</p> <p>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)</p> <p>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)</p> <p>Mini centrifuge (2), Digital Water Bath, UV light board Micropipettes (5), Life-size resin human skeleton, Human torso model, Heart model, Flower model</p> <p>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 tiller (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 funnel med (7) Glass funnel small (3), Glass</p>		

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

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 pans (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., 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).

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 SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Visual and Performing Arts	Photo & Digital Imaging: Wilcox Co. (2002) Intro to Drama: The Stage and School (1997) Theater Arts in Action (2005)	0	

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	\$6,387.27	\$1,275.94	\$5,111.33	\$83,357.00
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.

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: 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

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	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				

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 2011 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
Fillipino	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 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 new to King City High School 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 overarching goal of studying student achievement data once a baseline has been established.

**2010-11
SCHOOL ACCOUNTABILITY REPORT CARD**

**Portola-Butler Continuation High School
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.

Portola-Butler Continuation High School 2010-11
 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 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	2007-09			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.

Inspection 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/Vermis 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 SBE 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)
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		
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	\$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				

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	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		
	No Proficient	Proficient	Advanced	No 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/>.

Portola-Butler Continuation High School 2010-11
 School Accountability Report Card

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 2011 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

Portola-Butler Continuation High School 2010-11
 School Accountability Report Card

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

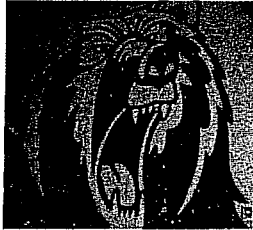
XII. Instructional Planning and Scheduling

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



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:
jgoddard@kingcity.k12.ca.us

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 SMCJUHSD 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 SMCJUHSD.
3. Improve the school climate and student discipline at each SMCJUHSD school so that every student and staff member feels safe.
4. Develop a long-term solution to the SMCJUHSD fiscal crisis, in conjunction with the state and FCMAT, so that SMCJUHSD can concentrate on the business of educating its students, meeting the expectations the state has for SMCJUHSD, and returning the SMCJUHSD to local control.
5. Build the capacity of the SMCJUHSD 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 SMCJUHSD Board of Education and State Administration in CSBA's Masters in Governance program.

All students at Greenfield High School will be:

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.

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.

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 11th 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 at 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. A concern identified in the survey was the level of nighttime lighting around the campus.

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.

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/Vermis 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
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	1	
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	0.25	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>

Greenfield High 2010-11
 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
Mathematics	Quality is good. Text books are replaced as needed.	0	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
Science	Quality is good. Text books are replaced as needed.	0	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

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 McDougall-Littell The Americans 2006 Special Ed. US History AGS United States History 2001 Economics Glencoe Economics: Principles and Practices 2006 Civics Prentice Hall Magraders 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)
			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

Science Laboratory Equipment
(grades 9-12)

Quality is good. Text books
are replaced as needed.

0

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
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
mortar/pestle 6
non sterile transfer pipettes
375
nutrient agar powder 1lb
omnitrion electronic kits 12
osmosis/diffusion biokit 1
pig fetus 1
power packs 4
protien synthesis kit 1
refrigerator/freezer 1
rna 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
Visual and Performing Arts	Quality is good. Text books are replaced as needed.	0	

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	\$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 un-audited 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
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	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

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
Filipino	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

Greenfield High 2010-11
School Accountability Report Card

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	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

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/api/>.

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

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 2011 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/>.

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

Technical Education Advisory Committee.

Greenfield High 2010-11
School Accountability Report Card

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

XI. 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**

**South Monterey County Charter 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.

South Monterey County Charter 2010-11
 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 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:	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 (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)		Holt (2003)
Health	AGS Health (2006)	0	AGS Health (2006) Fearson (2001)
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts	None		

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	\$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

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			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		

South Monterey County Charter 2010-11
 School Accountability Report Card

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 2011 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

South Monterey County Charter 2010-11
 School Accountability Report Card

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: Approval of Principal's Secretary Job Description

MEETING: February 22, 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:

The Principal's Secretary job description was one of the last to be created, revised and reviewed to bring the district into compliance with current and accurate job descriptions. The attached job description has been reviewed with the CSEA leadership, district administrative staff, and the State Administrator. CSEA and Dr. Bernard have come to tentative agreement on this job description and await the final advice of the board.

Recommendation:

It is recommended that the State Administrator approve the Principal's Secretary Job Description.

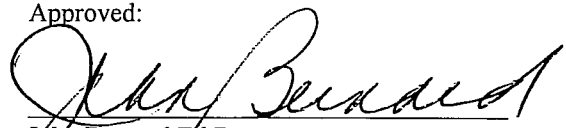
Fiscal Impact:

None

Submitted By:

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

Approved:


John Bernard Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

PRINCIPAL'S SECRETARY

BASIC JOB FUNCTIONS:

Under the direction of the School Principal, the Principal's Secretary provides administrative support that integrates related, yet unique sub-functions. The Principal's Secretary performs complex secretarial and administrative support duties, including, but not limited to, reception, transcription of documents, administrative support to projects and programs, maintenance of document filing and retrieval systems, private student records and basic record-keeping. The Principal's Secretary provides support and communicates information to students, staff, community members, governmental and/or other agencies. Assists administrative staff to implement an effective instructional program. The Principal's Secretary provides oversight of the physical school plant, monitors the school budget and provides support to the certificated and classified staff, understands and works effectively with people from different cultures; establishes and maintains a positive and effective relationship with the school community.

DISTINGUISHING CHARACTERISTICS, IF APPLICABLE:

Positions in this job classification perform a wide variety of database entry, maintenance, and organizational tasks; are responsible for a major functional area within the school including administrative support, business and community partnerships, legal, personnel, business and instructional support functions. Ability to maintain confidentiality of student-specific and/or employee specific information is required.

ESSENTIAL JOB FUNCTIONS:

- Plans, schedules and performs a variety of complex secretarial and clerical duties in support of the school site that integrates academic, student activity or other assigned clusters/work teams.
- Performs administrative support that involves applying a working understanding of the functions and procedures of the school site as well as a basic understanding of the functions and procedures of the district.
- Organizes work then establishes and sequences deadlines and/or time-lines for projects, activities and/or required submissions and reports.
- Coordinates and performs the administrative aspects of projects and events, integrating them with ongoing work routines.
- Drafts, edits and process records for a variety of meetings; researches and compiles data and related reports; prepares complex reports; maintains various office records and statistical reports.
- Organizes, coordinates and communicates information to school and district staff, parents, students and/or community members.
- Prepares newsletters, special brochures, flyers and other publications.
- Receive request for information from staff/community/agencies and responds in a client-oriented manner.
- Keeps Principal/administrative team informed of problems, potential problems, emergencies, conflicts and a wide variety of school or district operations.
- Prepares, assembles, maintains and updates school site calendars, schedules, lists, manuals, directories & handbooks for distribution or use by others.
- Processes initial workers compensation claims and maintains records necessary to comply with laws/regulations regarding data/incident reporting.
- Assists in coordination and communication on a wide range of functions; including graduation and collecting graduation documentation.
- Organizes, directs, trains and expedites the flow of work through the office.
- Review and process Aeries parent portal request forms and provide support as needed to parents
- Maintains student network accounts as well as assists students with basic login issues.
- Arranges for certificated and classified substitutes as necessary, maintains records & reports.
- Tracks employees' absences at the site level and maintains corresponding records and reports.
- Oversees the preparation for the opening of school, including student registration and preparation/distribution of schedules.
- Responds to inquiries and conveys information about programs and services provided by the school and district. Interprets and conveys policies, regulations, and procedures, referring difficult or sensitive matters to the appropriate administrator; responds to requests for information of a specialized or confidential nature requiring the use of discretion and good judgment.
- Assists in the development and monitoring of the school/department budgets.
- Prepares and processes purchase requisitions, expense claims and payroll timesheets and verifies proper budget category.
- Assist in maintaining a safe campus; report unruly or unsafe student behavior, intervening when necessary to protect the immediate safety of staff, students, or school property.
- May administer first aid, when necessary.
- May maintain field trips and conference requests.
- Performs other related duties as assigned (e.g. May support testing, immunization and other required processes; may prepare and mail notifications and miscellaneous filing.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

PRINCIPAL'S SECRETARY

MINIMUM QUALIFICATIONS:

Knowledge, skills and abilities:

- In-depth knowledge of office practices, procedures and equipment, including filing systems & principles of office & time management.
- In-depth knowledge of business mathematics skills associated with accounting, budget, payroll processing and record-keeping.
- The ability to learn and apply knowledge of student attendance, school district organization, rules and regulations, applicable laws and statutes.
- The ability to learn and apply collective bargaining agreements between the district and employee representative units.
- The ability to learn and apply laws, regulations, policies and procedures governing school operations and services.
- Well-developed skills using the English language, grammar, spelling punctuation and proofreading/editing necessary to prepare professional correspondence, documents and publications.
- Requires sufficient human relations skills to work with diverse populations presenting a positive image of the school, conveying technical information to others and using patience when dealing with difficult individuals or in difficult situations.
- Ability to use appropriate software programs; including, but not limited to Excel, Word, Access and PowerPoint. Read, understand, apply and explain technical policies and materials.
- Ability to prioritize multiple tasks and projects; perform a wide variety of complex office work involving independent judgment; follow oral and written directions.
- Ability to establish and maintain harmonious staff and public relations; work cooperatively and communicate effectively with staff, parents, students and the public; work efficiently as a team member; coordinator with other staff using leadership and judgment.
- Ability to maintain confidentiality of private and sensitive information.

PHYSICAL DEMANDS / WORKING CONDITIONS:

- **Physical Demands:** While performing essential functions and responsibilities of this job, the employee is regularly required to sit for extended periods; walk, sit, push, lift, bend, reach, climb; speak and hear effectively. Requires the ability to use near vision to read printed materials. Requires manual and finger dexterity to write, use a keyboard to operate a computer and other standardized office equipment requiring repetitive motions. Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.
- **Working Conditions:** Work is performed primarily indoors in an office environment, engaged in work of a primarily sedentary nature.

EDUCATION AND EXPERIENCE:

- Requires high school diploma/equivalent, supplemented by training/experience to demonstrate knowledge and abilities listed above.
- Relevant post-secondary training and office management experience supplemented by demonstrated oral and written communications skills; demonstrate organizational ability; demonstrated expertise in technology.
- If applicable, college-level course work may substitute for/be deemed equivalent of some experience.

LICENSES AND OTHER REQUIREMENTS:

Prospective and current employees are expected to possess and maintain the following:

- Current First Aid and CPR certificates issued by the Red Cross
- May require a valid driver's license

SALARY RANGE: 16

WORK YEAR: 11 months

CONDITIONS OF EMPLOYMENT:

Upon an offer of employment, prospective employees shall meet the following requirements as a condition of employment:

- Department of Justice fingerprint clearance processed by the District or District-approved agency
- TB (Tuberculosis) clearance
- Evidence that all conditions listed under Licenses, Certificates and Clearances have been met
- File the oath or affirmation of allegiance required by Government Code Sections 3100-3109

TA: Date _____ For the District: _____ For CSEA _____