

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

Wednesday, February 8, 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

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS
Arturo Siguenza, Greenfield HS

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

- E. PUBLIC COMMENT: *The public may address the Board regarding general school district topics or a specific agenda item. The person wishing to speak 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 específico 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. REPORT FROM STATE ADMINISTRATOR

G. STUDENT BOARD MEMBER REPORT

H. BOARD MEMBER COMMENTS

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: January 11, 2012, January 16, 2012 and January 20, 2012 (Pages 1-10)
2. Approval of Personnel Report Dated February 8, 2012 (**Daniel Moirao, Ed.D., Assistant Superintendent Human Resources and Educational Services**)
3. Approval for 3 KCHS Students to Attend the Science Symposium from March 8-10, 2012 in Monterey (**Bruce Corbett, Principal**) (Pages 11-14)
4. Approval for KCHS Students from the Bon Voyage Club to Travel to Portugal and Spain from April 7-18, 2012 (**Bruce Corbett, Principal**) (Pages 15-21)
5. Approval for KCHS Grad Night/Transportation to Magic Mountain (**Bruce Corbett, Principal**) (Pages 22-24)
6. Approval for KCHS Students to Attend the Young Writers Conference in Fresno March 28, 2012 (**Bruce Corbett, Principal**) (Pages 25-29)
7. Approval of Contract for Developer Fee Justification Study (**Linda Grundhoffer, CBO**) (Pages 30-33)
8. Approval of Contract for Independent Educational Evaluation (IEE) Services (**Linda Grundhoffer, CBO**) (Pages 34-37)
9. Approval of GASB 43/45 Retiree Health Benefits Actuarial (**Linda Grundhoffer, CBO**) (Pages 38-63)
10. Approval of Lifetouch Contract with King City High School (**Linda Grundhoffer, CBO**) (Pages 64-66)
11. Medi-Cal Administrative Activities Participation Agreement (**Linda Grundhoffer, CBO**) (Pages 67-74)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. INFORMATION ITEMS

1. Cash Flow Report from July 1, 2011 through January 31, 2012 (**Linda Grundhoffer, CBO**) (Pages 75-77)
2. Revenue and Expenditure Report from July 1, 2011 through January 31, 2012 (**Linda Grundhoffer, CBO**) (Pages 78-101)
3. Review of Williams Settlement 2011-12 Second Quarterly Report (**John Sims, Director of MOTF**) (Pages 102-110)

4. Review of Credit Recovery Program (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services*)
5. Review of Common Core State Standards (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services*)
6. Review of the Federal Program Monitoring Findings (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services*) (Pages 111-124)
7. Board Policies (First Reading) (*John Bernard, Ed.D., State Administrator*) (Pages 125-162)
 - BP/AR 2110 – Superintendent Responsibilities and Duties
 - BP/AR 4112.41, 4212.41, 4312.41 – Employee Drug Testing
 - BP/AR 5121 – Grades/Evaluation of Student Achievement
 - BP 5127 – Graduation Ceremonies and Activities
 - BP/E 5141.5 – Bullying Prevention
 - BP/AR 5141.27 – Food Allergies/Special Dietary Needs
 - BP/AR 7160 – Charter School Facilities

M. ACTION ITEMS

1. Approval of Advanced Algebra with Financial Applications Course (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services*) (Pages 163-182)
2. Approval of School Accountability Report Card (SARC) (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services*) (Pages 183-264)
3. Approval of CTE Advisory Committee (*Daniel Moirao Ed.D., Assistant Superintendent Human Resources/Educational Services*) (Page 265)
4. Approval of Resolution #13:11-12 Week of the School Administrator (*Daniel Moirao Ed.D., Assistant Superintendent Educational Services/Human Resources*) (Pages 266-268)
5. Approval of Resolution #14:11-12 Tie Breaking Criteria Resolution for Same Date of Hire (*Daniel Moirao Ed.D., Assistant Superintendent Human Resources/Educational Services*) (Pages 269-271)
6. Approval of 2012-2013 CSEA School Calendar (*John Bernard, Ed.D., State Administrator*) (Pages 272-273)
7. Approval of Principal Secretary Job Description (*Daniel Moirao, Ed.D., Assistant Superintendent Human Resources/Educational Services*) (Pages 274-276)
8. Board Policy (Second Reading) (*John Bernard, Ed., State Administrator*) (Pages 277-308)
 - BP 2121 – Superintendent’s Contract
 - AR 3515.6 – Criminal Background Checks for Contractors
 - BP 4119.1, 4219.1, 4319.1 – Civil and Legal Rights
 - BP 4119.23, 4219.23, 4319.23 – Unauthorized Release of Confidential/Privileged Information
 - BP/AR 4127, 4227, 4327 – Temporary Athletic Team Coaches
 - BP 5021 – Noncustodial Parents
 - AR 5111.12 – Residency Based on Parent/Guardian Employment
 - AR 5112.2 – Exclusions from Attendance

N. SCHOOL REPORTS/UPDATES (Pages 309-319)

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

O. FUTURE AGENDA ITEMS/MEETING DATES

February 22, 2012 – Board Study Session at the District Office
March 12, 2012 – Special Board Meeting at the District Office
March 21, 2012 – Regular Board Meeting at Greenfield High School
March 28, 2012 – Board Study Session at the District Office

P. SIGNING OF PAPERS

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

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

Wednesday, January 11, 2012

Minutes

BOARD OF EDUCATION

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

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS
Arturo Siguenza, Greenfield HS - Present

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 5:34 PM.

PUBLIC COMMENT

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There were not any comments from the public. The meeting was recessed to closed session.

CLOSED SESSION:

- A. Public Employment
- B. Employee Discipline/Dismissal Release
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters – Transfers/Discipline
 - Recommendation to Expel Student #06:11/12
 - Recommendation to Expel Student #11:11/12

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster said the decision was made to release one certificated staff member and 2 coaches.

Mike Foster said the Board supports the recommendations to suspend the expulsion for student 06:11/12 and the recommendation to expel student #11:11/12 for the remainder of the school year.

Approval of Agenda

Dr. Bernard said Action Item #2, Approval of Advanced Algebra with Financial Applications Course, is being pulled and will be brought back at the February Board Meeting. Staff wanted to review the information again.

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A parent asked why the one bus route was being eliminated at Greenfield High School. She asked that it be reinstated; her work schedule will not allow her to take her daughter to school. She suggested a smaller bus be assigned to the route to pick up students. The parent said she realizes if her daughter misses too many days of school she would be considered truant. Right now another parent is bringing her daughter to school, but that will be discontinued soon when the driver goes back to work.

The daughter asked if she could be home schooled if there will not be any transportation.

Dr. Bernard said he will meet to clarify with the parent, there was a meeting held last week with other parents who lived on the Underwood route that was eliminated. He has contacted the Greenfield Union School District to see if something could be worked out with their district, because they are picking up students in the same area.

Report from State Administrator

Dr. Bernard distributed the Form 700 to the Board. He announced the document can be completed on line and distributed information to access the website and instruction to complete the form. Mike Forster, Debra McAlahney-Dodson and Raul Rodriguez were given a copy of the form they had completed last year for a reference.

Dr. Bernard said he is doing planning for the next Board Study Session and will be sharing the results with the Board next Monday at their Study Session. He reminded the Board there are still a few biographies needed and encouraged the Board members, who had not submitted their information, to get it in as soon as possible. He reminded the Board of the training being held at MCOE on Monday, January 30.

Dr. Bernard said he met with Trevor McDonald, the Superintendent of the Greenfield Union School District, to discuss joint transportation to those families who had the bus route eliminated in Greenfield and curriculum development for grades K – 12. He is pleased with his willingness to work with the district.

Dr. Bernard said he and Bruce Corbett will be visiting the feeder districts to give a presentation and give parents an opportunity to ask questions : - 2 - King City High School and the District, this will include a visit to Fort Hunter Liggett.

Dr. Bernard said the district will be pursuing, if they are eligible, to any federal funding since a portion of Camp Roberts is in Monterey County. The District has not received any funding in the past.

Debra McAlahney-Dodson said she is pleased about the visits which will be taking place at the feeder districts. She asked if there is still consideration of having a core consortium to align all of the curriculum with the feeder schools. Dr. Bernard said the state and federal government are going toward a common core curriculum in the next 18 to 24 months. She said she felt we are making the vital first step in visiting the feeder districts and appreciate the direction the district is going.

Student Board Member Report

Arturo Siguenza said students have adjusted to the new schedule of having their finals before winter break. Report cards will be out soon. Girls' basketball has qualified for the playoffs.

The Boys basketball and wrestling team have done well.

The Prom will be held on April 28 at the San Francisco Regency.

Raul Rodriguez asked how students have adapted to the new schedule. Mr. Siguenza felt it was a good change, students were about to be tested on their knowledge before they left for the winter break.

Mr. Rodriguez asked when the report cards would be sent out. Daniel Moirao responded by the first of next week. The teachers were allowed to enter their grades after they returned from winter break.

Board Member Comments

Paulette Bumbalough said she is proposing more of an active collaboration between the high school counselors and the counselor from Hartnell Junior College. This way the high school counselors could better prepare students for college and looking at course outlines for college.

She also suggested giving consideration to those students who are home schooled when going to the feeder districts.

Raul Rodriguez said he was looking at the SARC information and did not realize how important it is. He added this information takes awhile to sort out and is not easy to understand at first glance. It basically is a school report card. If a family is considering moving to the area, some of the data may be troublesome. He felt this was as important as the school single plan and should be accurate and give as much information as possible.

Mr. Rodriguez asked if the rental of facilities could be looked at again, he suggested reviewing the use of the field's firsts.

Debra McAlahney-Dodson apologized for missing the January Board meeting and welcomed the new Board members.

Mike Foster said he would like to increase the times Board members are in the classrooms. He suggested meeting with the administrators to set up the meetings at their sites. He had talked about a master list of goals from each site. He would like to have a report on how the students enrolled in Odysseyware are being served. He will be emailing his request to Dr. Bernard.

Mike Foster said he would like to have a presentation of common core state standards from the administrators.

Mike Foster said he received a summary report on The Status of the Teaching Profession 2011, and felt it was an excellent article. Dr. Bernard said this will be coming to the Board in the Friday update.

Consent Agenda

1. Approval of Minutes: December 13, 2011 and December 19, 2011
2. Approval of the Donation from the Guidry Foundation to King City High School

Dr. Bernard approved the items on the consent agenda.

Consent Items Removed for Comment/Questions

There were not any items removed for any further comments or questions.

INFORMATION ITEMS

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

Dr. Bernard informed the Board Linda Grundhoffer was not able to give her presentation this evening and requested the Board look at page 18, which shows the June projected balance as a minus \$236,654. In Fund 17 there are more funds which can be transferred over. We could also make the adjustments in Accounts Payable if needed. We have submitted a waiver for the March deferral not to take place. He said Ms. Grundhoffer commented this deficit amount should not be a problem.

Bob White suggested the summary page include the highlights from the cash flow report.

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

Dr. Bernard asked the Board if they had any questions regarding this report to give Linda Grundhoffer a call tomorrow.

Federal Program Monitoring Update

Dr. Moirao said the review will be taking place on January 25, 26, with an exit meeting on January 27. Areas which will be reviewed are Career Technical, ELL, Uniform Complaint process, and Title I Funding. Another area they could have reviewed is teacher quality, but that will not be done at this time. Career Technical will take place at King City High School only. The last time it was reviewed was in 2007. Their schedule at this time does not include board members.

Mike Foster asked when we would be hearing about their findings. Dr. Moirao said that will take place on Friday, January 27, we will then have 45 days to respond to findings.

Debra MaAlahney-Dodson asked if they are looking at curriculum and facilities. Dr. Bernard responded yes.

Board Policies (First Reading)

- BP 2121 – Superintendent’s Contract
- AR 3515.6 – Criminal Background Checks for Contractors
- BP 4119.1 – Civil and Legal Rights
- BP 4119.23 – Unauthorized Release of Confidential/Privileged Information
- BP 5021 – Noncustodial Parents
- AR 5111.12 – Residency Based on Parent/Guardian Employment
- AR 5112.2 – Exclusions from Attendance

Dr. Bernard said there are 7 policies coming forward as a first reading, these are not mandated polices, only a cleanup of the policies.

Bob White commented, on page 49 of the board packet, the district name is King City Joint Union High School District. Mr. White asked, in AR 3515.6, the last sentence in the first paragraph, if the employee can be pardoned but not rehabilitated. Dr. Bernard said CSEA is recommending both.

ACTION ITEMS

Approval of School Accountability Report Card (SARC)

Daniel Moirao said the SARC's are required on an annual basis. It is our accountability to our community. He said there had been some inaccurate information on the cover sheet for Portola-Butler and the Independent Study Program, which only the company printing the SARC could correct. There were also corrections need to be done in the report for King City High School. The Board received the replacement documents. We currently pay to have this service, the state has now come out with a system, and these reports may look different next year.

Raul Rodriguez said on page 18, Standardized Testing and Reporting Results by Student Group, on the Greenfield High School report, it showed 22% of the LEA students scored proficient or advanced and 23% for students with disabilities. Mr. Rodriguez asked if this was correct. Dr. Moirao responded yes, but to keep in mind this percentage is based on the number of students in the group.

It was noted the Hispanic or Latino students scored higher in math at King City High School than Greenfield High school.

Daniel Moirao said Greenfield High School will be working with the GEAR UP program to assist in this area.

Debra McAlhaney-Dodson asked what progress has been made. Daniel Moirao said the math program has pacing guidelines.

Mike Foster suggested another meeting to discuss math. Debra McAlahney-Dodson added it would be good to see the progress.

Daniel Moirao said the main issue is funding, GEAR UP will be assisting in this area. This is teacher driven.

Raul Rodriguez said some of the information is difficult to understand and suggested more graphs or visual items. Daniel Moirao said this is required data; maybe the state system will be better next year.

Mike Foster suggested a study session to review the SARC's. Dr. Bernard said some this information will be shared at the Community Forums.

Debra McAlahney-Dodson said she has some concerns on portions of the report and asked when they would be on the website. Daniel Moirao said they need to be posted in March.

Debra McAlahney-Dodson inquired about the dropout rate and some missing information. Daniel Moirao said this information comes out very late from the state; therefore, we may be behind on some of the data.

Dr. Bernard stated that this item is pulled from the agenda and will be included on the February agenda.

Daniel Moirao said teachers were trained on the Credit Recovery Program, the program will start on Tuesday, January 17, 2012.

Debra McAlahney-Dodson inquired how the Credit Recovery Program would work. Daniel Moirao said the counselors and teachers are enrolling students, who want to participate, who are 5 to 10 units behind with the focus on seniors right now.

Mike Foster suggested having Credit Recovery, as an information item, on the next Board agenda.

Board Policy (Second Reading)

BP/AR 1114 – District-Sponsored Social Media
BP/AR 1240 – Volunteer Assistance
BP 2140 – Evaluation of the Superintendent
BP 2210 – Administrative Discretion Regarding Board Policy
BP 3100 - Budget
BP/AR 3280 – Sale or Lease of District-Owned Real Property
BP 3290 – Gifts, Grants and Bequests
BP/AR 3515.2 - Disruptions
AR 3516.3 – Earthquake Emergency Procedure System
AR 3542 – School Bus Drivers
BP/AR 3550 – Food Services/Child Nutrition Program
BP/AR 3553 – Free and Reduced Price Meals
BP 4033 – Lactation Accommodation
BP/AR 4112.2 – Certification
AR 4112.22 – Staff Teaching English Language Learners
BP/AR 4127, 4227, 4327 – Temporary Athletic Team Coaches
BP/AR 4154, 4254, 4354 – Health and Welfare Benefits
AR 4161.8, 4261.8, 4361.8 – Family Care and Medical Leave
AR 5142.1 – Notices of Missing Children
BP/AR 5144 – Discipline
AR 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)
BP/E 5145.6 – Parental Notifications
BP/AR 5146 – Married/Pregnant/Parenting Students
BP 5148.2 – Before/After School Programs
BP/AR 6141.5 – Advanced Placement
BP/AR 6161.1 – Selection and Evaluation of Instructional Materials
BP 7310 – Naming of Facility
BB 9150 – Student Board Members

Dr. Bernard said there are 28 policies being presented for a second reading.

Debra McAlahney-Dodson said she has a concern with AR 1114, District-Sponsored Social Media. She is concerned with the review process and something being posted without review. She felt the review process should be clear. Dr. Bernard said the approval has to come from the principals. Ms. McAlahney-Dodson questioned who was going to monitor the updates on facebook, twitter, YouTube, and other social media.

Dr. Bernard pulled BP/AR 1114 and requested Daniel Moirao review the policy.

Debra McAlahney-Dodson referenced BP/AR 1240 and questioned if there had been problems between paid staff and volunteers. Dr. Bernard said the principals have not informed him of any volunteer abuse. He said volunteers are encouraged.

Paulette Bumbalough asked if there are volunteers, Dr. Bernard responded in athletics.

Debra McAlahney-Dodson suggested, on page 188 of BP/AR 3280, Sale or Lease of District-Owned Real Property, the term real property is used, she suggested adding surplus real property under the use of proceeds section.

Debra McAlahney-Dodson questioned BP/AR 3515.2 if it should include to and from school and not just district property.

Debra McAlahney-Dodson suggested pulling BP/AR 4127, 4227, 4327, Temporary Athletic Team Coaches and review the Athletic handbook.

Dr. Bernard said BP/AR 4127, 4227, 4327 would be pulled and included on the February agenda after review of the Athletic handbook.

Dr. Bernard approved the BP/AR second readings except for BP/AR 1114 - District-Sponsored Social Media and BP/AR 4127, 4227, 4327 - Temporary Athletic Team Coaches.

SCHOOL REPORTS/UPDATES

Greenfield High School

Janet Sanchez-Matos said she would be giving the report in the absence of Mr. Goddard. Academic success is part of the newsletter which will be going out to parents. The results from the first semester have been reviewed for the Credit Recovery Program. Students were honored by Rotary last month. Mr. Goddard will be sending his Community Comments to parents on January 13. Staff has been requested to submit input for the school website.

Basketball and soccer has had a good start.

The SES meeting will be taking place on Tuesday, January 17 at 5:30 PM, 37 students will be participating. Those students who enroll in the program and complete the course will receive laptops.

South Monterey County Charter Independent Study Program and Portola-Butler Continuation High School

Daniel Moirao said he would be giving the report in the absence of Carolyn McCombs. There were 7 early graduates in December, 5 students returned to Greenfield High School, and 21 students returned to King City High School.

There are currently 84 students enrolled in the Independent Study Program, with 3 teachers. The Special Ed teacher has 9 Special Ed students and 5 Home Hospital students. There are currently 5 students on a waiting list, but it is anticipated having those student assigned to teachers soon.

King City High School

Bruce Corbett invited the Board to meet with him, he will be glad to explain the data from the results room and show how it all connects. He also invited Board members to visit the classrooms.

Eric Olsen is re-qualifying students who will have off campus privileges. There were 44% of the students who were eligible the first semester. He is anticipating this will be increased to 50% based on students with a 2.5 GPA or higher and having scored proficient or advanced in their STAR tests.

Arrangements are being made for students to visit Elkhorn Slough. The funding will be coming from the Chevron Grant.

The wrestling team is doing very well. There are a lot of league championships coming up.

Paulette Bumbalough asked if the wrestling program is open for girls. Mr. Corbett responded yes.

Debra McAlahney-Dodson commented, now that our graduation rate has improved, will there be revised numbers. Mr. Corbett responded we should. Paulette Bumbalough asked how often the target changed. Mr. Corbett said it is based on a formula; the last time it was changed was 2 years ago.

Debra McAlahney-Dodson suggested using our own data.

Mike Foster said he will be meeting with Linda Grundhoffer for the second Board article for publication in the local newspapers. The article will be addressing our financial status as well as the state's.

Mike Foster said he would like to challenge Board members to make a goal of visiting 24 classrooms per month.

Dr. Bernard said he received information from the state regarding transportation cuts. The governor has eliminated all transportation funding to districts. This year the district will be losing \$114,000 and next year the cut will be \$363,000. The one bus route, mentioned earlier in the evening, was the route which had the lowest student participation. The parents he met with were isolated and needed to drive to Highway 101 for the students to be delivered to the bus stop. He is hoping something can be worked out with the Greenfield Union School District.

Debra McAlahney-Dodson asked if the transportation funding for Special Education had been eliminated as well. Dr. Bernard responded yes.

Future Agenda Items/Meeting Dates

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

Dr. Bernard said the only changes for upcoming meetings were the Community Forums scheduled for King City and Greenfield are being postponed at this time.

Signing of Papers

Dr. Bernard signed appropriate papers.

Adjournment (to closed session) (if required)
The meeting was adjourned at 7:49 PM.

John Bernard, Ed.D., State Administrator

Date

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

Monday, January 16, 2012

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION: 1:00 PM

Call to Order

Mike Foster called the meeting to order at 1:00 PM.

Flag Salute

Mike Foster led in the flag salute.

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There were not any comments from the public.

INFORMATION ITEMS

Board Governance: Study Session, Leslie Demersseman, CSBA

Leslie DeMersseman, from CSBA, conducted the Board study session.

Adjournment

The meeting was adjourned at 6:50 P.M.

John Bernard, Ed.D., State Administrator

Date

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

Friday, January 20, 2012

Minutes

BOARD OF EDUCATION

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

STUDENT BOARD MEMBERS

Hillary Hughes, King City HS
Arturo Siguenza, Greenfield HS

STATE ADMINISTRATOR

John C. Bernard, Ed.D.

OPEN SESSION: 12:00 PM

Call to Order

Dr. Bernard called the meeting to order at 12:05 PM

Flag Salute

Dr. Bernard led in the flag salute.

PUBLIC COMMENT

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

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

There were not any comments from the public.

CLOSED SESSION:

Student Matters – Transfer/Discipline

- Recommendation to Expel Student #10:11/12

OPEN SESSION:

Report of Closed Session Action

Dr. Bernard reported support of the hearing panel's recommendation to suspend the expulsion for Student #10:11/12.

Adjournment

The meeting was adjourned at 12:06 PM.

John Bernard, Ed.D., State Administrator

Date

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

SUBJECT: Approval for 3 KCHS Students to Attend the
Science Symposium from March 8-10, 2012 in
Monterey

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

Three students from KCHS have been accepted to attend the Northern California Western Nevada Junior Science and Humanities Symposium from March 8-10, 2012 in the Monterey area which will require 2 overnight stays. Ms. Roianne Benjamin, the Chemistry, Physics and Life Science teacher, will be the chaperone for the 3 students.

Attached is an itinerary of the daily events.

Recommendation:

The recommendation is approval these students to attend the symposium.

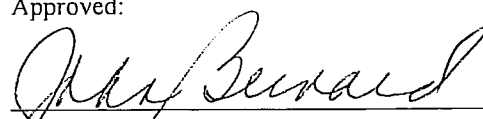
Fiscal Impact:

Roianne Benjamin, the teacher, will be transporting the 3 three students in her own vehicle to the symposium. The cost is minimal and will be covered by a grant.

Submitted By:

Bruce Corbett
Principal, King City High School

Approved:


John Bernard Ed.D.
State Administrator

Dear School Board,

1-24-2012

Below is all the information about the 2012 Northern California Western Nevada Jr. Science and Humanities Symposium. Three students from King City have applied and been accepted to attend the symposium this year. The students who have been accepted are Kirstie Foster, Markanthony Rivera and Alivia Guzman. This is a three day symposium where the students will be able to tour the Naval Postgraduate School and listen to and evaluate student projects. There will be round table discussions on current scientific work and speakers from the scientific community. It should be a wonderful experience for these students and allow them to make contacts that may help them in their future studies and careers. The cost for this trip is minimal and will be covered by a grant.

Since there are only three students and one teacher attending this year, I would like to drive. I will turn all my information into the transportation department. It will save on having to find money to cover the cost of a van, and keep the vans here in case other teachers need them for larger groups of students.

The symposium meets from Thursday, March 8 through Saturday, March 10. The students will miss two days of classes and will need to get approval from their teachers. All other information is listed below. Thank you for your consideration.

Kind regards,

Roianne Benjamin
King City High School
Chemistry, Physics and Life Science

**2012 NORTHERN CALIFORNIA WESTERN NEVADA
JR. SCIENCE AND HUMANITIES SYMPOSIUM
TOUR SELECTION INFORMATION**

Each school or family group is able to select one tour from the list.
The group is to attend the tour together, no individual selections are allowed.
Groups will gather at the entrance to the Embassy Suites Hotel at about
1:30, some earlier for the more distant venues.
The Symposium will provide transportation by bus, and the groups
will arrive at their chosen venue at about 2:00. The tour and
activities will last about two hours, and the groups will be picked up at about 4:00.

TOUR DESCRIPTIONS

NAVAL POSTGRADUATE SCHOOL – THREE GROUPS OF 15

Activities to include

- 1. Human Systems Investigation in which participants will conduct reaction time experiments**

then use the response time to calculate the time required to actually think.

2. Physics lab tour, demonstration and activities
3. Robotics lab tour, demonstration and activities

MOSS LANDING MARINE LABORATORY RESEARCH STATION – ONE GROUP OF 15

Participants will take apart Kelpfasts which are filled with interesting small sea creatures. They will then observe characteristics and use them to develop their own classification groups to sort what they have found. Ends with a discussion of how and why animals are sorted into groups.

CALIFORNIA STATE UNIVERSITY MONTEREY BAY – TWO GROUPS OF 15

Activities to include lab tours, demonstrations and activities in Marine Science, Watershed Science and Sustainability Science.

MONTEREY BAY AQUARIUM – TWO GROUPS OF 15

1. Participants will do an activity in the Discovery Lab for one hour
2. Participants will to a behind the scenes tour of the Aquarium for one hour

The groups will switch activities at half time

MONTEREY BAY AQUARIUM RESEARCH INSTITUTE – ONE GROUP OF 15

Participants will have a description of the facility and the work being done then have a tour to observe it.

NOAA OCEANOGRAPHIC AND PACIFIC GROVE MUSEUM BEACH AREA TOUR TWO GROUPS OF 15

Both groups will meet at a tide pools area near Pacific Grove

1. Pacific Grove Museum group will do a tide pools survey for one hour
2. NOAA group will do a water quality lab for one hour

The groups will switch activities at half time.

STANFORD HOPKINS MARINE RESEARCH STATION - ONE GROUP OF 15

Participants will tour the station and visit laboratories involved in Marine, Environmental and Biomechanical Engineering

NOAA WEATHER SERVICE MONTEREY BAY – ONE GROUP OF 15

Located at the FMOC Campus, 23 Grace Hopper Drive

Participants will hear a talk about the work at the station and career information followed by a tour of the facility including the operations area, the server and communications room and the equipment corral with a demonstration at the forecasting workstations.

2012 Northern California Western Nevada
Junior Science and Humanities Symposium
Program Outline

Thursday, March 8

- 10:00 to 1:00 - Symposium Registration, Embassy Suites Hotel
1441 Canyon del Rey, Seaside, CA 831-393-1115
All hotel reservation arrangements for the participants
will be made by the symposium staff
- 1:30 to 4:30 - Tours of various Monterey Peninsula R&D facilities
See tour list to make your selection
- 4:30 to 6:00 - Go to hotel rooms to freshen up
- 6:00 to 9:00 - Opening banquet at the hotel
Keynote Speaker, NPS Professor I.M. (Mike) Ross

Friday, March 9

- 9:00 to 4:30 - Paper presentations at the hotel, to the conference
and a judging panel in a scholarship competition, by
students who have qualified in preliminary sessions
- 4:30 to 6:00 - Go to hotel rooms to freshen up
- 6:00 to 9:00 - Small group round table dinner and discussion groups
with representatives from Monterey Peninsula Research Facilities

Saturday, March 10

- 9:00 to 11:00 - Award Ceremony
Keynote Speaker, Dr. Gary Lopez, founder of the
Northern Hawaiian Island Archipelago National Monument,
And a former JSHS student presenter from Antioch, CA

REGISTRATION FORM

NORTHERN CALIFORNIA WESTERN NEVADA
JUNIOR SCIENCE AND HUMANITIES SYMPOSIUM

**This form can be completed electronically and sent as an email attachment
It will be used for communications and preparation of nametags and certificates
If not completing this electronically, PLEASE!! Type or Print Clearly in Ink THANKS!!
Please submit this form as early as possible, but not later than Wednesday, February 15.**

Name of School: _____ Phone: _____ fax

School Address: _____ email

_____ Street City State Zip
Adult who will chaperone students: I am a Teacher Parent Other
(_____)

Name: _____ Home Phone: () _____ email:

Home Address: _____
Gender: M F

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval for the KCHS Bon Voyage Club to Travel to Portugal and Spain from April 7-18, 2012 **MEETING:** February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The KCHS Bon Voyage Club was formed to encourage students to expand their horizons through international travel. The club serves as a vehicle to raise money to help students pay for their educational trips abroad. This trip selected for the 2011-12 school year is to Portugal and Spain during spring break.

The trip includes a nice educational balance of history, the arts, politics, geography, science and architecture.

The Bon Voyage Club travels exclusively through tours organized by EF Educational Tour, a well-known and reputable Swiss-based company that has an excellent reputation for well-organized, affordable and safe educational travel.

There are 4 students from KCHS scheduled to travel to Portugal and Spain. 2 adults as well as Marilee Rianda, the club teacher, will also accompany the students as chaperones. They have raised approximately \$3834 through the Bon Voyage Club to pay for a portion of their trip. The balance will be paid by the students and their families prior to departure.

The parents have signed a release and agreement, they waive all claims against the school, district, school board, and group leader.

Attached is an itinerary of the daily events.

Recommendation:

The recommendation is approval for these students to take the trip.

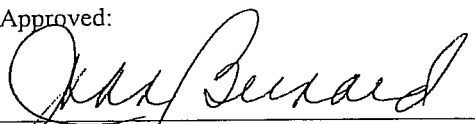
Fiscal Impact:

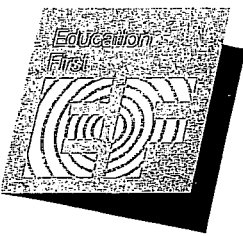
None

Submitted By:

Bruce Corbett
Principal, King City High School

Approved:


John Bernard Ed.D.
State Administrator



Portugal&Spain

12 or 15 Days

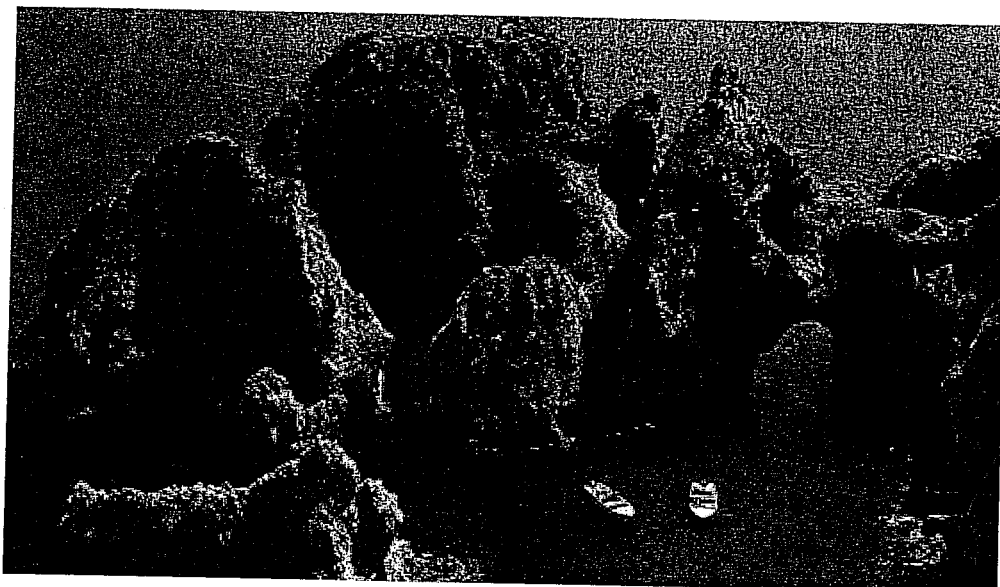




Educational Tours
International travel for teachers and students

See our:

Portugal and Spain



Tour Information

Tour visits: Portugal

Tour length: 12 - 13 days

Read tour reviews



Viewing 2012 itinerary, valid from 10/1/2011 to 9/30/2012
View the itinerary for: [2011](#) | [2012](#) | [2013](#)

Day 1 - Fly overnight to Portugal

Day 2 - Lisbon

Arrive in Lisbon

Take a walking tour of Lisbon

Day 3 - Lisbon

Take a guided tour of Lisbon

Visit the Castelo de São Jorge

Visit the Mosteiro dos Jerónimos

Optional: Sintra, Cascais and Estoril

Optional: Lisbon Fado Evening

Day 4 - Evora • Algarve

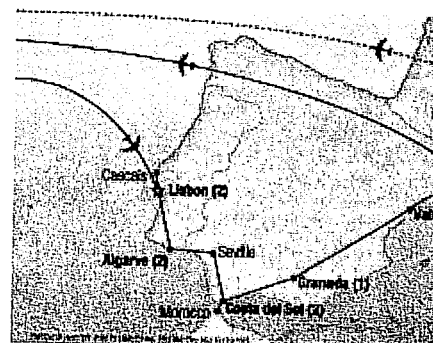
Travel to Evora

Take a guided tour of Evora

Continue on to Algarve

Day 5 - Algarve

[Download itinerary \(PDF\)](#)



[View larger map](#)

Program fee includes:

Airfare: Round-trip flights

Transportation: Comfortable motor vehicles

Accommodations: 10 overnight stays in hotels with private bathrooms (13 nights with breakfast extension)

Take an excursion to the Point of Saudade and Cabo San Vicente

Day 6 - Seville • Costa del Sol
Travel via Seville to Costa del Sol

Day 7 - Costa del Sol
Optional: Morocco

Day 8 - Costa del Sol • Granada
Travel to Granada
**Take a guided tour of Granada:
Visit the Alhambra**

Day 9 - Valencia
Travel to Valencia
Enjoy a Valencian paella dinner

Day 10 - Valencia
Visit the Aquarium at the City of Arts and Sciences
Travel to Barcelona

Day 11 - Barcelona
**Take a guided tour of Barcelona
Visit Parque Guell
Take a walking tour of Barcelona**
Optional: Barcelona Flamenco Evening

- 3-DAY TOUR EXTENSION

Day 12 - Provence
Take a tour of Montpellier
Continue on to Provence

Days 13-14 - French Riviera
Travel via coastal route to the French Riviera
Stop in St. Tropez
**Take an excursion to Monaco and Eze
Tour a perfume factory in Eze
Take a walking tour of Nice**

Day 15 - Depart for home

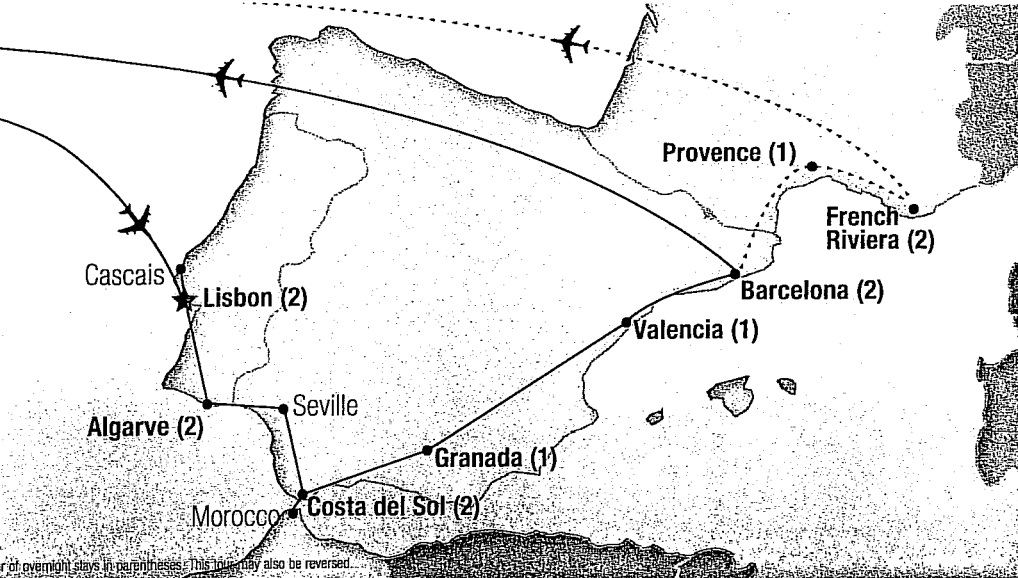
Meals: European breakfast and dinner daily

Tour director: Full-time EF Tour Director
Sightseeing: 4 sightseeing tours by licensed local guides • 1 sightseeing led by your tour director (3 with extension) • 2 walking tours (3 with extension)

Optional excursions: Sintra and Cascais • Lisbon Fado Evening • Madrid Barcelona Flamenco Evening

Price this tour

Top things to see on tour:



Algarve



La Sagrada Família



Parque Güell



Alhambra



Jeronimos Monastery

of overnight stays in parentheses. This tour may also be reversed.

Program Fee includes:

- Round-trip airfare
- Comfortable motorcoach
- 10 overnight stays in hotels with private bathrooms (13 with extension)
- European breakfast and dinner daily
- Full-time EF Tour Director

- 4 sightseeing tours led by licensed local guides
- 1 sightseeing tour led by your tour director (3 with extension)
- 2 walking tours (3 with extension)

Optional:

- Sintra and Cascais
- Lisbon Fado Evening
- Morocco
- Barcelona Flamenco Evening

DAY 1: Fly overnight to Portugal

DAY 2: Lisbon

Arrive in Lisbon
Take a walking tour of Lisbon

DAY 3: Lisbon

Take a guided tour of Lisbon
Visit the Castelo de São Jorge
Visit the Mosteiro dos Jerónimos
Optional: Sintra and Cascais
Optional: Lisbon Fado Evening

DAY 4: Evora • Algarve

Travel to Evora
Take a guided tour of Evora
Continue on to the Algarve

DAY 5: Algarve

Take an excursion to the Point of Saudade and Cabo San Vicente

DAY 6: Seville • Costa del Sol

Travel via Seville to Costa del Sol

DAY 7: Costa del Sol

Optional: Morocco

DAY 8: Granada

Travel to Granada
Take a guided tour of Granada
Visit the Alhambra

DAY 9: Valencia

Travel to Valencia
Enjoy a Valencian paella dinner

DAY 10: Valencia • Barcelona

Visit the Aquarium at the City of Arts and Sciences
Travel to Barcelona

DAY 11: Barcelona

Take a guided tour of Barcelona
Visit Parque Güell
Take a walking tour of Barcelona
Optional: Barcelona Flamenco Evening

DAY 12: Depart for home

DAY 12: Provence

Take a tour of Montpellier
Continue on to Provence

DAYS 13-14: French Riviera

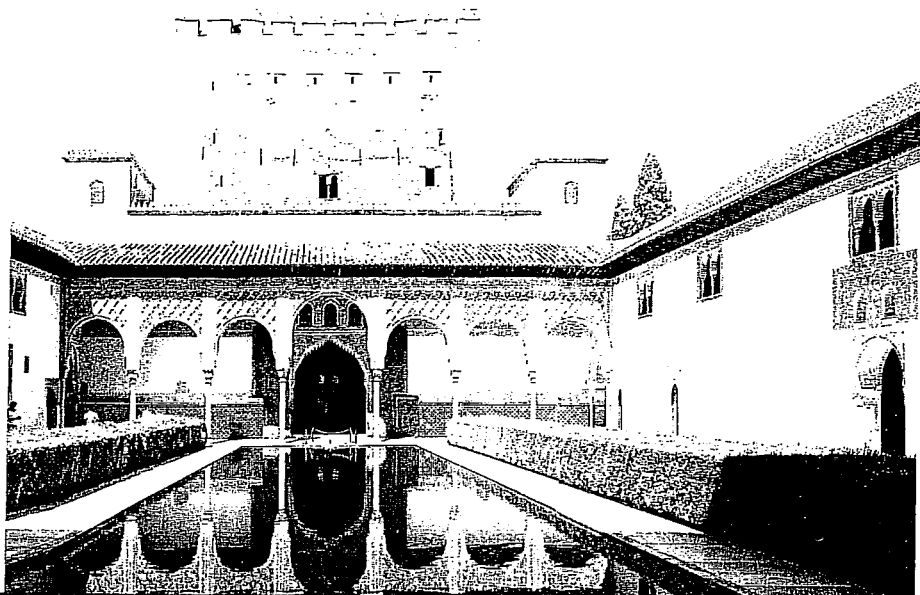
Travel to the French Riviera
Visit the principality of Monaco
Tour a perfume factory in Eze
Take a walking tour of Nice

DAY 15: Depart for home

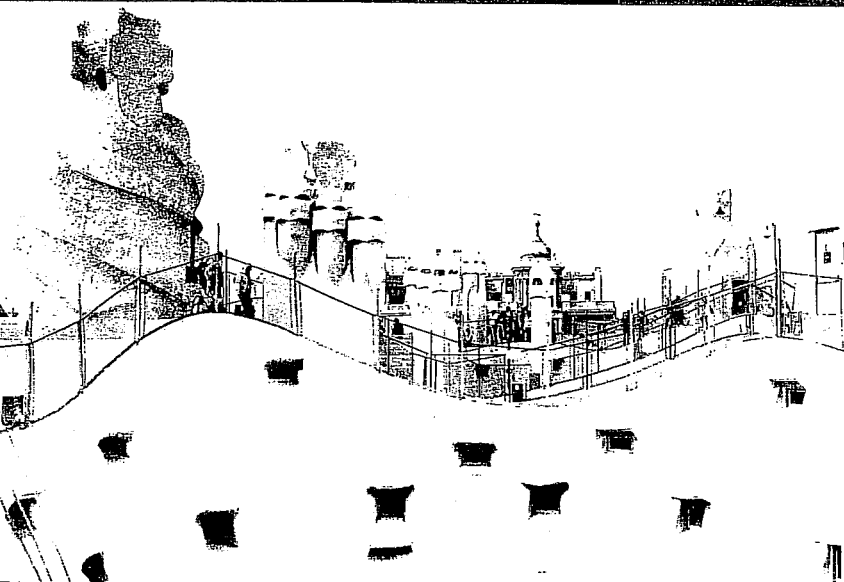
3-DAY TOUR EXTENSION

Granada

Widely recognized as the world's premier example of Moorish architecture, the Alhambra is Granada's crowning jewel. Built as an all-in-one alcazaba (fortress), alcazar (palace) and small medina (city), the Alhambra was home to the last of the Nasrid Sultans. Elaborately embellished in the 14th century and surrounded by lush green trees, Moorish poets described it as "a pearl set in emeralds." See the exotic mosaics, fountains, latticed windows, arabesques and ornamented courtyards that made this vast stronghold worthy of royal occupancy. Here, King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.



Alhambra Palace
Granada, Spain



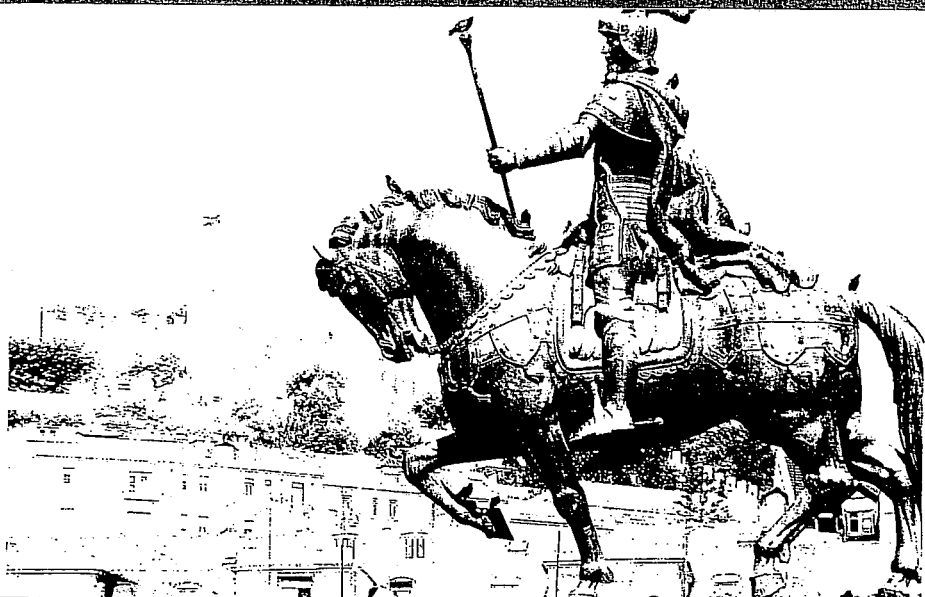
Roof of Casa Mila
Barcelona, Spain

Barcelona

See why Barcelona is an art lover's dream city and the place where masters like Miró, Picasso and Dalí flourished. On your sightseeing tour, explore open-air plazas dotted with avant-garde gems, like the Plaza de Catalunya and Plaza España. Snap photos of the twisting spires of La Sagrada Família and the Magic Fountain of Montjuïc, which delights with dazzling light and water shows. From atop Montjuïc Hill enjoy panoramic views of the harbor below. Here you'll also find the 1992 Olympic stadium. Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Parque Güell. Flower vendors and street performers greet you on your walking tour of the tree-lined Las Ramblas.

Lisbon

Experience Old World atmosphere as you make your way through the labyrinth of winding streets in Lisbon's Alfama district. Discover the hidden balconies, courtyards, terraces and courtyards of this hillside medieval quarter as you explore Lisbon's former center of Moorish aristocracy. See where Portugal's early explorers resided at the Castelo de São Jorge, built to overlook the city and Tagus River. Recall the Age of Discovery at the Monument to Discoveries and the Belem Tower. It was from here that many adventure-seeking navigators set sail, including Bartolomeu Dias, who sailed around the southern tip of Africa.



Statue of Dom João I
Lisbon, Portugal

Educational travel prepares students for long-term success.

We commissioned a survey of thousands of young adults who are now 20 to 21 years old and who took an EF tour in high school. What we discovered is that taking an EF educational tour is life changing, setting students up for success in their personal and professional lives.

- Students surveyed said they are better at thinking critically and solving problems because of their EF experience.
- Nearly every student is earning a BA or higher. About 80% maintain a college grade point average above 3.0; nearly half earn a GPA between 3.5 and 4.0.
- More than 80% report becoming better communicators and collaborators as a result of their international experience.

EF is #1 in educational travel.

- ✓ **EF is the most reputable student travel organization**, with 45 years of experience and schools and offices in more than 50 countries.
- ✓ **Online reviews from travelers.** We ask every teacher, student and parent to review their EF tour experience. Reviews are online at eftours.com/reviews.
- ✓ **We guarantee the lowest prices** because we believe in making travel possible for everyone.
- ✓ **All of our itineraries are educational**, featuring experiential learning activities and visits to the best sites. Expert local guides add in-depth knowledge along the way.
- ✓ **We are committed to your safety.** We have hundreds of offices around the world, with local staff who can assist your group anywhere you travel. Plus, parents can always reach us 24 hours a day at our headquarters.
- ✓ **Your 24-hour EF Tour Director** stays with your group around the clock on tour, providing insight about your destination as well as great tips.

Find out what to expect on an EF tour!



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Watch EF travel videos at
youtube.com/efeducationaltours



Check out other EF travelers' pictures
at flickr.com/groups/ef-tours



Follow us at
twitter.com/ef-tours

Sign up!

Ask your teacher for the tour number and use one of the following methods:

- **Enroll online at**
eftours.com/enroll
- **Mail an enrollment form to:** EF Educational Tours
One Education Street
Cambridge, MA 02141
- **Call 1-800-665-5364**

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval for KCHS Grad Night/Transportation to Magic Mountain

MEETING: February 8, 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 class of 2012 at KCHS decided to participate in Grad Night 2012 at Magic Mountain in Valencia, CA. Bus costs are detailed on the attached contract to be paid for out of the class of 2012 ASB account. There are approximately 100 students who have signed up for the trip at this time.

Recommendation:

The recommendation is to approve Grad Night to Magic Mountain.

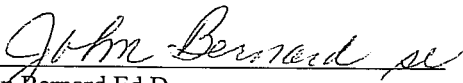
Fiscal Impact:

No cost to the district. The cost will be covered by the Class of 2012 ASB Account.

Submitted By:

Approved:

Chris Houston, KCHS
Senior Class Advisor


John Bernard Ed.D.
State Administrator



CONFIRMATION

Trip Date: Friday, May 11, 2012
 Return Date: Saturday, May 12, 2012
 Charter #: 12-13365AB

897 Oak Park Blvd #204
 Pismo Beach, CA 93449

Phone: 805-543-9999
 Fax: 805-543-9915

King City Joint Union High School
 800 Broadway
 King City, CA 93930
 Attn: Accounts Payable
 Phone: 831-385-0606 Fax: 831-385-0695

Sales Person: Sherry Witt Trip Status: Holding for Sig
 Qty Vehicle Type Pax Meal Stop:
 2 Charter Bus 57 SPAB: Yes
 Total Pax: 57

Itinerary:

Spot	5/11/12	12:15	King City High School	800 Broadway	King City, Ca 93930
Depart	5/11/12	12:30	King City High School	800 Broadway	King City, Ca 93930
Arrive	5/11/12	16:30	Magic Mountain	26101 Magic Mountain Parkway	Valencia, Ca 91355
RetSpot	5/11/12	20:45	Magic Mountain	26101 Magic Mountain Parkway	Valencia, Ca 91355
RetDepart	5/11/12	21:00	Magic Mountain	26101 Magic Mountain Parkway	Valencia, Ca 91355
Drop	5/12/12	1:00	King City High School	800 Broadway	King City, Ca 93930
Spot	5/11/12	12:15	King City High School	800 Broadway	King City, Ca 93930
Depart	5/11/12	12:30	King City High School	800 Broadway	King City, Ca 93930
Arrive	5/11/12	16:30	Magic Mountain	26101 Magic Mountain Parkway	Valencia, Ca 91355
RetSpot	5/11/12	20:45	Magic Mountain	26101 Magic Mountain Parkway	Valencia, Ca 91355
RetDepart	5/11/12	21:00	Magic Mountain	26101 Magic Mountain Parkway	Valencia, Ca 91355
Drop	5/12/12	1:00	King City High School	800 Broadway	King City, Ca 93930

Notes: This is a School Pupil Activity Bus (SPAB) trip.
 Due to State Regulations, SPAB drivers are limited to 16 consecutive hours of total on-duty time, and a maximum 10 hours of drive time during that 16 hours. Once the driver has reached hours of service limits, he/she may return to duty only after a minimum of 8 consecutive hours of off-duty time.
 Authorized Meal Stop: Yes or No? (Circle and initial Yes or No)
 Driver to get 8 hours off in King City before departure.

Billing Information:

Charter Bus 2 x \$1,621.00 = \$3,242.00
 Price includes driver's rooms \$0.00

Balance Due: May 11, 2012 Total: \$3,242.00

No Changes

Changes

Print Name _____ Signature _____ Date _____

By signing, I acknowledge I have received and agree to the attached terms and conditions



CONFIRMATION

Trip Date: Friday, May 11, 2012
Return Date: Saturday, May 12, 2012
Charter #: 12-13365AB

897 Oak Park Blvd #204
Pismo Beach, CA 93449

Phone: 805-543-9999
Fax: 805-543-9915

King City Joint Union High School
800 Broadway
King City, CA 93930
Attn: Accounts Payable
Phone: 831-385-0606 Fax: 831-385-0695

Sales Person: Sherry Witt		Trip Status: Holding for Sig
<u>Qty</u>	<u>Vehicle Type</u>	<u>Pax</u>
2	Charter Bus	57
		Meal Stop:
		SPAB: Yes
		Total Pax: 57

GENERAL TERMS AND CONDITIONS

The signing of the attached Charter Confirmation for Charter# 12-13365AB in the amount of **\$3,242** is required to confirm your reservation. These General Terms and Conditions may be used to resolve or justify any disputes or charges made by either AmericanStar Tours, dba AmericanStar Trailways (hereafter referred to as AST); the client, or the client's authorized representative(s). Unless otherwise stated in an alternate binding contractual agreement, all terms and conditions provided herein apply to all chartered passenger transportation services provided by AST under its operating authority. AST reserves the right to refuse service to any group or individual at its sole discretion.

Payment, Fees & Cancellation

Payment terms will be established by AST at the time of quote or trip confirmation. All deposits and payments are due according to dates indicated on each invoice. Service and equipment are confirmed and reserved upon receipt of signed confirmation and deposit. AST reserves the right to cancel, postpone or otherwise refuse service if proper payment is not made by specified due dates. Vehicle cleaning deposits may be required. Cleaning deposits must be made with negotiable funds and may be held and applied to clean or repair equipment. Client is responsible for the conduct of each passenger and any subsequent damages caused by passengers immediately before, during or immediately following service. Client is responsible for all fees including but not limited to toll, transfer or parking fees at the time of occurrence. Client is responsible for driver lodging arrangements and costs on all overnight trips, and may be responsible for driver lodging for trips that exceed 10 consecutive hours. Client is responsible for any charges associated with additional service beyond what is listed on the trip confirmation. This includes all costs associated with providing substitute drivers due to State and Federal hours of service rules. Deposits are refundable if the trip is cancelled more than 30 days prior to the Departure Date. Cancellations within 30 days of the Departure Date are liable for a charge equal to 30% of the total trip price. Cancellations within 7 days of the Departure Date are liable for the total trip price. A minimum \$50 administrative fee will be charged on all cancellations.

Luggage and Other Property

Common luggage or other property will be handled at the sole risk of the client. Item quantity is limited to the capacity and design of luggage compartments. AST assumes liability of not more than \$25 per common luggage item for claims of loss or damage to items or contents caused by direct negligence of AST. AST is held harmless for any loss or damage caused to other property. Personal items may be carried in the passenger compartment at the sole risk and responsibility of the passenger. AST is held harmless for lost, stolen or damaged property. AST reserves the right to refuse to allow items which are prohibited by law, are questionable in nature, or when prohibitive due to available space.

Warranties

AST makes no warranty against changes to service including but not limited to: delay, cancellation, detour, itineraries, connections, transfers, vehicle/modal substitution or any other alteration to service; which may be caused by factors including but not limited to: passenger conduct, non-payment, law enforcement, medical emergency, third party travel arrangements, traffic, weather, equipment failure, random acts of God or nature or any other variable beyond deliberate cause or control of AST. AST acts solely as an agent of the client in arranging lodging, third party travel or transportation, meals or other services associated with client's travel, and is held harmless for injury, loss, damage or delay associated with such services.

Prohibited items

Smoking is prohibited in buses, including lavatories, at any time. Weapons, drugs, explosives, unprotected glass beverage containers or any other items which are deemed to the driver to pose an unnecessary risk to safety are prohibited. No pets of any type are permitted; excludes service animals.

Vehicle amenities

Passenger seatbelts and lavatory are provided for the comfort and discretionary use of passengers. AST is held harmless for any consequences of use, non-use, misuse or failure of seatbelts or lavatory. All other amenities such as air conditioning, reclining seats, audio video equipment, etc. are provided for the convenience and added comfort of passengers and are not warranted against failure. Only vehicle driver may operate audio/video equipment.

Dispute resolution

Client and AST agree to enter into legally binding arbitration proceedings for any dispute resulting in legal action.

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

SUBJECT: Approval for KCHS Students to Attend the
Young Writers Conference in Fresno on March 28, 2012

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

_____ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures

X _____ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety

_____ Develop/Sustain Fiscal Crisis Long-Term Solution

_____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings

_____ Ensure that Facilities are Safe for Staff and Students

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

Summary:

The Annual Young Writers' Conference at Fresno State is a conference for creative writing students at the high school level. Each participant may submit a written work in the genre of fiction, creative non-fiction, and/or poetry. Students who submit and win awards will have priority, but any student who is interested may attend with parent and teacher consent. There are 26 students who have signed up at this time, but are anticipating close to 56 students. More information is available on attached brochure

Last year 3 students received Honorable Mention and their stores were printed in the Spectrum conference anthology.

The teacher as well as several parents will be accompanying the students.

Recommendation:

The recommendation is for the State Administrator to approve the day trip to Fresno.

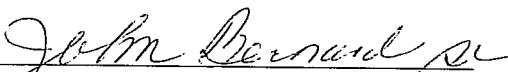
Fiscal Impact:

The cost for transportation is \$1271, which will be funded out of school site funds.

Submitted By:

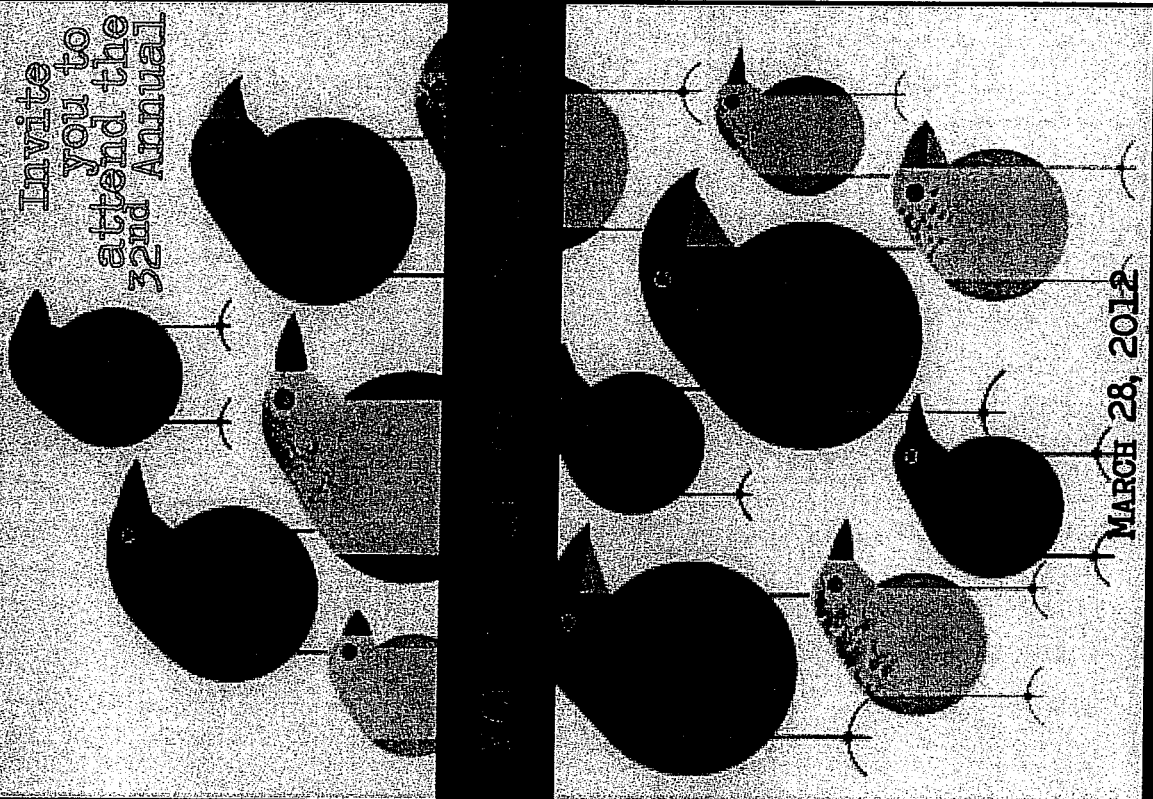
Approved:

Chris Houston, KCHS
Senior Class Advisor


John Bernard Ed.D.
Senior Administrator

The Department of English &
Master of Fine Arts in Creative Writing
@ California State University, Fresno.

Invite
you to
attend the
32nd Annual



MARCH 28, 2012

SATELLITE STUDENT UNION

California State University, Fresno
English Department
Creative Writing Program
5245 North Backer Ave. M/S PB98
Fresno, CA 93740-8001
www.csufresno.edu/english

Register now to attend the 32nd annual
Young Writers' Conference
March 28, 2012



Welcome to the
Young Writers' Conference
at CSU, Fresno

Each spring, the Department of English and the College of Arts and Humanities at California State University, Fresno, host the Young Writers' Conference for area high school students.

This conference provides a valuable opportunity for young writers to hear a professional writer read his or her work and answer questions about the creative writing process and the profession in general. It also allows them to meet and interact with other student writers from across the Central Valley, to get a taste of what a university-level writing workshop might be like, and to get feedback on their own writing.

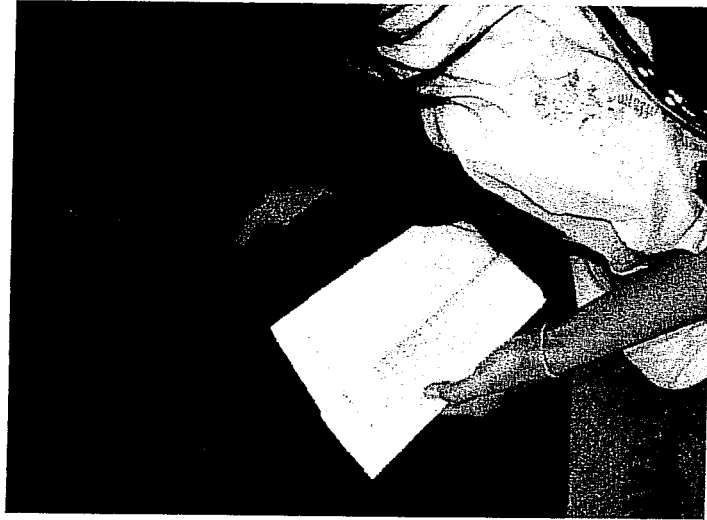
In addition, it provides excellent training and an opportunity for an exchange of ideas among teachers. This conference is an excellent example of an ongoing collaborative effort between area school districts and the University.



TENTATIVE SCHEDULE

Wednesday, March 28, 2012, 8 a.m. to 2 p.m.

- 8:15 - 9:00 Registration
- 9:00 - 9:45 Welcome
- 9:45 - 10:45 Award Presentations
- 10:45 - 11:50 Morning Session
- 12:00 - 2:00 Keynote Speaker: Liza Wieland
- Lunch
- Lunch coupon provided to all participants
- Afternoon Session
- Workshops for Teachers and Students



For more information and images from last year's conference, visit us at www.myspace.com/young_writers_conference

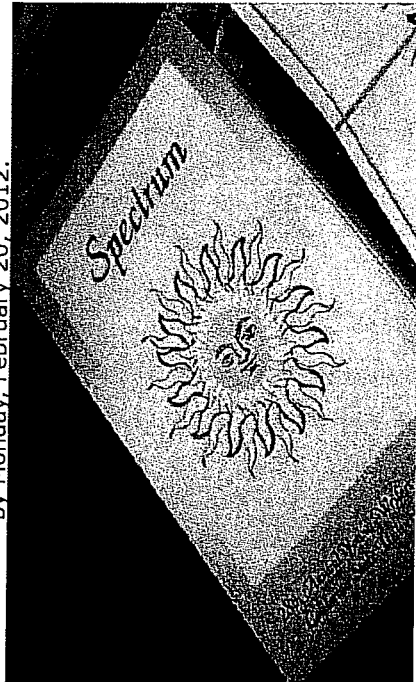
Spectrum

An important part of the conference is the publication of Spectrum, an anthology of student writing. All students are encouraged to submit original works of poetry, fiction, and creative nonfiction to be considered for publication. Additionally, select manuscripts will be chosen by the Editorial Board to receive awards.

Manuscripts: We will accept electronic submissions anytime after January 5, 2012 and until February 20, 2012. This allows the opportunity for the manuscript reading, judging, layout, and printing of the anthology. Please email manuscripts to

YWCsubmissions@mail.fresnostate.edu.

by Monday, February 20, 2012.



GUIDELINES FOR MANUSCRIPTS

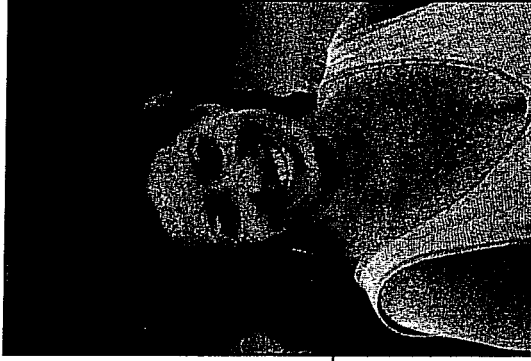
- Teachers are responsible for ensuring students submit original work.
- Include (1) author's name, (2) school, (3) grade, and (4) the teacher's name in upper left corner of the first page.
- Manuscripts must be in .doc or .rtf format (not .docx)
- Avoid graphics, fancy fonts, and borders.
- Limit: three poems and/or two works of fiction or nonfiction prose (please limit prose pieces to 7 pages each).

Email manuscripts to **YWCsubmissions@mail.fresnostate.edu** by 5:00 PM Monday, February 20, 2012.

Only a limited number of submissions can be published, but we encourage all participating students to submit work.



Guest Speaker Lisa Wieland



Lisa Wieland has published three novels, *The Names of the Lost* (Southern Methodist University Press, 1992), which won *The Dictionary of Literary Biography Best First Novel of the Year Award*; *Bombshell* (SMU 2001) and *A Watch of Nightingales* (University of Michigan Press, 2009), which won the Michigan Literary Fiction Prize, and three collections of short fiction, *Discovering America* (Random House 1994)

and *You Can Sleep While I Drive* (SMU 1999), and *Quickening*, (SMU, 2011), as well as a book of poems, *Near Alcatraz* (Cherry Grove 2005). She has received grants from the National Endowment for the Arts, the Christopher Isherwood Foundation and the North Carolina Arts Council, and has won two Pushcart Prizes. She teaches at East Carolina University and lives with her husband and daughter near Oriental, NC.



How to Register

Registration: We will accept registration anytime after January. We must stress that payment be received as early as possible.

Registration Limit: The Young Writers' Conference is open to students from ninth to twelfth grades with a limit of 20 students per school. Please use a selection method that will allow your most talented and motivated students to attend.

Registration Fee: The registration fee is \$15 per person. Payment is preferred before March 16, 2012; however, no later than the day of the conference. The fee includes admission to the conference session, lunch, one workshop of choice, and a copy of the *Spectrum*.

Register Now: Please register early. This provides time to adequately prepare for materials and meals. Late registration is accepted on a space available basis.

Refund Policy: A refund, minus 8% processing fee, is authorized with a written request two weeks prior to the conference. No refund after March 22, 2010 can be granted.

DAY OF THE EVENT

Parking: Participants may receive free parking permits from kiosks at most university entrances using the code #17040005. Busses may drop students at Satellite Student Union.

Registration Area: Registration packets for schools are picked up on the day of the event at the Satellite Student Union by Contact Teachers.

Map of campus: www.csufresno.edu/ucomm/maps



Registration Form

Contact Person: _____

School: _____

Mailing Address: _____

Phone Number: () _____

E-mail address: _____

Registration Fee: \$15 per participant

Total Number of Students _____

Total Number of Teachers _____

Total fee: \$ _____

Make checks payable to: Young Writers' Conference
No check at this time? Have a Purchase Order #? _____
Return this form, and payment to: _____

Fresno State
English Department

5245 N. Backer Ave., M/S PB98

Fresno, California 93740-8001

WORKSHOP PREFERENCE SUBMISSION

One workshop is provided to all participants. Students choose from three genres: poetry, fiction, and creative nonfiction. A workshop exclusively for teachers is also provided.

Please provide a TYPED roster of all participants, including teachers, by March 16, 2012. Indicate first and second choices for each participant. A sample registration form follows:

Name of School: _____

Participant Name: _____ Workshop Preference
Participant
Teacher
Student

1. _____ Poetry, Fiction, Non-fiction
2. _____ Fiction, Poetry, Non-fiction

Number of Teachers: _____

Number of Students: _____

Number for Poetry: _____

Number for Fiction: _____

Number for Creative Nonfiction _____

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

SUBJECT: Contract for Developer Fee Justification Study

MEETING: February 8, 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:

To prepare a Develop Fee Justification Study as authorized by Education Code 17620. The report will include the required documentation and analysis to determine if the necessary relationship exists between residential, commercial and industrial development for the district to justify an increase in developer fees.

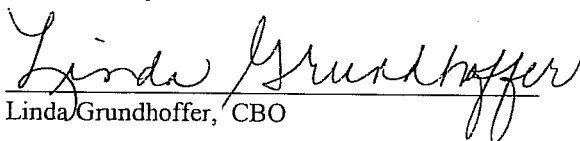
Recommendation:

Approve the contract with The Smith Group to prepare a Developer Fee Justification Study.


Fiscal Impact:

\$5,000 – Capital Facilities Fund

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard Ed.D.
State Administrator

AGREEMENT FOR FACILITIES PLANNING SERVICES

This Agreement is entered into between Eric D. Smith, doing business as "**THE SMITH GROUP**" and the South Monterey County High School District "**SMCJUHS**D" and is dated, February 1st, 2012 FOR REFERENCE. The parties agree as follows:

1. **FACILITIES PLANNING SERVICES. THE SMITH GROUP** agrees to perform during the term of this Agreement, the tasks, obligations and services set forth in the "Scope of Services" attached to and incorporated into this Agreement as Appendix "A".
2. **PAYMENT FOR SERVICES. THE SMITH GROUP** agrees to undertake the work set forth in the "Scope of Services" subject to the fee schedule attached to and incorporated into this Agreement as Appendix "A".
3. **TERM OF AGREEMENT.** The term of this Agreement begins on February 1st, 2012 and ends upon the **SMCJUHS**D receiving a complete Developer Fee Justification Study.
4. **TIME FOR PERFORMANCE.** All services required performed by **THE SMITH GROUP** will be completed on or before the specified end of the term.
5. **RECORDS. THE SMITH GROUP** shall maintain full and accurate records in connection with this Agreement and will make them available to **SMCJUHS**D for inspection any time.
6. **HOLD HARMLESS. SMCJUHS**D shall hold **THE SMITH GROUP**, its Board, officers, agents, and employees harmless from all suits, claims, and liabilities resulting from negligent acts or omissions of **THE SMITH GROUP**, its Board, officers, agents, or employees undertaken under this Agreement.
7. **COMPLIANCE WITH LAWS. THE SMITH GROUP** shall comply with all applicable federal, state and local laws, rules, regulations and ordinances in connection with services performed under this Agreement.
8. **MODIFICATION OR ASSIGNMENT.** This Agreement may not be assigned without the express written consent of **THE SMITH GROUP**. No modification shall be effective unless approved in writing by **THE SMITH GROUP**.

9. AGREEMENT. The parties to this Agreement and their titles are as follows:

Eric D. Smith, Consultant Date
The Smith Group

Ms. Linda Grundhoffer Date
Chief Business Official
South Monterey County Joint
Union High School District

Appendix A
Scope of Services

1. Preparation of Developer Fee Justification Study.
2. The fee for services provided to **THE SMITH GROUP** shall be a flat fee of \$5,000.00.
3. The fee shall be payable up completion of the Developer Fee Justification Study.

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

SUBJECT: Contract for IEE Services

MEETING: February 8, 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:

To conduct an Independent Educational Evaluation for a student attending Greenfield High School which includes file review, classroom observation, administration of standardized tests, collection of language sample, report writing, and attendance at IEP to present report to parents and IEP team.

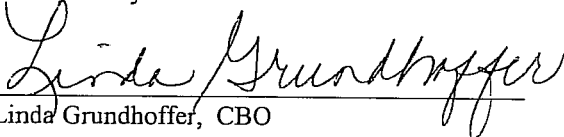
Recommendation:

Approve the contract with Carol Murphy to prepare the IEE.

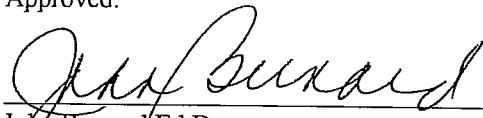
Fiscal Impact:

Not to exceed \$1,350 – Special Education funds

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard, Ed.D.
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION
HIGH SCHOOL DISTRICT
800 BROADWAY
KING CITY, CA 93930**

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of Carol Murphy, M.A.- CCC, an independent contractor, hereinafter called "Consultant," for the period specified in Article I. "TERM."

Consultant shall be, for the purposes of this agreement, an independent contractor and shall not be deemed an employee of the District for any purpose.

District may provide such supplies and equipment as shown herein for the convenience of CONSULTANT and such accommodation shall not operate as an indication of employment.

I. TERM:

The effective date of the agreement is January 10, 2012 and it terminates June 1, 2012.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$90 per hour.
- Not to exceed a total of 15 hours of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$1350.

III. DISTRICT OBLIGATION:

In consideration of Consultant's provision of service(s) as described in the Consultants Services Description and subject to the payment limit expressed herein, the District shall pay the Consultant, upon documented evidence of completion of service(s), payment according to the fee schedule listed within thirty (30) days of billing.

IV. CONSULTANT'S OBLIGATION

The consultant shall provide service(s) as described in the Consultant Service Description.

V. CONSULTANT SERVICE DESCRIPTION

Consultant shall conduct an Independent Educational Evaluation for a student attending Greenfield High School. This evaluation includes: file review, classroom observation, administration of standardized tests, collection of language sample (if necessary), report writing, attendance at IEP to present report to parents and IEP team.

VI. CONFIDENTIALITY

In the course of performing consulting services, the parties realize that the Consultant may come in contact with or become familiar with information which may be considered confidential. Consultant agrees to keep all such information confidential and not to discuss or divulge it to anyone other than South Monterey County Joint Union High School District.

VII. ASSIGNMENT

This agreement is for personal services to be performed by Consultant and may not be assigned to, sub-let to or performed by any person or persons who are not parties hereto except by employees of Consultant whose names and qualifications have been approved by District.

VIII. TERMINATION OF AGREEMENT

This agreement shall terminate on the last day as written in Article I except:

- a. District may terminate agreement at any time if Consultant does not perform, or refuses to perform according to this Agreement.
- b. District and Consultant may terminate agreement at any time with mutual written consent.
- c. In the event of early termination, Consultant shall be paid for all work or services performed to the date of termination together with an amount for approved expenses due and owing.

IX. DISTRICT'S RIGHT OF RETENTION

District shall become the owner of and entitled to exclusive possession of all records, documents, files, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District.

X. EXTENSION OF TERM

By mutual consent of the parties hereto the term of service described herein in Article I may be extended by reformation of this Agreement and the attachment hereto of an addendum mutually executed setting forth the extended term.

XI. SIGNATURES

These signatures attest the parties' agreement hereto:

Craig S. Murphy, SLP
CONSULTANT / TITLE

CONTRACT OFFICER OF THE
So. Monterey Co. Joint Union High School District

1-24-2012
Date

Date

Social Security Number of Consultant *

* Whenever organizational names are used, the Employer IRS Identification Number must be used instead of a Social Security Number.

Preferred contact information:

Carol Murphy

CONSULTANT / TITLE (Please Print)

200 Babe Thompson Rd. La Selva Beach, CA 95076

Mailing Address (number, street name, city, state and zip code: Please Print)

Phone number

531-334-4181

Cell Phone

Account code: 01-6500-0-5001-2100-580000

CBO signature

Linda Grundmyer

Date: _____

Routing:

1. Immediate supervisor
2. CBO, for coding and presentation to Board
3. After Board (State Administrator) approval, CBO for processing

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: GASB 43/45 – Retiree Health Benefits Actuarial

MEETING: February 8, 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:

School districts offering retiree benefits must update actuarial reports every three years. Total Compensation Systems has done the last two reports and was hired to do this update. Information is as of October 1, 2011. If the district was in better financial condition, it should be pre-funding the Actuarial Accrued Liability of \$1,760,000 on an annualized basis. Instead the district, like many districts, is on a “pay as you go” basis which is approximately \$95,000 in the 2011-12 year.

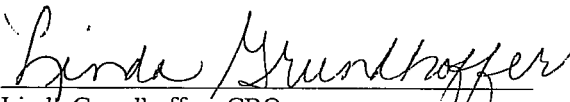
Recommendation:

Approve the actuarial report from Total Compensation Systems.


Fiscal Impact:

None

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard Ed.D.
State Administrator

**South Monterey County Joint Union High School District
Actuarial Study of
Retiree Health Liabilities
As of October 1, 2011**

*Prepared by:
Total Compensation Systems, Inc.*

Date: January 9, 2012

Total Compensation Systems, Inc.

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**South Monterey County Joint Union High School District
Actuarial Study of Retiree Health Liabilities**

PART I: EXECUTIVE SUMMARY

A. Introduction

South Monterey County Joint Union High School District engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program as of October 1, 2011 (the valuation date). The numbers in this report are based on the assumption that they will first be used to determine accounting entries for the fiscal year ending June 30, 2012. If the report will first be used for a different fiscal year, the numbers will need to be adjusted accordingly.

This report does not reflect any cash benefits paid unless the retiree is required to provide proof that the cash benefits are used to reimburse the retiree's cost of health benefits. Costs and liabilities attributable to cash benefits paid to retirees are reportable under Governmental Accounting Standards Board (GASB) Standards 25/27.

This actuarial study is intended to serve the following purposes:

- » To provide information to enable South Monterey County JUHSD to manage the costs and liabilities associated with its retiree health benefits.
- » To provide information to enable South Monterey County JUHSD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups and other affected parties.
- » To provide information needed to comply with Governmental Accounting Standards Board Accounting Standards 43 and 45 related to "other postemployment benefits" (OPEB's).

Because this report was prepared in compliance with GASB 43 and 45, as appropriate, South Monterey County JUHSD should not use this report for any other purpose without discussion with TCS. This means that any discussions with employee groups, governing Boards, etc. should be restricted to the implications of GASB 43 and 45 compliance.

This actuarial report includes several estimates for South Monterey County JUHSD's retiree health program. In addition to the tables included in this report, we also performed cash flow adequacy tests as required under Actuarial Standard of Practice 6 (ASOP 6). Our cash flow adequacy testing covers a twenty-year period. We would be happy to make this cash flow adequacy test available to South Monterey County JUHSD in spreadsheet format upon request.

We calculated the following estimates separately for active employees and retirees. As requested, we also separated results by the following employee classifications: Certificated, Classified and Management. We estimated the following:

- the total liability created. (The actuarial present value of total projected benefits or APVTPB)
- the ten year "pay-as-you-go" cost to provide these benefits.

Total Compensation Systems, Inc.

- the "actuarial accrued liability (AAL)." (The AAL is the portion of the APVTPB attributable to employees' service prior to the valuation date.)
- the amount necessary to amortize the UAAL over a period of 30 years.
- the annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").
- The Annual Required Contribution (ARC) which is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

We summarized the data used to perform this study in Appendix A. No effort was made to verify this information beyond brief tests for reasonableness and consistency.

All cost and liability figures contained in this study are estimates of future results. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. Normal costs and liabilities could easily vary by 10 - 20% or more from estimates contained in this report.

B. General Findings

We estimate the "pay-as-you-go" cost of providing retiree health benefits in the year beginning October 1, 2011 to be \$95,324 (see Section IV.A.). The "pay-as-you-go" cost is the cost of benefits for current retirees.

For current employees, the value of benefits "accrued" in the year beginning October 1, 2011 (the normal cost) is \$155,008. This normal cost would increase each year based on covered payroll. Had South Monterey County JUHSD begun accruing retiree health benefits when each current employee and retiree was hired, a substantial liability would have accumulated. We estimate the amount that would have accumulated to be \$1,761,155. This amount is called the "actuarial accrued liability" (AAL). The remaining unamortized balance of the initial unfunded AAL (UAAL) is \$2,619,818. This leaves a "residual" AAL of *negative* \$858,663.

We calculated the annual cost to amortize the residual unfunded actuarial accrued liability using a 5% discount rate. We used an open 30 year amortization period. The current year cost to amortize the residual unfunded actuarial accrued liability is *negative* \$38,033.

Combining the normal cost with both the initial and residual UAAL amortization costs produces an annual required contribution (ARC) of \$238,461. The ARC is used as the basis for determining expenses and liabilities under GASB 43/45. The ARC is used in lieu of (rather than in addition to) the "pay-as-you-go" cost.

We based all of the above estimates on employees as of September, 2011. Over time, liabilities and cash flow will vary based on the number and demographic characteristics of employees and retirees.

C. Description of Retiree Benefits

Following is a description of the current retiree benefit plan:

Total Compensation Systems, Inc.

	<u>Certificated</u>	<u>Classified</u>
Benefit types provided	Medical, dental and vision	Medical, dental and vision
Duration of Benefits	10 years but not beyond age 65	10 years but not beyond age 65
Required Service	20 years	20 years
Minimum Age	55	55
Dependent Coverage	Yes	Yes
District Contribution %	100%	100%
District Cap	\$10,000 per year	\$10,000 per year

D. Recommendations

It is outside the scope of this report to make specific recommendations of actions South Monterey County JUHSD should take to manage the substantial liability created by the current retiree health program. Total Compensation Systems, Inc. can assist in identifying and evaluating options once this report has been studied. The following recommendations are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of South Monterey County JUHSD's practices, it is possible that South Monterey County JUHSD is already complying with some or all of our recommendations.

- We recommend that South Monterey County JUHSD inventory all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, South Monterey County JUHSD should determine whether the benefit is material and subject to GASB 43 and/or 45.
- We recommend that South Monterey County JUHSD conduct a study whenever events or contemplated actions significantly affect present or future liabilities, but no less frequently than every two or three years, as required under GASB 43/45.
- We recommend that the District communicate the magnitude of these costs to employees and include employees in discussions of options to control the costs.
- Under GASB 45, it is important to isolate the cost of retiree health benefits. South Monterey County JUHSD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, South Monterey County JUHSD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.
- South Monterey County JUHSD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.
- Several assumptions were made in estimating costs and liabilities under South Monterey

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County JUHSD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Appendices B and C for a list of assumptions and concerns.) For example, South Monterey County JUHSD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for South Monterey County JUHSD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

Respectfully submitted,

Geoffrey L. Kischuk, FSA, MAAA, FCA
Consultant
Total Compensation Systems, Inc.
(805) 496-1700

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PART II: BACKGROUND

A. Summary

Accounting principles provide that the cost of retiree benefits should be “accrued” over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in 2004 Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees).

B. Actuarial Accrual

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an “actuarial cost method.”

Under most actuarial cost methods, there are two components of actuarial cost - a “normal cost” and amortization of something called the “unfunded actuarial accrued liability.” Both accounting standards and actuarial standards usually address these two components separately (though alternative terminology is sometimes used).

The normal cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. This report will not discuss differences between actuarial cost methods or their application. Instead, following is a description of a commonly used, generally accepted actuarial cost method that will be permitted under GASB 43 and 45. This actuarial cost method is called the “entry age normal” method.

Under the entry age normal cost method, the actuary determines the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. This amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll.

The normal cost is determined using several key assumptions:

- The current *cost of retiree health benefits* (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the normal cost.
- The “*trend*” rate at which retiree health benefits are expected to increase over time. A higher trend rate increases the normal cost. A “cap” on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing normal costs.
- *Mortality rates* varying by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce normal costs, the mortality assumption is not likely to vary from employer to employer.
- *Employment termination rates* have the same effect as mortality inasmuch as higher termination rates reduce normal costs. Employment termination can vary considerably between public agencies.
- The *service requirement* reflects years of service required to earn full or partial retiree benefits.

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While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.

- **Retirement rates** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase normal costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.
- **Participation rates** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.
- The **discount rate** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets. For example, employer funds earning money market rates in the county treasury are likely to earn far less than an irrevocable trust containing a diversified asset portfolio including stocks, bonds, etc. A higher discount rate can dramatically lower normal costs. GASB 43 and 45 require the interest assumption to reflect likely *long term* investment return.

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. The actuary selects the assumptions which - taken together - will yield reasonable results. It's not necessary (or even possible) to predict individual assumptions with complete accuracy.

If all actuarial assumptions are exactly met and an employer expensed the normal cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that would have accumulated is called the actuarial accrued liability or AAL. The excess of AAL over the **actuarial value of plan assets** is called the **unfunded** actuarial accrued liability (or UAAL). Under GASB 43 and 45, in order for assets to count toward offsetting the AAL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

The actuarial accrued liability (AAL) can arise in several ways. At inception of GASB 43 and 45, there is usually a substantial UAAL. Some portion of this amount can be established as the "transition obligation" subject to certain constraints. UAAL can also increase as the result of operation of a retiree health plan - e.g., as a result of plan changes or changes in actuarial assumptions. Finally, AAL can arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience.

Under GASB 43 and 45, employers have several options on how the UAAL can be amortized as follows:

- The employer can select an amortization period of 1 to 30 years. (For certain situations that result in a reduction of the AAL, the amortization period must be at least 10 years.)
- The employer may apply the same amortization period to the total combined UAAL or can apply different periods to different components of the UAAL.
- The employer may elect a "closed" or "open" amortization period.
- The employer may choose to amortize on a level dollar or level percentage of payroll method.

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PART III: LIABILITIES AND COSTS FOR RETIREE BENEFITS

A. Introduction.

We calculated the actuarial present value of projected benefits (APVPB) separately for each employee. We determined eligibility for retiree benefits based on information supplied by South Monterey County JUHSD. We then selected assumptions for the factors discussed in the above Section that, based on plan experience and our training and experience, represent our best prediction of future plan experience. For each employee, we applied the appropriate factors based on the employee's age, sex and length of service.

We summarized actuarial assumptions used for this study in Appendix C.

B. Medicare

The extent of Medicare coverage can affect projections of retiree health costs. Because District-paid benefits end at or before age 65, Medicare integration methods have a minimal impact on retiree health costs and liabilities.

C. Liability for Retiree Benefits.

For each employee, we projected future premium costs using an assumed trend rate (see Appendix C). To the extent South Monterey County JUHSD uses contribution caps, the influence of the trend factor is further reduced.

We multiplied each year's projected cost by the probability that premium will be paid; i.e. based on the probability that the employee is living, has not terminated employment and has retired. The probability that premium will be paid is zero if the employee is not eligible. The employee is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's premium cost and the probability that premium will be paid equals the expected cost for that year. We discounted the expected cost for each year to the valuation date October 1, 2011 at 5% interest.

Finally, we multiplied the above discounted expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan.

For any current retirees, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 1.0000).

We added the APVPB for all employees to get the actuarial present value of total projected benefits (APVTPB). The APVTPB is the estimated present value of all future retiree health benefits for all **current** employees and retirees. The APVTPB is the amount on October 1, 2011 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last current employee or retiree dies or reaches the maximum eligibility age.

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Actuarial Present Value of Total Projected Benefits

October 1, 2011	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Active: Pre-65	\$3,259,643	\$2,189,450	\$883,360	\$186,833
Post-65	\$0	\$0	\$0	\$0
Subtotal	\$3,259,643	\$2,189,450	\$883,360	\$186,833
Retiree: Pre-65	\$197,898	\$103,519	\$73,337	\$21,042
Post-65	\$0	\$0	\$0	\$0
Subtotal	\$197,898	\$103,519	\$73,337	\$21,042
Grand Total	\$3,457,542	\$2,292,970	\$956,697	\$207,875
Subtotal Pre-65	\$3,457,542	\$2,292,970	\$956,697	\$207,875
Subtotal Post-65	\$0	\$0	\$0	\$0

The APVTPB should be accrued over the working lifetime of employees. At any time much of it has not been "earned" by employees. The APVTPB is used to develop expense and liability figures. To do so, the APVTFB is divided into two parts: the portions attributable to service rendered prior to the valuation date (the past service liability or actuarial accrued liability under GASB 43 and 45) and to service after the valuation date but prior to retirement (the future service liability).

The past service and future service liabilities are each funded in a different way. We will start with the future service liability which is funded by the normal cost.

D. Cost to Prefund Retiree Benefits

1. Normal Cost

The average hire age for eligible employees is 30. To accrue the liability by retirement, the District would accrue the retiree liability over a period of about 30 years (assuming an average retirement age of 60). We applied an "entry age normal" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated normal cost.

Normal Cost Year Beginning

October 1, 2011	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
# of Employees	113	65	41	7
Per Capita Normal Cost				
Pre-65 Benefit	N/A	\$1,571	\$1,021	\$1,576
Post-65 Benefit	N/A	\$0	\$0	\$0
First Year Normal Cost				
Pre-65 Benefit	\$155,008	\$102,115	\$41,861	\$11,032
Post-65 Benefit	\$0	\$0	\$0	\$0
Total	\$155,008	\$102,115	\$41,861	\$11,032

Accruing retiree health benefit costs using normal costs levels out the cost of retiree health benefits over

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time and more fairly reflects the value of benefits "earned" each year by employees. This normal cost would increase each year based on covered payroll.

2. Amortization of Unfunded Actuarial Accrued Liability (UAAL)

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the normal cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the actuarial accrued liability (AAL). We calculated the AAL as the APVTPB minus the present value of future normal costs.

The initial UAAL was amortized using a closed amortization period of 30 years. The District can amortize the remaining or residual UAAL over many years. The table below shows the annual amount necessary to amortize the UAAL over a period of 30 years at 5% interest. (Thirty years is the longest amortization period allowable under GASB 43 and 45.) GASB 43 and 45 will allow amortizing the UAAL using either payments that stay the same as a dollar amount, or payments that are a flat percentage of covered payroll over time. The figures below reflect the level percentage of payroll method. This amortization payment would increase each year based on covered payroll.

Actuarial Accrued Liability

as of October 1, 2011	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Active: Pre-65	\$1,563,256	\$1,007,571	\$509,848	\$45,837
Post-65	\$0	\$0	\$0	\$0
Subtotal	\$1,563,256	\$1,007,571	\$509,848	\$45,837
Retiree: Pre-65	\$197,898	\$103,519	\$73,337	\$21,042
Post-65	\$0	\$0	\$0	\$0
Subtotal	\$197,898	\$103,519	\$73,337	\$21,042
Subtot Pre-65	\$1,761,155	\$1,111,091	\$583,185	\$66,879
Subtot Post-65	\$0	\$0	\$0	\$0
Grand Total	\$1,761,155	\$1,111,091	\$583,185	\$66,879
Unamortized Initial UAAL	\$2,619,818			
Residual AAL	\$(858,663)			
Residual UAAL	\$(38,033)			
Amortization at 5.0% over 30 Years				

3. Annual Required Contributions (ARC)

If the District determines retiree health plan expenses in accordance with GASB 43 and 45, costs will include both normal cost and one or more components of UAAL amortization costs. The sum of normal cost and UAAL amortization costs is called the Annual Required Contribution (ARC) and is shown below.

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Annual Required Contribution (ARC) Year Beginning

October 1, 2011	Total
Normal Cost	\$155,008
Initial UAAL Amortization	\$121,486
Residual UAAL Amortization	\$(38,033)
ARC	<u>\$238,461</u>

The normal cost remains as long as there are active employees who may some day qualify for District-paid retiree health benefits. This normal cost would increase each year based on covered payroll.

4. Other Components of Annual OPEB Cost (AOC)

Expense and liability amounts may include more components of cost than the normal cost plus amortization of the UAAL. This will apply to employers that don't fully fund the Annual Required Cost (ARC) through an irrevocable trust.

- The annual OPEB cost (AOC) will include assumed interest on the net OPEB obligation (NOO). The annual OPEB cost will also include an amortization adjustment for the net OPEB obligation. (It should be noted that there is no NOO if the ARC is fully funded through a qualifying "plan".)
- The net OPEB obligation will equal the accumulated differences between the (AOC) and qualifying "plan" contributions.

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PART IV: "PAY AS YOU GO" FUNDING OF RETIREE BENEFITS

We used the actuarial assumptions shown in Appendix C to project ten year cash flow under the retiree health program. Because these cash flow estimates reflect average assumptions applied to a relatively small number of employees, estimates for individual years are certain to be *inaccurate*. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District share of retiree health premiums.

Year Beginning October 1	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
2011	\$95,324	\$62,729	\$21,992	\$10,603
2012	\$82,914	\$53,375	\$18,579	\$10,960
2013	\$83,372	\$52,959	\$30,413	\$0
2014	\$111,260	\$69,689	\$41,571	\$0
2015	\$110,435	\$68,252	\$42,183	\$0
2016	\$122,314	\$73,558	\$48,756	\$0
2017	\$138,072	\$84,999	\$53,073	\$0
2018	\$163,023	\$109,056	\$53,967	\$0
2019	\$182,797	\$129,412	\$50,361	\$3,024
2020	\$178,141	\$130,432	\$43,690	\$4,019

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PART V: RECOMMENDATIONS FOR FUTURE VALUATIONS

To effectively manage benefit costs, an employer must periodically examine the existing liability for retiree benefits as well as future annual expected premium costs. GASB 43/45 require biennial or triennial valuations. In addition, a valuation should be conducted whenever plan changes, changes in actuarial assumptions or other employer actions are likely to cause a material change in accrual costs and/or liabilities.

Following are examples of actions that could trigger a new valuation.

- An employer should perform a valuation whenever the employer considers or puts in place an early retirement incentive program.
- An employer should perform a valuation whenever the employer adopts a retiree benefit plan for some or all employees.
- An employer should perform a valuation whenever the employer considers or implements changes to retiree benefit provisions or eligibility requirements.
- An employer should perform a valuation whenever the employer introduces or changes retiree contributions.

We recommend South Monterey County JUHSD take the following actions to ease future valuations.

- We have used our training, experience and information available to us to establish the actuarial assumptions used in this valuation. We have no information to indicate that any of the assumptions do not reasonably reflect future plan experience. However, the District should review the actuarial assumptions in Appendix C carefully. If the District has any reason to believe that any of these assumptions do not reasonably represent the expected future experience of the retiree health plan, the District should engage in discussions or perform analyses to determine the best estimate of the assumption in question.

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PART VI: APPENDICES

APPENDIX A: MATERIALS USED FOR THIS STUDY

We relied on the following materials to complete this study.

- We used paper reports and digital files containing employee demographic data from the District personnel records.

- We used relevant sections of collective bargaining agreements provided by the District.

APPENDIX B: EFFECT OF ASSUMPTIONS USED IN CALCULATIONS

While we believe the estimates in this study are reasonable overall, it was necessary for us to use assumptions which inevitably introduce errors. We believe that the errors caused by our assumptions will not materially affect study results. If the District wants more refined estimates for decision-making, we recommend additional investigation. Following is a brief summary of the impact of some of the more critical assumptions.

1. Where actuarial assumptions differ from expected experience, our estimates could be overstated or understated. One of the most critical assumptions is the medical trend rate. The District may want to commission further study to assess the sensitivity of liability estimates to our medical trend assumptions. For example, it may be helpful to know how liabilities would be affected by using a trend factor 1% higher than what was used in this study. There is an additional fee required to calculate the impact of alternative trend assumptions.
2. We used an "entry age normal" actuarial cost method to estimate the actuarial accrued liability and normal cost. GASB will allow this as one of several permissible methods under its upcoming accounting standard. Using a different cost method could result in a somewhat different recognition pattern of costs and liabilities.

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APPENDIX C: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for South Monterey County JUHSD to understand that the appropriateness of all selected actuarial assumptions and methods are South Monterey County JUHSD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 43 and 45, applicable actuarial standards of practice, South Monterey County JUHSD's actual historical experience, and TCS's judgement based on experience and training.

ACTUARIAL METHODS AND ASSUMPTIONS:

ACTUARIAL COST METHOD: Entry age normal. The allocation of OPEB cost is based on years of service. We used the level percentage of payroll method to allocate OPEB cost over years of service.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The present value of future benefits and present value of future normal costs are determined on an employee by employee basis and then aggregated.

To the extent that different benefit formulas apply to different employees of the same class, the normal cost is based on the benefit plan applicable to the most recently hired employees (including future hires if a new benefit formula has been agreed to and communicated to employees).

AMORTIZATION METHODS: We used the level percentage of payroll method to allocate amortization cost by year. We used a closed 30 year amortization period for the initial UAAL. We used an open 30 year amortization period for any residual UAAL.

SUBSTANTIVE PLAN: As required under GASB 43 and 45, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by South Monterey County JUHSD regarding practices with respect to employer and employee contributions and other relevant factors.

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ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

INFLATION: We assumed 3% per year.

INVESTMENT RETURN / DISCOUNT RATE: We assumed 5% per year. This is based on assumed long-term return on employer assets. We used the "Building Block Method" as described in ASOP 27 Paragraph 3.6.2. Our assessment of long-term returns for employer assets is based on long-term historical returns for surplus funds invested pursuant to California Government Code Sections 53601 et seq.

TREND: We assumed 4% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

PAYROLL INCREASE: We assumed 3% per year. This assumption applies only to the extent that either or both of the normal cost and/or UAAL amortization use the level percentage of payroll method. For purposes of applying the level percentage of payroll method, payroll increase must not assume any increases in staff or merit increases.

ACTUARIAL ASSET VALUATION: There were no plan assets on the valuation date.

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NON-ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35).

MORTALITY: CalSTRS mortality for certificated employees.
CalPERS mortality for Miscellaneous employees for other employees.

RETIREMENT RATES: CalSTRS retirement rates for certificated employees.
CalPERS retirement rates for School employees for other employees.

VESTING RATES:

	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Vesting Percentage	100%	100%	100%
Vesting Period	20 years	20 years	20 years

COSTS FOR RETIREE COVERAGE:

There was not sufficient information available to determine whether there is an implicit subsidy for retiree health costs. Based on ASOP 6, there can be justification for using "community-rated" premiums as the basis for the valuation where the insurer is committed to continuing rating practices. This is especially true where sufficient information is not available to determine the magnitude of the subsidy. However, South Monterey County JUHSD should recognize that costs and liabilities in this report could change significantly if either the current insurer changes rating practices or if South Monterey County JUHSD changes insurers.

First Year costs are as shown below. Subsequent years' costs are based on first year costs adjusted for trend and limited by any District contribution caps.

	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Current Retirees: based on actual costs			
<u>Current Plan:</u>			
Future Retirees Pre-65	\$10,484	\$10,484	\$10,484
Future Retirees Post-65	\$0	\$0	\$0

PARTICIPATION RATES: 100%

TURNOVER: CalSTRS turnover for certificated employees.
CalPERS turnover for School employees for other employees.

SPOUSE PREVALENCE: To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

SPOUSE AGES: To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

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AGING FACTORS:

<u>Attained Age</u>	<u>Medical Annual Increases</u>
50-64	3.5%
65-69	3.0
70-74	2.5
75-79	1.5
80-84	0.5
85+	0.0

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APPENDIX D: DISTRIBUTION OF ELIGIBLE PARTICIPANTS BY AGE

ELIGIBLE ACTIVE EMPLOYEES:

<u>Age</u>	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Under 25	8	3	5	0
25-29	17	6	9	2
30-34	12	11	1	0
35-39	14	7	5	2
40-44	22	11	9	2
45-49	11	8	2	1
50-54	14	11	3	0
55-59	9	4	5	0
60-64	6	4	2	0
65 and older	0	0	0	0
Total	113	65	41	7

ELIGIBLE RETIREES:

<u>Age</u>	<u>Total</u>	<u>Certificated</u>	<u>Classified</u>	<u>Management</u>
Under 50	0	0	0	0
50-54	0	0	0	0
55-59	1	0	1	0
60-64	9	6	1	2
65-69	0	0	0	0
70-74	0	0	0	0
75-79	0	0	0	0
80-84	0	0	0	0
85-89	0	0	0	0
90 and older	0	0	0	0
Total	10	6	2	2

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APPENDIX E: CALCULATION OF GASB 43/45 ACCOUNTING ENTRIES

This report is to be used to calculate accounting entries rather than to provide the dollar amount of accounting entries. How the report is to be used to calculate accounting entries depends on several factors. Among them are:

- 1) The amount of prior accounting entries;
- 2) Whether individual components of the ARC are calculated as a level dollar amount or as a level percentage of payroll;
- 3) Whether the employer using a level percentage of payroll method elects to use for this purpose projected payroll, budgeted payroll or actual payroll;
- 4) Whether the employer chooses to adjust the numbers in the report to reflect the difference between the valuation date and the first fiscal year for which the numbers will be used.

To the extent the level percentage of payroll method is used, the employer should adjust the numbers in this report as appropriate to reflect the change in OPEB covered payroll. It should be noted that OPEB covered payroll should only reflect types of pay generating pension credits for plan participants. Please note that plan participants do not necessarily include all active employees eligible for health benefits for several reasons. Following are examples.

- 1) The number of hours worked or other eligibility criteria may differ for OPEB compared to active health benefits;
- 2) There may be active employees over the maximum age OPEB are paid through. For example, if an OPEB plan pays benefits only to Medicare age, any active employees currently over Medicare age are not plan participants;
- 3) Employees hired at an age where they will exceed the maximum age for benefits when the service requirement is met are also not plan participants.

Finally, GASB 43 and 45 require reporting covered payroll in RSI schedules regardless of whether any ARC component is based on the level percentage of payroll method. This report does not provide, nor should the actuary be relied on to report covered payroll.

GASB 45 Paragraph 26 specifies that the items presented as RSI "should be calculated in accordance with the parameters." The RSI items refer to Paragraph 25.c which includes annual covered payroll. Footnote 3 provides that when the ARC is based on covered payroll, the payroll measure may be the projected payroll, budgeted payroll or actual payroll. Footnote 3 further provides that comparisons between the ARC and contributions should be based on the same measure of covered payroll.

At the time the valuation is being done, the actuary may not know which payroll method will be used for reporting purposes. The actuary may not even know for which period the valuation will be used to determine the ARC. Furthermore, the actuary doesn't know if the client will make adjustments to the ARC in order to use it for the first year of the biennial or triennial period. (GASB 45 is silent on this.) Even if the actuary were to know all of these things, it would be a rare situation that would result in me knowing the appropriate covered payroll

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number to report. For example, if the employer uses actual payroll, that number would not be known at the time the valuation is done.

As a result, we believe the proper approach is to report the ARC components as a dollar amount. It is the client's responsibility to turn this number into a percentage of payroll factor by using the dollar amount of the ARC (adjusted, if desired) as a numerator and then calculating the appropriate amount of the denominator based on the payroll determination method elected by the client for the appropriate fiscal year.

If we have been provided with payroll information, we are happy to use that information to help the employer develop an estimate of covered payroll for reporting purposes. However, the validity of the covered payroll remains the employer's responsibility even if TCS assists the employer in calculating it.

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APPENDIX F: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non-actuary* understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

<u>Actuarial Accrued Liability:</u>	The amount of the actuarial present value of total projected benefits attributable to employees' past service based on the actuarial cost method used.
<u>Actuarial Cost Method:</u>	A mathematical model for allocating OPEB costs by year of service.
<u>Actuarial Present Value of Total Projected Benefits:</u>	The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation date.
<u>Actuarial Value of Assets:</u>	Market-related value of assets which may include an unbiased formula for smoothing cyclical fluctuations in asset values.
<u>Annual OPEB Cost:</u>	This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Annual Required Contribution plus interest on the Net OPEB obligation minus an adjustment to reflect the amortization of the net OPEB obligation.
<u>Annual Required Contribution:</u>	The sum of the normal cost and an amount to amortize the unfunded actuarial accrued liability. This is the basis of the annual OPEB cost and net OPEB obligation.
<u>Closed Amortization Period:</u>	An amortization approach where the original ending date for the amortization period remains the same. This would be similar to a conventional, 30-year mortgage, for example.
<u>Discount Rate:</u>	Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower normal costs and actuarial accrued liability.
<u>Implicit Rate Subsidy:</u>	The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees.
<u>Mortality Rate:</u>	Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.
<u>Net OPEB Obligation:</u>	The accumulated difference between the annual OPEB cost and amounts contributed to an irrevocable trust exclusively providing retiree OPEB benefits and protected from creditors.
<u>Normal Cost:</u>	The dollar value of the "earned" portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.

Total Compensation Systems, Inc.

<u>OPEB Benefits:</u>	Other PostEmployment Benefits. Generally medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
<u>Open Amortization Period:</u>	Under an open amortization period, the remaining unamortized balance is subject to a new amortization schedule each valuation. This would be similar, for example, to a homeowner refinancing a mortgage with a new 30-year conventional mortgage every two or three years.
<u>Participation Rate:</u>	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower normal cost and actuarial accrued liability. The participation rate often is related to retiree contributions.
<u>Retirement Rate:</u>	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with vesting rates to reflect both age and length of service). The more likely employees are to retire early, the higher normal costs and actuarial accrued liability will be.
<u>Transition Obligation:</u>	The amount of the unfunded actuarial accrued liability at the time actuarial accrual begins in accordance with an applicable accounting standard.
<u>Trend Rate:</u>	The rate at which the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher normal costs and actuarial accrued liability.
<u>Turnover Rate:</u>	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce normal costs and actuarial accrued liability.
<u>Unfunded Actuarial Accrued Liability:</u>	This is the excess of the actuarial accrued liability over assets irrevocably committed to provide retiree health benefits.
<u>Valuation Date:</u>	The date as of which the OPEB obligation is determined. Under GASB 43 and 45, the valuation date does not have to coincide with the statement date.
<u>Vesting Rate:</u>	The proportion of retiree benefits earned, based on length of service and, sometimes, age. (Vesting rates are often set in conjunction with retirement rates.) More rapid vesting increases normal costs and actuarial accrued liability.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Lifetouch Contract with King City High School

MEETING: February 8, 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:

This contract is for the yearbook at King City High School for the 2011-12 school year.

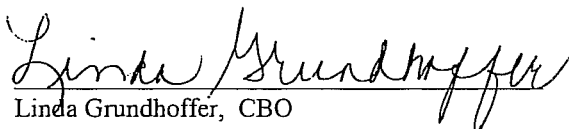
Recommendation:

Approve the contract with Lifetouch.

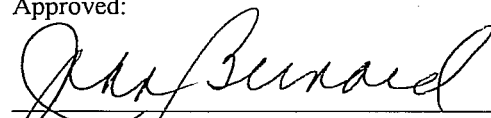
Fiscal Impact:

\$16,138.57 - ASB

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard Ed.D.
State Administrator

2012 LIFETOUCH PUBLICATION AGREEMENT - VOLUMES

Job Number

New
 Renew

School Name King City High School	Agreement Years <input checked="" type="checkbox"/> 2012 <input type="checkbox"/> 2013 <input type="checkbox"/> 2014
Street Address 720 Broadway Street	LID #
City, State, Zip King City, CA 93903	Yearbook Adviser Name Chris Houston
School Phone #/School Fax	Yearbook Adviser E-mail Chris Houston [chouston@kingcity.k12.ca.us]
1. Ship Welcome Packet To:	*Alternate Street Address
2. Ship Yearbooks To:	*Alternate City, State, Zip
3. Correspond With:	
4. Send Invoice To:	*Alternate Phone/Fax

YEARBOOK PROGRAM	COVER & BINDING	NUMBER OF PAGES	YEARBOOK ARRIVAL DATE
<input checked="" type="checkbox"/> Premier (Online)* <input type="checkbox"/> Select (PDF or Desktop)	COVER CATEGORY <input type="checkbox"/> Litho Line <input checked="" type="checkbox"/> Heritage Series	144	This must be a Friday, however books may arrive before the selected date.
Note: Sales Representative must enroll the school using the enrollment process before the customer can log in to the program. Color Type: All-Color Trim Size: Size 8 If the school was photographed by Lifetouch, please indicate the picture job #:	ENDSHEET CATEGORY <input checked="" type="checkbox"/> SFB (Same Front/Back) <input type="checkbox"/> DFB (Different Front/Back)	NUMBER OF COPIES 351 <small>Final qty and # of pages due Feb. 15 for books shipped up to June 30th and May 15th for books shipped after.</small>	
		COVER BOARD TYPE 150 pt Cover Board	BOOK ENHANCEMENTS PAPER (If no selection is made, 80# Gloss will be used) 100# Gloss
	PERSONALIZATION	ZOOM CURRENT EVENTS Bound in ALL Copies	Endsheet: Included
	DEADLINES COVER & ENDSHEET	AUTOGRAPH INSERTS 8-pg. full-color - select binding:	Color Pages: 3,331.57
	BINDING COLOR PAGE OPTIONS	SUPPLEMENTS <input type="checkbox"/> # of pgs: _____ Qty: _____	Zoom: Included
<input type="checkbox"/> Full-Color of Flats: _____ <input type="checkbox"/> Spot Color # of Flats: _____ <input type="checkbox"/> Metallic Spot Color of Flats: _____ <input type="checkbox"/> Spot Varnish # of Flats: _____ <input type="checkbox"/> UV Coating # of Flats: _____	PAGES # of pages due on each deadline: Deadline 1: _____ Deadline 2: _____ Deadline 3: _____ Deadline 4: _____ <small>Handwork will require 1 week earlier final deadline.</small>	FOLDOUT <input type="checkbox"/> # of pgs: _____ GATEFOLD <input type="checkbox"/> # of pgs: _____	Autograph Inserts: Included
		<input checked="" type="checkbox"/> Headbands & Footbands <input type="checkbox"/> Ribbon Bookmarkers <input checked="" type="checkbox"/> Vellum Inserts	Best Seller: _____
		BEST SELLER	Other: _____
			Subtotal: _____
			Estimated Freight: <input type="checkbox"/> Territory \$351.00
			Sales Tax: 1,270.26
			Lifetouch is required by state laws to apply the appropriate tax. If tax exempt, please supply official documentation.
			Total: 16,138.57
			Price Per Copy: 45.98

SPECIAL OFFERS/COMMENTS

Quantities and Specification are subject to change per adviser approval

Lifetouch Representative (Print) April Smith-Hogue	Rep Code DX01	The School, by its authorized representative, designates Lifetouch National School Studios Inc. (Lifetouch) as the School's yearbook publisher for the Agreement Years and authorizes and directs Lifetouch to print the materials as specified during the terms of this Agreement. This Agreement is subjected to the terms and conditions on the reverse side and final approval by Lifetouch sales management.
Lifetouch Representative Phone/Fax # Cell # 209-658-4230 FAX#: 209-392-3919	Authorized School Representative (Print)	Title
Lifetouch Representative Email Address	Author: - 65 -iol Representative (Signature)	Date

TERMS OF THE PUBLICATION AGREEMENT

THIS PUBLICATION AGREEMENT includes the Terms on the front and back of this form and cannot be changed except in writing, signed by the School and Lifetouch National School Studios Inc. ("Lifetouch").

LIFETOUCH will provide materials in the form of yearbook kits, layouts, envelopes, instructions and a production schedule for the programs selected to enable the School to prepare its yearbook for printing. The School agrees to prepare and submit all materials, including photographs, graphics and clip art in accordance with the instructions and deadline schedules.

INTERNET-BASED APPLICATION: Some of the Lifetouch products and services are provided through an Internet-based application ("Application"). By selecting an Application, the School authorizes Lifetouch to transmit information, including images, to and from the School and Lifetouch, its affiliated companies, their employees, agents and representatives. The School agrees to comply with the security features of the Application and to protect and control access to the Application, including without limitation, passwords, job numbers and user names.

EMAIL COMMUNICATIONS: Many yearbook communications between Lifetouch and the School will be by email. The Yearbook Adviser email address designated on the front of this Agreement, or such other email address as provided by the School, will be an agreed communication address and communication method. The School agrees to regularly monitor and keep secure the email address and advise Lifetouch promptly of any changes.

PHOTOGRAPHS AND GRAPHICS: Lifetouch reserves the right to crop photographs, graphics, clip art and other materials as deemed necessary by Lifetouch and is not liable for their loss or damage. Lifetouch will make a reasonable effort to return original materials but does not guarantee their return.

PROOFS: So that production will not be delayed, the School agrees to check proofs and return them in the envelope provided or approved via the Web site within 48 hours after receipt. Delay in returning proofs will delay delivery of the yearbooks.

DELIVERY: For on-time delivery, Lifetouch must receive the materials for the correct pages (including cover selection and final order quantity) on or before the deadline dates indicated on the front of this Agreement as may be updated via the Web site or on the Specification Form that will be sent to the School periodically. Lifetouch is excused from meeting the requested ship date if pages are not in the plant by the specified deadline date. Handwork in the book or on the cover will require the final deadline to be one week earlier. Books will be shipped to the School. Title and risk of loss will pass to the School FOB plant.

ADDITIONAL CHARGE ITEMS: The School agrees to pay for artwork provided by Lifetouch, corrective work on School material and non-standard composition or layout. All artwork and custom design work provided by Lifetouch, including any embossing or debossing dies and designs developed at the School's expense, are provided to the School for use on a nonexclusive basis, and Lifetouch retains all copyrights therein. Charges will be discussed with a School Representative and appear on the final invoice. If the School misses deadline dates and desires to maintain originally-scheduled ship date, the request will be considered based on available capacity. If capacity is available, the School agrees to pay the then current weekly fee.

PAYMENT PLAN: The School is the purchaser of the books. The School agrees to pre-sell all books. The School agrees to pay a minimum deposit of 75% at the time final pages are submitted to Lifetouch's plant. A deposit notice will be sent at the later of on or about October 1 or 30 days after this Agreement has been signed. The deposit must be remitted to Lifetouch National School Studios Inc., Accounts Receivable, P.O. Box 46993, Eden Prairie, MN 55344-9728. A final invoice will be sent to the School approximately three days after book shipment. Full payment is due (to above address) within 10 days after books are received at the School. The School agrees to pay a 1% monthly service fee for late payment. Shipments are FOB Loves Park, Illinois or Kansas City, Missouri. If during the manufacturing process overruns are printed, Lifetouch may offer to sell extra yearbooks to the School.

PAYING BY CHECK: When the School pays by check, the School authorizes Lifetouch to process the payment as a check transaction, or to use information from the check to make a one-time electronic fund transfer from the School's checking account. Funds may be withdrawn from the account on the day Lifetouch receives payment, and the financial institution will not return the check. A service fee may be charged on returned checks.

LIFETOUCH reserves the right to refuse to print any material, which in its opinion is tortious, illegal or violates any copyright or proprietary rights. Lifetouch assumes no obligation for reviewing or editing materials submitted by or on behalf of the School.

THE SCHOOL is responsible for the content of the book and materials submitted to Lifetouch for printing. Upon request, the School agrees to obtain such authorizations as considered necessary by Lifetouch. The School releases Lifetouch and will indemnify and hold harmless Lifetouch, its affiliated companies, employees, agents and representatives from any and all claims, demands, actions, losses, costs, expenses and reasonable attorney fees arising out of or in connection with the printing of any materials submitted by the School, its faculty, administrators, students, employees, representatives, agents or breach of the School's obligations for Applications.

CANCELLATION: This Agreement is not subjected to cancellation by either party during the term of this Agreement except by written consent of both the School and Lifetouch.

NEITHER PARTY is liable for delays or losses as a result of strikes, accidents, government restrictions, acts of God, acts of war, or other causes beyond its control, and such delays will not constitute a breach of contract.

THE SCHOOL grants to Lifetouch and its related companies permission to reproduce, distribute and otherwise use reproductions of the School's materials, including without limitation the cover design and production materials, in sales and promotional literature and as samples, without compensation to the School.

MISC: Lifetouch may assign its rights and obligations hereunder. This Agreement binds and benefits the parties and their respective successors and assigns.

Remit Payment To:
Lifetouch National School Studios Inc.
Accounts Receivable
PO Box 46993
Eden Prairie, MN 55344-9728

Volumes Customer Care
10800 N. Ambassador Drive
Kansas City, MO 64153
Phone: 1.800.736.4762
Fax: 1.816.880.5437
- 66 -

Lifetouch Yearbooks - Corporate
11000 Viking Drive
Eden Prairie, MN 55344

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Medi-Cal Administrative Activities Participation Agreement

MEETING: February 8, 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:

In order for the district to participate in the Medi-Cal reimbursement program, it must contract with a Local Education Consortium (LEC) which has oversight of the program on behalf of the State. LEC's are by region and for our region, Region 5, Santa Cruz County Office of Education is the LEC. The monies derived from participating in this program come from the Federal government and are unrestricted.

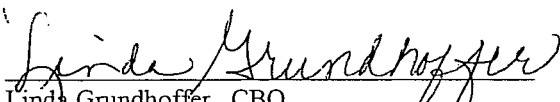
Recommendation:

Approve the contract with Santa Cruz County Office of Education.

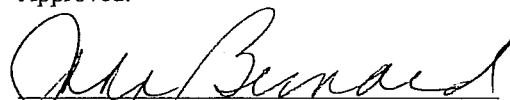
Fiscal Impact:

3% of monies earned through participation in the MAA reimbursement program.

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard/Ed.D.
State Administrator

**MEDI-CAL ADMINISTRATIVE ACTIVITIES (MAA)
PARTICIPATION AGREEMENT**

This AGREEMENT is hereby entered into this 1st of July, 2010, by and between the Santa Cruz County Office of Education, 400 Encinal Street., Santa Cruz, CA 95010, Region 5 Local Educational Consortium (LEC), hereinafter referred to as LEC, and the South Monterey County Joint Union High School District, TAX ID# _____, hereinafter referred to as DISTRICT. LEC and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, LEC has been designated by the State Department of Health Care Services (DHCS), hereinafter referred to as STATE, to represent school districts and county offices located in Region 5, hereinafter referred to as LEA (Local Education Agency) to administer Medi-Cal Administrative Activities (MAA); and

WHEREAS, the goal of the Medi-Cal Administrative Activities (MAA) Program is to improve the availability and accessibility of Medi-Cal services to Medi-Cal eligible and potentially eligible individuals, and their families where appropriate, served by the LEC and participating LEA'S and;

WHEREAS, DISTRICT is in need of such special services and advice relating to claiming Title XIX Federal Financial Participation (FFP) for administrative costs necessary for the proper and efficient administration of the Medi-Cal Administrative Activities (MAA) Program; and

WHEREAS, LEC is specially trained and experienced and competent to perform the special services required, and such services are needed on a limited basis; and

WHEREAS, DISTRICT will not use the full services of the LEC, but rather desires to either provide some services itself, or acquire them through a third party;

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 DUTIES AND RESPONSIBILITIES:

A. LEC agrees to:

1. Serve as a pass-through entity for DISTRICT'S MAA claims if deadlines and requirements are met.
2. Provide consultation to DISTRICT staff regarding the Medi-Cal Administrative Activities (MAA) Program pertaining to acceptable formats and content of the following:
 - a. Operational plan
 - b. Time surveys
 - c. MAA claim Invoices
 - d. Audit File Contents
3. Conduct quality assurance reviews for format and content of DISTRICT'S claiming unit plans, time surveys, and invoices required by DHCS;
4. Receive and distribute all of DISTRICT'S MAA reimbursements as set forth below in the section entitled "Compensation";
5. Develop, establish, and maintain MAA program monitoring procedures;

6. Maintain a central file of all MAA policies and procedures;
7. Attend statewide and regional MAA training sessions, receive and review all MAA-related correspondence from state and federal agencies, timely distribute new information to DISTRICT'S MAA Coordinator, and actively participate in policy and problem resolution discussions with regional, state, and federal entities.
8. After reviewing financial summaries and comparing to MAA invoices for accuracy, submit DISTRICT'S certified MAA claim invoices to STATE on a quarterly basis, within STATE specified time lines.
9. Designate an employee to act as a liaison to DISTRICT regarding issues relating to this AGREEMENT.

B. DISTRICT agrees to:

1. Assess DISTRICT MAA claiming potential and determine which staff will participate in the time survey and what direct charges, if applicable, will be claimed.
2. Ensure that all MAA operational plans, invoices, time surveys, and any subsequent operational plan amendments are prepared and submitted in accordance with applicable LEC, STATE and federal regulations, policies and procedures.
3. Account for the activities of DISTRICT staff conducting MAA activities in accordance with the provisions of W & I Code 14132.47 via the STATE approved time survey form.
4. Ensure all participating DISTRICT staff claiming reimbursement through Title XIX Medi-Cal administrative claiming are appropriately trained and kept informed of applicable MAA information and requirements for claiming.
5. Account for any claimed costs resulting from direct charges or the development of transportation rates.
6. Ensure that all MAA claiming is conducted in accordance with applicable LEC and STATE and federal regulations, policies and procedures.
7. Determine appropriate methodologies to compute the percentage of Medi-Cal recipients in the district, on a quarterly basis.
8. Ensure no duplicative billings.
9. Submit to LEC, certified quarterly summary invoices and expenditure information for submittal to STATE no later than twelve (12) months after the end of the quarter in which the time study was completed.
10. Submit to LEC, DISTRICT'S detailed certified invoice that identifies each claim category to which expenditure data must adhere for insertion into the HCFA 64. DISTRICT shall submit a separate detailed certified invoice for each program, clinic, nongovernmental entity and subcontract claiming MAA costs pursuant to this AGREEMENT, except for contracted employees under the direct control of the DISTRICT. DISTRICT'S invoices must be submitted to LEC on the STATE approved claim invoice format within STATE required timelines.
11. Hold LEC harmless from any federal disallowance of MAA claim payments made to DISTRICT by the STATE. Allow LEC to recover from DISTRICT the amount of any federal disallowance in the manner authorized by applicable laws and regulations.

12. Certify the non-federal match for Title XIX funds claimed for MAA activities conducted by DISTRICT. Certification will be made for each quarterly invoice submitted through LEC to STATE for payment.
13. Develop procedures for establishing and maintaining files that are consistent with procedures outlined by STATE and LEC, and ensure that audit files are kept current.
14. Retain all appropriate records and documents for a minimum of three (3) years after the end of the quarter in which the expenditures were incurred for the MAA activities.
15. Designate an employee to act as liaison with LEC for issues concerning this AGREEMENT.
16. Provide fiscal and MAA Program contacts necessary to provide district specific information relative to MAA operational plan and amendments, time surveys and invoices.
17. Adhere to the following dates and conditions set forth.
 - a) A summary spreadsheet detailing time survey results will be submitted twelve (12) months after the end of the quarter in which the time survey was completed.
 - b) Submit certified quarterly invoices and expenditure information in summary format no later than twelve (12) months after the end of the quarter in which the time survey was completed.
 - c) LEA agrees to revise any and all forms returned to the LEA within 30 calendar days, or the LEC has the right to withdraw the operational plan or invoice for Department of Health Care Services (DHCS) approval.

2.0 SELECTION OF VENDOR

- A. LEC may hire a third party to perform all or some services in performance of this AGREEMENT, whom shall act as agent for LEC. LEC will disclose to DISTRICT that agent and will notice DISTRICT of any changes.
- B. DISTRICT may hire a third party to perform all or some services in performance of this AGREEMENT, whom shall act as agent for DISTRICT. DISTRICT will disclose to LEC that agent and will notice LEC of any changes.

3.0 TERM

LEC shall commence providing services under this AGREEMENT on **July 1, 2010**, and will diligently perform as required through **June 30, 2011**, subject to termination as set forth in this AGREEMENT. **This agreement shall automatically renew for additional periods of twelve months each (July to June), unless one party has provided written notice of cancellation to the other party not less than 90 days prior to the renewal date.**

4.0 COMPENSATION.

- A. Upon satisfactory compliance of DISTRICT'S responsibilities outlined in Section 1.0 of this AGREEMENT and after LEC has received reimbursement from the STATE for DISTRICT'S quarterly MAA claim(s) , LEC shall transfer to DISTRICT an

amount equal to the Federal share of cost received as reimbursement for DISTRICT'S MAA claim submitted by DISTRICT, **less a 3.0% (three percent) fee** which will be used to support LEC'S MAA administration and a STATE participation fee which is based on the STATE'S cost of administering the MAA claiming process. The participation fee will be determined by the STATE on an annual basis.

- B. LEC shall forward to DISTRICT, the Federal share of cost received as reimbursement for DISTRICT'S MAA claim, less all applicable fees, within thirty (30) days of receipt and reconciliation by LEC.
- C. The obligations of LEC and DISTRICT under this AGREEMENT are contingent upon the availability of funds furnished by the United States Government. In the event that such funding is terminated or reduced, this AGREEMENT may be terminated, and LEC'S and DISTRICT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the DISTRICT from the STATE under the AGREEMENT. LEC shall provide DISTRICT written notification of such termination. Notice shall be deemed given when notification by the DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

5.0 INDEPENDENT CONTRACTOR

LEC, in the performance of this AGREEMENT, shall be and act as an independent contractor. LEC understands and agrees that he/she and all his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. LEC assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. LEC shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to LEC'S employee(s).

6.0 COPYRIGHT

DISTRICT understands and agrees that all forms and related instructional materials developed by LEC or its agents, shall remain the exclusive property of LEC or it's agents and cannot be used without LEC'S or agent's express written permission. LEC or its agents shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent all forms and related instructional materials developed under this AGREEMENT.

7.0 HOLD HARMLESS

- A. LEC hereby agrees to indemnify, defend, and hold harmless DISTRICT, its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or

omissions of employees, agents or officers of LEC or the Santa Cruz County Board of Education during the period of this AGREEMENT.

- B. DISTRICT hereby agrees to indemnify, defend, and hold harmless LEC, the Santa Cruz County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

8.0 CONFIDENTIALITY

- A. DISTRICT and LEC shall maintain confidentiality of their respective records and information, governing the confidentiality of client or student information for Medi-Cal clients served under this AGREEMENT. Applicable laws include, but are not limited to Welfare and Institutions Code, California Code of Regulations and all applicable federal and/or state laws or regulations as each may now exist or be hereafter amended. The confidentiality obligations contained in this section shall survive termination of this AGREEMENT.
- B. DISTRICT understands and agrees to take all reasonable steps to avoid unauthorized disclosure of the LEC'S agents' proprietary data for purposes of this AGREEMENT defined as data file specifications, related instructions, management reports, training material, plans, or other information relating to the performance of LEC'S agents services hereunder, disclosed by LEC to DISTRICT pursuant to this AGREEMENT. DISTRICT shall not during or after the term of this AGREEMENT, permit the copying, duplication, or use of any LEC'S agents' proprietary data, by or to any person other than authorized employees, agents or representatives of DISTRICT.

9.0 ACCURACY OF INFORMATION

DISTRICT shall make reasonable efforts to assure that the information supplied to LEC hereunder shall be true, complete, and accurate in all respects. DISTRICT shall assume sole responsibility for the truth, completeness and accuracy of all information supplied to LEC and agrees that LEC shall have no responsibility or liability for the truth, completeness or accuracy of any information submitted by DISTRICT hereunder.

10.0 LIMITATION OF LIABILITY

LEC shall not be liable for damages or losses to any DISTRICT employees, agents, independent contractors or students relating to lost medical services or lost data. LEC shall not be liable for any sums DISTRICT does not obtain in reimbursement, or for any incidental, indirect, special or consequential damages to DISTRICT arising from the denial of any request for reimbursement from the STATE.

11.0 ASSIGNMENT

The obligations of the DISTRICT pursuant to this AGREEMENT shall not be assigned by the DISTRICT without prior written approval of LEC.

12.0 NON-DISCRIMINATION

LEC and DISTRICT agree that they will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

13.0 TERMINATION

LEC or DISTRICT may, at any time, with or without cause, terminate this AGREEMENT with the giving of ninety (90) days prior written notice to the other party. DISTRICT shall compensate LEC only for services satisfactorily rendered to the date of termination. **This agreement may be terminated at any time upon mutual agreement of the parties.**

14.0 NOTICE

All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: South Monterey County Joint Union High School District
800 Broadway Street
King City, CA 93930-3326

LEC: Santa Cruz County Office of Education
Mary Hart, CBO/LEC MAA Coordinator
400 Encinal Street
Santa Cruz, CA 95060-2115

15.0 NON-WAIVER

The failure of LEC or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

16.0 SEVERABILITY

If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

17.0 GOVERNING LAW

The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Santa Cruz County, California.

18.0 ENTIRE AGREEMENT/AMENDMENT

This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

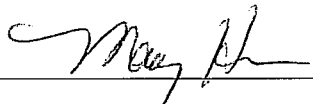
19.0 SIGNATURE AUTHORITY

Each person signing this Agreement represents that he or she has been authorized and empowered to enter into this Agreement by the party on whose behalf the signature is made.

FOR DISTRICT:
(South Monterey County JUHSD)

FOR LEC:
(Santa Cruz County Office of Education)

BY: _____

BY:  _____

PRINT NAME: _____

PRINT NAME: **Mary Hart**

TITLE: _____

TITLE: **Region 5 LEC MAA Coordinator**

DATE: _____

DATE: 1/31

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

SUBJECT: Monthly Cash Flow Report

MEETING: February 8, 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:

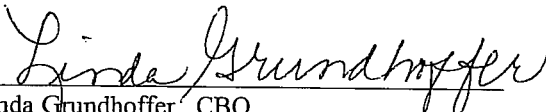
The monthly Cash Flow Report includes actual cash output through the prior month and gives an estimate of cash expenditures through June of the current year. With the receipt of deferred revenue limit funds from July, August and September and the acceptance of our waiver of the March deferral, it appears at this time that the district will end the 2011-12 year with a positive cash balance.

Recommendation:

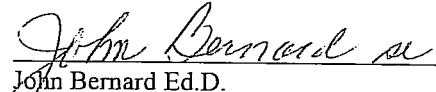
Information only.

Fiscal Impact:

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard Ed.D.
State Administrator

ACTUALS THROUGH THE MONTH OF (Enter Month Name):	Object	July	August	September	October	November	December
A. BEGINNING CASH	9110	615,705.03	581,149.49	(348,719.59)	1,911,348.47	604,685.17	(576,010.52)
B. RECEIPTS							
Revenue Limit Sources							
Property Taxes	8020-8079	34,082.95	(26,324.47)	42,484.00	5,267.57	21,519.23	2,491,464.50
Principal Apportionment	8010-8019			1,601,783.00	252,909.96		
Miscellaneous Funds	8080-8099	2,466.31	3,511.10	3,543.09	3,471.83	3,376.77	3,414.61
Federal Revenue	8100-8299		432,901.62		(1,156.93)	62,708.00	19,897.98
Other State Revenue	8300-8599	163,850.00	74,555.00	334,527.54	171,560.37	83,915.00	354,982.00
Other Local Revenue	8600-8799	4,754.38	37,970.88	102,411.05	83,630.11	89,300.53	48,805.24
Interfund Transfers In	8910-8929					0.00	
All Other Financing Sources	8930-8979			2,000,000.00			
Other Receipts/Non-Revenue			24,035.71				
TOTAL RECEIPTS		205,153.64	546,649.84	4,084,748.68	515,682.91	260,819.53	2,918,564.33
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	101,510.24	710,839.43	716,370.62	742,767.05	747,876.59	48,027.44
Classified Salaries	2000-2999	131,602.39	207,980.99	205,191.54	192,815.19	191,338.31	222,492.23
Employee Benefits	3000-3999	77,144.36	414,212.24	332,140.96	349,822.65	278,230.74	62,867.30
Books, Supplies and Services	4000-5999	297,553.81	156,352.49	172,588.24	235,687.77	182,040.86	348,424.53
Capital Outlay	6000-6599						
Other Outgo	7000-7499	20,043.97	42,092.34	986,200.16	19,584.29	42,092.34	0.00
Interfund Transfers Out	7600-7629						
All Other Financing Uses	7630-7699						
Other Disbursements/							
Non Expenditures		(17.11)	816,472.45	(127.30)	(104.02)		
TOTAL DISBURSEMENTS		627,837.66	2,347,949.94	2,412,364.22	1,540,572.93	1,441,578.84	681,811.50
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable	9200	619,841.15	1,036,195.64	724,297.99	(326,322.30)	63.62	0.00
Accounts Payable	9500	231,712.67	164,764.62	136,614.39	(44,549.02)	0.00	(22,971.57)
TOTAL PRIOR YEAR TRANSACTIONS		388,128.48	871,431.02	587,683.60	(281,773.28)	63.62	22,971.57
E. NET INCREASE/DECREASE (B - C + D)		(34,555.54)	(929,869.08)	2,260,068.06	(1,306,663.30)	(1,180,695.69)	2,259,724.40
F. ENDING CASH (A + E)		581,149.49	(348,719.59)	1,911,348.47	604,685.17	(576,010.52)	1,683,713.88
G. ENDING CASH, PLUS ACCRUALS							

Object	January	February	March	April	May	June	Accruals	TOTAL
9110	1,683,713.88	2,950,620.08	1,869,335.08	835,350.82	1,707,036.66	933,875.52		
8020-8079	54,107.00			1,985,315.22	217,893.00			4,825,809.00
8010-8019	2,904,613.00	0.00	177,545.22	0.00	0.00	0.00	661,247.54	5,598,098.72
8080-8099	(114,711.58)	18,985.57	18,958.57	18,958.57	18,958.57	19,066.59		0.00
8100-8299	35,907.00	310,041.35	127,468.07	115,259.28	91,408.26	155,106.20	156,735.17	1,506,276.00
8300-8599	610,731.04	66,785.30	67,204.01	121,541.30	195,557.39	42,406.15	295,330.90	2,582,946.00
8600-8799	314,820.48	82,032.31	83,724.40	73,141.00	185,683.67	26,800.00	9,296.15	1,142,370.20
8910-8929	0.00					200,000.00		200,000.00
8930-8979								2,000,000.00
						(24,035.71)		0.00
	3,805,466.94	477,844.53	474,900.27	2,314,215.37	709,500.89	419,343.23	1,122,609.76	17,855,499.92
1000-1999	1,428,464.05	728,115.00	728,115.00	728,115.00	785,042.00	101,507.31	0.00	7,566,749.73
2000-2999	195,356.87	211,203.29	211,203.29	211,203.29	211,203.29	236,914.13	22,255.78	2,450,760.59
3000-3999	440,199.68	283,230.74	283,230.74	283,230.74	296,541.24	213,466.58	6,654.48	3,320,972.45
4000-5999	166,545.04	264,821.00	214,576.00	148,221.00	118,116.00	498,547.00	746,905.20	3,550,378.94
6000-6599								0.00
7000-7499	(944,107.82)	71,759.50	71,759.50	71,759.50	71,759.50	71,759.50	49,373.22	574,076.00
7600-7629						175,601.00		175,601.00
7630-7699								0.00
	1,252,102.92							
	2,538,560.74	1,559,129.53	1,508,884.53	1,442,529.53	1,482,662.03	1,297,795.52	825,188.68	2,068,326.94
9200	0.00					0.00		2,054,076.10
9500	0.00							465,571.09
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,588,505.01
	1,266,906.20	(1,081,285.00)	(1,033,984.26)	871,685.84	(773,161.14)	(878,452.29)	297,421.08	(262,860.72)
	2,950,620.08	1,869,335.08	835,350.82	1,707,036.66	933,875.52	55,423.23		
								352,844.31

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Monthly Board Report of Revenues and Expenditures

MEETING: February 8, 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:

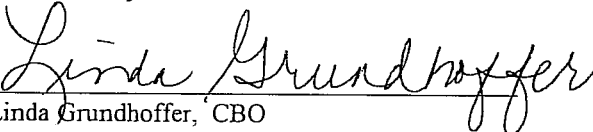
The Board Report of Revenues and Expenditures is provided monthly for the Board's information. The report includes the adopted budget, current working budget and actual activity to date for all funds of the district.

Recommendation:

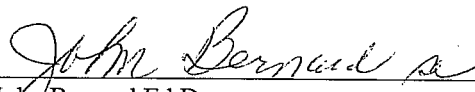
Information Only

Fiscal Impact:

Submitted By:


Linda Grundhoffer, CBO

Approved:


John Bernard Ed.D.
State Administrator

Board Report

From 7/1/2011 thru 2/2/2012

01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance
			Current	Year To Date		
**** Total Adjusted Beginning Balance	\$1,039,406.19	\$1,630,821.09	\$1,630,821.09	\$1,630,821.09	\$0.00	\$0.00
100 Revenue Limit State Aid - Current Year	\$6,059,759.00	\$6,056,751.00	\$4,506,396.00	\$4,506,396.00	\$0.00	\$1,550,355.00
900 Revenue Limit State Aid - Prior Years	\$0.00	\$0.00	\$252,909.96	\$252,909.96	\$0.00	(\$252,909.96)
100 Home Owners Exemption	\$26,000.00	\$26,000.00	\$13,961.43	\$13,961.43	\$0.00	\$12,038.57
100 Secured Tax Rolls	\$4,369,500.00	\$4,369,500.00	\$2,258,716.09	\$2,258,716.09	\$0.00	\$2,110,783.91
200 Unsecured Roll Taxes	\$165,000.00	\$165,000.00	\$166,588.16	\$166,588.16	\$0.00	(\$1,588.16)
100 Prior Years' Taxes	\$160,000.00	\$160,000.00	\$124,099.78	\$124,099.78	\$0.00	\$35,900.22
100 Supplemental Taxes	\$25,000.00	\$25,000.00	\$26,480.16	\$26,480.16	\$0.00	(\$1,480.16)
700 Community Redevelopment Funds	\$28,309.00	\$28,309.00	\$20,390.17	\$20,390.17	\$0.00	\$7,918.83
800 Penalties and Interest from Delinquent Taxes	\$0.00	\$0.00	\$12,364.99	\$12,364.99	\$0.00	(\$12,364.99)
200 PERS Reduction Transfer	\$33,116.00	\$27,694.00	\$23,080.13	\$23,080.13	\$0.00	\$4,613.87
600 Transfers to Charter Schools In-Lieu of Property Tax	(\$220,000.00)	(\$202,300.00)	(\$118,008.00)	(\$118,008.00)	\$0.00	(\$84,292.00)
100 Special Education - Entitlement per UDC	\$356,305.00	\$356,305.00	(\$55,908.74)	(\$55,908.74)	\$0.00	\$412,213.74
000 All Other Federal Revenues	\$1,091,599.00	\$1,149,971.00	\$606,166.41	\$606,166.41	\$0.00	\$543,804.59
100 Other State Apportionments - Current Year	\$593,488.00	\$489,061.00	\$338,284.93	\$338,284.93	\$0.00	\$150,776.07
000 Mandated Cost Reimbursements	\$0.00	\$69,361.00	\$69,361.00	\$69,361.00	\$0.00	\$0.00
000 State Lottery Revenue	\$211,904.00	\$269,724.00	\$73,774.00	\$73,774.00	\$0.00	\$195,950.00
000 All Other State Revenues	\$1,722,904.00	\$1,754,800.00	\$1,312,701.02	\$1,312,701.02	\$0.00	\$442,098.98
600 Comm. Redevelop. Fds Not Sub. to RL Deduct.	\$30,000.00	\$26,419.00	\$26,700.29	\$26,700.29	\$0.00	(\$281.29)
000 Leases and Rentals	\$26,800.00	\$12,500.00	\$11,866.14	\$11,866.14	\$0.00	\$633.86
000 Interest	\$4,000.00	\$4,000.00	\$2,783.65	\$2,783.65	\$0.00	\$1,216.35
200 Gains or Losses on Investments	\$0.00	\$2,408.00	\$2,042.34	\$2,042.34	\$0.00	\$365.66
700 Interagency Services Between LEAs	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
900 All Other Local Revenues	\$268,500.00	\$307,119.20	\$226,945.25	\$226,945.25	\$0.00	\$80,173.95

Board Report

From 7/1/2011 thru 2/2/2012

Fund: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
379200 Transfers of Apportionments From County Offices	\$650,000.00	\$739,924.00	\$411,355.00	\$411,355.00	\$0.00	\$328,569.00 44.41
891900 Other Authorized Interfund Transfers In	\$0.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00 100.00
993100 Emergency Apportionments	\$2,000,000.00	\$2,000,000.00	\$2,000,000.00	\$2,000,000.00	\$0.00	\$0.00 0.00
998000 Contributions from Unrestricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00
999000 Contributions/Transfers from Restricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00
**** 8000 Totals	\$17,652,184.00	\$18,087,546.20	\$12,313,050.16	\$12,313,050.16	\$0.00	\$5,774,496.04 31.93
**** Total Income & Beginning Balance	\$18,691,590.19	\$19,718,367.29	\$13,943,871.25	\$13,943,871.25	\$0.00	\$5,774,496.04 29.28
110000 Teachers' Salaries	\$5,770,366.00	\$5,908,077.90	\$3,613,955.83	\$3,613,955.83	\$0.00	\$2,294,122.07 38.83
110000 Substitute Teachers	\$173,850.00	\$190,810.00	\$105,315.13	\$105,315.13	\$0.00	\$85,494.87 44.81
110030 Teachers Salaries - Hourly	\$14,120.00	\$42,400.00	\$24,230.00	\$24,230.00	\$0.00	\$18,170.00 42.85
110060 Teachers Salaries - Stipends	\$14,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00 100.00
20000 Certificated Pupil Support Salaries	\$195,612.00	\$172,703.00	\$106,751.40	\$106,751.40	\$0.00	\$65,951.60 38.19
30000 Certificated Supervisors' and Administrators' Salaries	\$1,036,755.00	\$951,736.00	\$541,118.76	\$541,118.76	\$0.00	\$410,617.24 43.14
30010 Certificated Supervisor and Administrator Salaries-Su	\$32,000.00	\$32,000.00	\$30,872.38	\$30,872.38	\$0.00	\$1,127.62 3.52
90020 Other Certificated Salaries - Other	\$90,000.00	\$90,000.00	\$26,825.00	\$26,825.00	\$0.00	\$63,175.00 70.19
90030 Other Certificated Salaries - Hourly	\$0.00	\$41,920.00	\$41,345.00	\$41,345.00	\$0.00	\$575.00 1.37
90060 Other Certificated Salaries - Stipend	\$16,000.00	\$16,000.00	\$5,160.00	\$5,160.00	\$0.00	\$10,840.00 67.75
**** 1000 Totals	\$7,342,703.00	\$7,459,646.90	\$4,495,573.50	\$4,495,573.50	\$0.00	\$2,964,073.40 39.73
110000 Instructional Aides' Salaries	\$296,464.30	\$314,805.00	\$198,972.07	\$198,972.07	\$0.00	\$115,832.93 36.80
110010 Instructional Aides- Substitute	\$5,000.00	\$5,000.00	\$1,545.59	\$1,545.59	\$0.00	\$3,454.41 69.09
110030 Instructional Aides Salaries - Hourly	\$5,000.00	\$5,000.00	\$450.37	\$450.37	\$0.00	\$4,549.63 90.99
20000 Classified Support Salaries	\$1,055,617.40	\$1,027,617.40	\$507,858.36	\$507,858.36	\$0.00	\$519,759.04 50.58
20010 Substitute Classified Support Salaries	\$10,000.00	\$10,000.00	\$22,136.02	\$22,136.02	\$0.00	(\$12,136.02) (121.36)
20030 Classified Support Salaries - Hourly	\$7,000.00	\$13,000.00	\$12,960.21	\$12,960.21	\$0.00	\$39.79 0.31

Board Report

From 7/1/2011 thru 2/2/2012

01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
050 Classified Support Salaries - Overtime	\$64,500.00	\$29,500.00	\$21,754.65	\$21,754.65	\$0.00	\$7,745.35	26.26
000 Classified Supervisors' and Administrators' Salaries	\$481,180.00	\$481,180.00	\$283,253.10	\$283,253.10	\$0.00	\$197,926.90	41.13
000 Clerical & Office Salaries	\$446,881.19	\$482,158.19	\$251,743.69	\$251,743.69	\$0.00	\$230,414.50	47.79
010 Substitute Clerical and Office Salaries	\$0.00	\$0.00	\$603.88	\$603.88	\$0.00	(\$603.88)	0.00
030 Clerical and Office Salaries - Hourly	\$0.00	\$0.00	\$11,021.56	\$11,021.56	\$0.00	(\$11,021.56)	0.00
050 Clerical and Office Salaries - Overtime	\$0.00	\$0.00	\$2,115.77	\$2,115.77	\$0.00	(\$2,115.77)	0.00
020 Other Classified Salaries - Other	\$82,500.00	\$82,500.00	\$31,675.00	\$31,675.00	\$0.00	\$50,825.00	61.61
000 Other Classified Salaries - Overtime	\$0.00	\$0.00	\$687.25	\$687.25	\$0.00	(\$687.25)	0.00
**** 2000 Totals	\$2,454,142.89	\$2,450,760.59	\$1,346,777.52	\$1,346,777.52	\$0.00	\$1,103,983.07	45.05
100 State Teachers' Retirement System. certified	\$562,905.00	\$583,738.00	\$351,084.76	\$351,084.76	\$0.00	\$232,653.24	39.86
200 Public Employees' Retirement System. classified	\$249,062.45	\$252,816.45	\$135,844.43	\$135,844.43	\$0.00	\$116,972.02	46.27
100 Social Security/Medicare/Alternative. certified	\$103,180.00	\$108,063.00	\$61,857.38	\$61,857.38	\$0.00	\$46,205.62	42.76
200 Social Security/Medicare/Alternative. classified	\$185,376.00	\$188,076.00	\$97,416.13	\$97,416.13	\$0.00	\$90,659.87	48.20
100 Health & Welfare Benefits. certified	\$913,372.00	\$928,028.00	\$572,417.95	\$572,417.95	\$0.00	\$355,610.05	38.32
200 Health & Welfare Benefits. classified	\$559,142.00	\$561,647.00	\$286,465.92	\$286,465.92	\$0.00	\$275,181.08	49.00
100 State Unemployment Insurance. certified	\$114,225.00	\$117,307.00	\$70,946.05	\$70,946.05	\$0.00	\$46,360.95	39.52
200 State Unemployment Insurance. classified	\$40,675.00	\$46,244.00	\$26,022.09	\$26,022.09	\$0.00	\$20,221.91	43.73
100 Worker's Compensation Insurance. certified	\$174,179.00	\$179,515.00	\$107,750.34	\$107,750.34	\$0.00	\$71,764.66	39.98
200 Worker's Compensation Insurance. classified	\$60,662.00	\$61,526.00	\$31,939.04	\$31,939.04	\$0.00	\$29,586.96	48.09
100 Retiree Benefits. certified	\$135,000.00	\$83,965.00	\$53,101.24	\$53,101.24	\$0.00	\$30,863.76	36.76
200 Retiree Benefits. classified	\$45,000.00	\$32,028.00	\$17,257.38	\$17,257.38	\$0.00	\$14,770.62	46.12
200 PERS Reduction. Classified	\$32,306.00	\$27,694.00	\$23,076.17	\$23,076.17	\$0.00	\$4,617.83	16.67
100 Other Benefits. certified	\$150,325.00	\$150,325.00	\$119,439.05	\$119,439.05	\$0.00	\$30,885.95	20.55

Board Report

From 7/1/2011 thru 2/2/2012

01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
0335 Direct Costs for Transfer of Services - Motor Pool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
000 Professional/Consulting Services and Operating Expe	\$649,595.00	\$1,133,559.16	\$451,885.07	\$451,885.07	\$448,584.70	\$233,089.39	20.56
010 Prof. Services & Operating Expenses- Legal	\$55,000.00	\$51,000.00	\$13,678.31	\$13,678.31	\$41,319.69	(\$3,998.00)	(7.84)
020 Prof. Services & Operating Expenses - Transportatio	\$7,120.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	0.00
040 Prof. Services & Operating Expenses - Advertising	\$0.00	\$143.00	\$147.25	\$147.25	\$0.00	(\$4.25)	(2.97)
050 Prof Services & Operating Expenses-Software Licens	\$396,385.00	\$269,880.00	\$90,537.40	\$90,537.40	\$10,795.00	\$168,547.60	62.45
060 Prof Services and Operating Expenses - Fingerprint/	\$3,000.00	\$3,000.00	\$1,105.00	\$1,105.00	\$800.00	\$1,095.00	36.50
080 Communications - Telephone	\$1,200.00	\$2,500.00	\$2,101.60	\$2,101.60	\$397.64	\$0.76	0.03
090 Communications - Postage	\$28,250.00	\$29,834.00	\$20,183.73	\$20,183.73	\$2,045.12	\$7,605.15	25.49
040 Communications - Cellular Phones	\$11,810.00	\$13,625.00	\$6,921.15	\$6,921.15	\$1,546.27	\$5,157.58	37.85
**** 5000 Totals	\$2,150,662.00	\$2,522,724.39	\$1,164,061.10	\$1,164,061.10	\$846,846.58	\$511,816.71	20.29
**** 1000 - 5000	\$15,915,419.34	\$16,781,758.88	\$9,356,161.69	\$9,356,161.69	\$979,393.42	\$6,446,203.77	38.41
000 State Special Schools	\$12,420.00	\$12,420.00	\$0.00	\$0.00	\$0.00	\$12,420.00	100.00
200 Other Tuition, Excess Costs, and/or Deficits Payment	\$533,656.00	\$533,656.00	\$165,905.28	\$165,905.28	\$0.00	\$367,750.72	68.91
200 All Other Transfers to County Offices	\$28,000.00	\$28,000.00	\$0.00	\$0.00	\$0.00	\$28,000.00	100.00
000 Transfers of Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
000 Transfers of Indirect Costs-Interfund	(\$44,613.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
000 Debt Service Interest	\$927,843.76	\$975,144.00	\$0.00	\$0.00	\$0.00	\$975,144.00	100.00
000 Other Debt Service Payments	\$277,000.00	\$270,000.00	\$0.00	\$0.00	\$0.00	\$270,000.00	100.00
000 From General Fund to Cafeteria Fund	\$116,719.00	\$175,601.00	\$0.00	\$0.00	\$0.00	\$175,601.00	100.00
**** 7000 Totals	\$1,851,025.76	\$1,994,821.00	\$165,905.28	\$165,905.28	\$0.00	\$1,828,915.72	91.68
**** 1000 - 7000	\$17,766,445.10	\$18,776,579.88	\$9,522,066.97	\$9,522,066.97	\$979,393.42	\$8,275,119.49	44.07

Board Report

From 7/1/2011 thru 2/2/2012

2/2/2012 11:51:18AM

id: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			Balance
Total: Beginning Balance	\$1,039,406.19	\$1,630,821.09	\$1,630,821.09	\$1,630,821.09	\$0.00	\$0.00	0.00
Total: Income Current Year	\$17,652,184.00	\$18,087,546.20	\$12,313,050.16	\$12,313,050.16	\$0.00	\$5,774,496.04	31.93
Total: 1000 - 5000	\$15,915,419.34	\$16,781,758.88	\$9,356,161.69	\$9,356,161.69	\$979,393.42	\$6,446,203.77	38.41
Total: 1000 - 6000	\$15,915,419.34	\$16,781,758.88	\$9,356,161.69	\$9,356,161.69	\$979,393.42	\$6,446,203.77	38.41
Total: 1000 - 7000	\$17,766,445.10	\$18,776,579.88	\$9,522,066.97	\$9,522,066.97	\$979,393.42	\$8,275,119.49	44.07
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$925,145.09	\$941,787.41	\$4,421,804.28	\$4,421,804.28	(\$979,393.42)	(\$2,500,623.45)	(265.52)
:							
Total Income & Beginning Balance	\$18,691,590.19	\$19,718,367.29	\$13,943,871.25	\$13,943,871.25	\$0.00	\$5,774,496.04	29.28
Total Expenditures & Ending Balance	\$18,691,590.19	\$19,718,367.29	\$13,943,871.25	\$13,943,871.25	\$0.00	\$5,774,496.04	29.28

Board Report

From 7/1/2011 thru 2/2/2012

09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
**** Total Adjusted Beginning Balance	\$137,733.00	\$234,988.51	\$234,988.51	\$234,988.51	\$0.00	\$0.00	0.00
5000 Charter Schools Gen Purpose Entitlement-State Aid	\$327,000.00	\$462,491.00	\$222,599.00	\$222,599.00	\$0.00	\$239,892.00	51.87
6000 Revenue Limit State Aid - Prior Years	\$0.00	\$0.00	\$39,738.91	\$39,738.91	\$0.00	(\$39,738.91)	0.00
6000 Transfers to Charter Schools In-Lieu of Property Tax	\$150,000.00	\$202,300.00	\$118,008.00	\$118,008.00	\$0.00	\$84,292.00	41.67
0000 State Lottery Revenue	\$0.00	\$0.00	\$13,840.37	\$13,840.37	\$0.00	(\$13,840.37)	0.00
0000 All Other State Revenues	\$30,500.00	\$30,643.00	\$21,653.00	\$21,653.00	\$0.00	\$8,990.00	29.34
0000 Interest	\$100.00	\$775.00	\$179.01	\$179.01	\$0.00	\$595.99	76.90
0000 Contributions from Unrestricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
**** 8000 Totals	\$507,600.00	\$696,209.00	\$416,018.29	\$416,018.29	\$0.00	\$280,190.71	40.25
**** Total Income & Beginning Balance	\$645,333.00	\$931,197.51	\$651,006.80	\$651,006.80	\$0.00	\$280,190.71	30.09
0000 Teachers' Salaries	\$57,608.00	\$95,200.00	\$53,796.64	\$53,796.64	\$0.00	\$41,403.36	43.49
0100 Substitute Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
0300 Teachers Salaries - Hourly	\$155,000.00	\$94,000.00	\$46,600.00	\$46,600.00	\$0.00	\$47,400.00	50.43
0900 Certificated Supervisors' and Administrators' Salaries	\$46,856.00	\$84,554.00	\$49,322.91	\$49,322.91	\$0.00	\$35,231.09	41.67
**** 1000 Totals	\$259,464.00	\$273,754.00	\$149,719.55	\$149,719.55	\$0.00	\$124,034.45	45.31
0000 Clerical & Office Salaries	\$35,038.00	\$35,038.00	\$20,791.40	\$20,791.40	\$0.00	\$14,246.60	40.66
**** 2000 Totals	\$35,038.00	\$35,038.00	\$20,791.40	\$20,791.40	\$0.00	\$14,246.60	40.66
0000 State Teachers' Retirement System, certificated	\$21,191.00	\$21,711.00	\$9,587.99	\$9,587.99	\$0.00	\$12,123.01	55.84
0000 Public Employees' Retirement System, classified	\$3,755.00	\$3,755.00	\$2,271.05	\$2,271.05	\$0.00	\$1,483.95	39.52
0000 Social Security/Medicare/Alternative, certificated	\$31,124.00	\$31,360.00	\$1,735.73	\$1,735.73	\$0.00	\$29,624.27	94.47
0000 Social Security/Medicare/Alternative, classified	\$2,680.00	\$2,680.00	\$1,590.59	\$1,590.59	\$0.00	\$1,089.41	40.65

Board Report

From 7/1/2011 thru 2/2/2012

	Approved	Working	Current	Year To Date	Encumbered	Unencumbered Balance	%
40100 Health & Welfare Benefits. certified	\$16,230.00	\$16,988.00	\$9,966.83	\$9,966.83	\$0.00	\$7,021.17	41.33
40200 Health & Welfare Benefits. classified	\$10,820.00	\$10,820.00	\$6,232.62	\$6,232.62	\$0.00	\$4,587.38	42.40
50100 State Unemployment Insurance. certified	\$4,135.00	\$4,232.00	\$2,384.29	\$2,384.29	\$0.00	\$1,847.71	43.66
50200 State Unemployment Insurance. classified	\$564.00	\$564.00	\$334.72	\$334.72	\$0.00	\$229.28	40.65
60100 Worker's Compensation Insurance. certified	\$6,284.00	\$6,431.00	\$3,622.95	\$3,622.95	\$0.00	\$2,808.05	43.66
60200 Worker's Compensation Insurance. classified	\$857.00	\$857.00	\$508.68	\$508.68	\$0.00	\$348.32	40.64
80200 PERS Reduction. Classified	\$810.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
**** 3000 Totals	\$98,450.00	\$99,398.00	\$38,235.45	\$38,235.45	\$0.00	\$61,162.55	61.53
10000 Approved Textbooks and Core Curricula Materials	\$6,000.00	\$7,360.00	\$7,223.92	\$7,223.92	\$0.00	\$136.08	1.85
20000 Books and Reference Materials	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
30000 Materials and Supplies	\$2,500.00	\$4,071.00	\$1,898.04	\$1,898.04	\$454.85	\$1,718.11	42.20
**** 4000 Totals	\$10,000.00	\$11,431.00	\$9,121.96	\$9,121.96	\$454.85	\$1,854.19	16.22
20000 Travel and Conferences	\$5,500.00	\$2,145.00	\$435.70	\$435.70	\$450.00	\$1,259.30	58.71
30000 Dues and Memberships	\$150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
60010 Maintenance Agreements	\$1,500.00	\$1,900.00	\$1,531.26	\$1,531.26	\$0.00	\$368.74	19.41
60030 Leases and Rentals	\$2,750.00	\$4,293.00	\$1,928.87	\$1,928.87	\$2,214.13	\$150.00	3.49
80000 Professional/Consulting Services and Operating Expe	\$1,000.00	\$1,131.00	\$925.46	\$925.46	\$0.00	\$205.54	18.17
**** 5000 Totals	\$10,900.00	\$9,469.00	\$4,821.29	\$4,821.29	\$2,664.13	\$1,983.58	20.95
**** 1000 - 5000	\$413,852.00	\$429,090.00	\$222,689.65	\$222,689.65	\$3,118.98	\$203,281.37	47.37
35000 Transfers of Indirect Costs-Interfund	\$44,613.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
61900 Other Authorized Interfund Transfers Out	\$0.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00	100.00

Board Report

From 7/1/2011 thru 2/2/2012

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09 Charter Schools Fund

	Approved	Working	Expended Current	Year To Date	Encumbered	Unencumbered Balance	%
**** 7000 Totals	\$44,613.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00	100.00
**** 1000 - 7000	\$458,465.00	\$629,090.00	\$222,689.65	\$222,689.65	\$3,118.98	\$403,281.37	64.11

Board Report

From 7/1/2011 thru 2/2/2012

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Fund: 09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			Balance
Total: Beginning Balance	\$137,733.00	\$234,988.51	\$234,988.51	\$234,988.51	\$0.00	\$0.00	0.00
Total: Income Current Year	\$507,600.00	\$696,209.00	\$416,018.29	\$416,018.29	\$0.00	\$280,190.71	40.25
Total: 1000 - 5000	\$413,852.00	\$429,090.00	\$222,689.65	\$222,689.65	\$3,118.98	\$203,281.37	47.37
Total: 1000 - 6000	\$413,852.00	\$429,090.00	\$222,689.65	\$222,689.65	\$3,118.98	\$203,281.37	47.37
Total: 1000 - 7000	\$458,465.00	\$629,090.00	\$222,689.65	\$222,689.65	\$3,118.98	\$403,281.37	64.11
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$186,868.00	\$302,107.51	\$428,317.15	\$428,317.15	(\$3,118.98)	(\$123,090.66)	(40.74)
Total Income & Beginning Balance	\$645,333.00	\$931,197.51	\$651,006.80	\$651,006.80	\$0.00	\$280,190.71	30.09
Total Expenditures & Ending Balance	\$645,333.00	\$931,197.51	\$651,006.80	\$651,006.80	\$0.00	\$280,190.71	30.09

Board Report

From 7/1/2011 thru 2/2/2012

: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
**** Total Adjusted Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
000 Child Nutrition Programs	\$216,000.00	\$332,000.00	\$165,534.66	\$165,534.66	\$0.00	\$166,465.34 50.14
000 Child Nutrition	\$20,000.00	\$28,800.00	\$14,353.78	\$14,353.78	\$0.00	\$14,446.22 50.16
400 Food Services Sales	\$74,000.00	\$73,000.00	\$36,500.80	\$36,500.80	\$0.00	\$36,499.20 50.00
000 Interest	\$0.00	(\$722.00)	(\$721.54)	(\$721.54)	\$0.00	(\$0.46) 0.06
600 To Cafeteria Fund, From General Fund	\$116,719.00	\$175,601.00	\$0.00	\$0.00	\$0.00	\$175,601.00 100.00
**** 8000 Totals	\$426,719.00	\$608,679.00	\$215,667.70	\$215,667.70	\$0.00	\$393,011.30 64.57
**** Total Income & Beginning Balance	\$426,719.00	\$608,679.00	\$215,667.70	\$215,667.70	\$0.00	\$393,011.30 64.57
0000 Classified Support Salaries	\$98,000.00	\$79,000.00	\$41,895.33	\$41,895.33	\$0.00	\$37,104.67 46.97
0000 Classified Supervisors' and Administrators' Salaries	\$45,886.00	\$45,886.00	\$26,756.73	\$26,756.73	\$0.00	\$19,129.27 41.69
**** 2000 Totals	\$143,886.00	\$124,886.00	\$68,652.06	\$68,652.06	\$0.00	\$56,233.94 45.03
200 Public Employees' Retirement Svstem. classified	\$6,968.00	\$7,102.00	\$4,019.59	\$4,019.59	\$0.00	\$3,082.41 43.40
200 Social Security/Medicare/Alternative. classified	\$23,685.00	\$9,784.00	\$5,251.37	\$5,251.37	\$0.00	\$4,532.63 46.33
2000 Health & Welfare Benefits. classified	\$10,819.00	\$9,100.00	\$5,409.66	\$5,409.66	\$0.00	\$3,690.34 40.55
2000 State Unemployment Insurance. classified	\$2,127.00	\$2,020.00	\$1,105.16	\$1,105.16	\$0.00	\$914.84 45.29
200 Worker's Compensation Insurance. classified	\$3,236.00	\$3,060.00	\$1,679.40	\$1,679.40	\$0.00	\$1,380.60 45.12
200 PERS Reduction. Classified	\$0.00	\$0.00	\$3.96	\$3.96	\$0.00	(\$3.96) 0.00
**** 3000 Totals	\$46,835.00	\$31,066.00	\$17,469.14	\$17,469.14	\$0.00	\$13,596.86 43.77
000 Materials and Supplies	\$10,000.00	\$4,500.00	\$1,965.67	\$1,965.67	\$586.20	\$1,948.13 43.29
000 Noncapitalized Equipment	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00
000 Food	\$200,000.00	\$435,612.00	\$204,258.63	\$204,258.63	\$101,075.59	\$130,277.78 29.91

Board Report

From 7/1/2011 thru 2/2/2012

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und: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
**** 4000 Totals	<u>\$214,500.00</u>	<u>\$440,112.00</u>	<u>\$206,224.30</u>	<u>\$206,224.30</u>	<u>\$101,661.79</u>	<u>\$132,225.91</u> 30.04
520000 Travel and Conferences	\$1,500.00	\$1,500.00	\$888.00	\$888.00	\$0.00	\$612.00 40.80
560000 Rentals, Leases and Repairs	\$13,485.00	\$3,000.00	\$156.75	\$156.75	\$0.00	\$2,843.25 94.78
580000 Professional/Consulting Services and Operating Expe	\$5,115.00	\$8,115.00	\$2,636.35	\$2,636.35	\$2,491.84	\$2,986.81 36.81
**** 5000 Totals	<u>\$20,100.00</u>	<u>\$12,615.00</u>	<u>\$3,681.10</u>	<u>\$3,681.10</u>	<u>\$2,491.84</u>	<u>\$6,442.06</u> 51.07
**** 1000 - 5000	<u>\$425,321.00</u>	<u>\$608,679.00</u>	<u>\$296,026.60</u>	<u>\$296,026.60</u>	<u>\$104,153.63</u>	<u>\$208,498.77</u> 34.25

Board Report

From 7/1/2011 thru 2/2/2012

13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
Total: Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Income Current Year	\$426,719.00	\$608,679.00	\$215,667.70	\$215,667.70	\$0.00	\$393,011.30	64.57
Total: 1000 - 5000	\$425,321.00	\$608,679.00	\$296,026.60	\$296,026.60	\$104,153.63	\$208,498.77	34.25
Total: 1000 - 6000	\$425,321.00	\$608,679.00	\$296,026.60	\$296,026.60	\$104,153.63	\$208,498.77	34.25
Total: 1000 - 7000	\$425,321.00	\$608,679.00	\$296,026.60	\$296,026.60	\$104,153.63	\$208,498.77	34.25
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$1,398.00	\$0.00	(\$80,358.90)	(\$80,358.90)	(\$104,153.63)	\$184,512.53	0.00
Total Income & Beginning Balance	\$426,719.00	\$608,679.00	\$215,667.70	\$215,667.70	\$0.00	\$393,011.30	64.57
Total Expenditures & Ending Balance	\$426,719.00	\$608,679.00	\$215,667.70	\$215,667.70	\$0.00	\$393,011.30	64.57

Board Report

From 7/1/2011 thru 2/2/2012

Fund: 14 Deferred Maintenance Fund

	Approved	Working	Expended Current	Year To Date	Encumbered	Unencumbered Balance
**** Total Adjusted Beginning Balance	\$0.00	\$7,095.67	\$7,095.67	\$7,095.67	\$0.00	\$0.00
866000 Interest	\$0.00	\$39.00	\$17.65	\$17.65	\$0.00	\$21.35
866200 Gains or Losses on Investments	\$0.00	\$428.00	\$427.86	\$427.86	\$0.00	\$0.14
**** 8000 Totals	\$0.00	\$467.00	\$445.51	\$445.51	\$0.00	\$21.49
**** Total Income & Beginning Balance	\$0.00	\$7,562.67	\$7,541.18	\$7,541.18	\$0.00	\$21.49
660020 Repairs	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00
**** 5000 Totals	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00
**** 1000 - 5000	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00
743900 Other Debt Service Payments	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00
**** 7000 Totals	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00
**** 1000 - 7000	\$0.00	\$7,000.00	\$2,174.00	\$2,174.00	\$4,826.00	\$0.00

Board Report

From 7/1/2011 thru 2/2/2012

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14 Deferred Maintenance Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
Total: Beginning Balance	\$0.00	\$7,095.67	\$7,095.67	\$7,095.67	\$0.00	\$0.00	0.00
Total: Income Current Year	\$0.00	\$467.00	\$445.51	\$445.51	\$0.00	\$21.49	4.60
Total: 1000 - 5000	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00	0.00
Total: 1000 - 6000	\$0.00	\$5,000.00	\$174.00	\$174.00	\$4,826.00	\$0.00	0.00
Total: 1000 - 7000	\$0.00	\$7,000.00	\$2,174.00	\$2,174.00	\$4,826.00	\$0.00	0.00
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$0.00	\$562.67	\$5,367.18	\$5,367.18	(\$4,826.00)	\$21.49	3.70
Total Income & Beginning Balance	\$0.00	\$7,562.67	\$7,541.18	\$7,541.18	\$0.00	\$21.49	0.28
Total Expenditures & Ending Balance	\$0.00	\$7,562.67	\$7,541.18	\$7,541.18	\$0.00	\$21.49	0.28

Board Report

From 7/1/2011 thru 2/2/2012

17 Special Reserve Fund for Other than

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
**** Total Adjusted Beginning Balance	\$2,316,265.00	\$6,397,639.41	\$6,397,639.41	\$6,397,639.41	\$0.00	\$0.00	0.00
000 Interest	\$0.00	\$2,750.00	\$742.72	\$742.72	\$0.00	\$2,007.28	72.99
**** 8000 Totals	\$0.00	\$2,750.00	\$742.72	\$742.72	\$0.00	\$2,007.28	72.99
**** Total Income & Beginning Balance	\$2,316,265.00	\$6,400,389.41	\$6,398,382.13	\$6,398,382.13	\$0.00	\$2,007.28	0.03

Board Report

From 7/1/2011 thru 2/2/2012

nd: 17 Special Reserve Fund for Other than

	Approved	Working	Expended Current	Year To Date	Encumbered	Unencumbered Balance	%
Total: Beginning Balance	\$2,316,265.00	\$6,397,639.41	\$6,397,639.41	\$6,397,639.41	\$0.00	\$0.00	0.00
Total: Income Current Year	\$0.00	\$2,750.00	\$742.72	\$742.72	\$0.00	\$2,007.28	72.99
Total: 1000 - 5000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 6000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 7000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$2,316,265.00	\$6,400,389.41	\$6,398,382.13	\$6,398,382.13	\$0.00	\$2,007.28	0.03
Total Income & Beginning Balance	\$2,316,265.00	\$6,400,389.41	\$6,398,382.13	\$6,398,382.13	\$0.00	\$2,007.28	0.03
Total Expenditures & Ending Balance	\$2,316,265.00	\$6,400,389.41	\$6,398,382.13	\$6,398,382.13	\$0.00	\$2,007.28	0.03

Board Report

From 7/1/2011 thru 2/2/2012

id: 25 Capital Facilities Fund

	Approved	Working	Expended Current	Year To Date	Encumbered	Unencumbered Balance	%
**** Total Adjusted Beginning Balance	\$551,368.98	\$570,420.12	\$570,420.12	\$570,420.12	\$0.00	\$0.00	0.00
66000 Interest	\$2,500.00	\$2,500.00	\$1,432.45	\$1,432.45	\$0.00	\$1,067.55	42.70
66200 Gains or Losses on Investments	\$0.00	\$2,707.00	\$2,707.14	\$2,707.14	\$0.00	(\$0.14)	(0.01)
68100 Mitigation/Developer Fees	\$5,000.00	\$5,000.00	\$3,962.97	\$3,962.97	\$0.00	\$1,037.03	20.74
**** 8000 Totals	\$7,500.00	\$10,207.00	\$8,102.56	\$8,102.56	\$0.00	\$2,104.44	20.62
**** Total Income & Beginning Balance	\$558,868.98	\$580,627.12	\$578,522.68	\$578,522.68	\$0.00	\$2,104.44	0.36
401 Noncapitalized Equipment	\$0.00	\$2,500.00	\$2,412.60	\$2,412.60	\$0.00	\$87.40	3.50
**** 4000 Totals	\$0.00	\$2,500.00	\$2,412.60	\$2,412.60	\$0.00	\$87.40	3.50
80000 Professional/Consulting Services and Operating Expe	\$0.00	\$23,144.00	\$400.00	\$400.00	\$0.00	\$22,744.00	98.27
**** 5000 Totals	\$0.00	\$23,144.00	\$400.00	\$400.00	\$0.00	\$22,744.00	98.27
**** 1000 - 5000	\$0.00	\$25,644.00	\$2,812.60	\$2,812.60	\$0.00	\$22,831.40	89.03
40000 Equipment - Over \$5000 per unit	\$0.00	\$38,463.00	\$38,462.44	\$38,462.44	\$0.00	\$0.56	0.00
**** 6000 Totals	\$0.00	\$38,463.00	\$38,462.44	\$38,462.44	\$0.00	\$0.56	0.00
**** 1000 - 6000	\$0.00	\$64,107.00	\$41,275.04	\$41,275.04	\$0.00	\$22,831.96	35.62
43800 Debt Service Interest	\$30,447.00	\$27,397.00	\$27,396.99	\$27,396.99	\$0.00	\$0.01	0.00
43900 Other Debt Service Payments	\$78,226.00	\$79,276.00	\$79,275.77	\$79,275.77	\$0.00	\$0.23	0.00
**** 7000 Totals	\$108,673.00	\$106,673.00	\$106,672.76	\$106,672.76	\$0.00	\$0.24	0.00
**** 1000 - 7000	\$108,673.00	\$170,780.00	\$147,947.80	\$147,947.80	\$0.00	\$22,832.20	13.37

Board Report

From 7/1/2011 thru 2/2/2012

25 Capital Facilities Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
Total: Beginning Balance	\$551,368.98	\$570,420.12	\$570,420.12	\$570,420.12	\$0.00	\$0.00	0.00
Total: Income Current Year	\$7,500.00	\$10,207.00	\$8,102.56	\$8,102.56	\$0.00	\$2,104.44	20.62
Total: 1000 - 5000	\$0.00	\$25,644.00	\$2,812.60	\$2,812.60	\$0.00	\$22,831.40	89.03
Total: 1000 - 6000	\$0.00	\$64,107.00	\$41,275.04	\$41,275.04	\$0.00	\$22,831.96	35.62
Total: 1000 - 7000	\$108,673.00	\$170,780.00	\$147,947.80	\$147,947.80	\$0.00	\$22,832.20	13.37
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$450,195.98	\$409,847.12	\$430,574.88	\$430,574.88	\$0.00	(\$20,727.76)	(5.06)
9							
Total Income & Beginning Balance	\$558,868.98	\$580,627.12	\$578,522.68	\$578,522.68	\$0.00	\$2,104.44	0.36
Total Expenditures & Ending Balance	\$558,868.98	\$580,627.12	\$578,522.68	\$578,522.68	\$0.00	\$2,104.44	0.36

Board Report

From 7/1/2011 thru 2/2/2012

35 School Facility Program (Regular)

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
**** Total Adjusted Beginning Balance	\$3,354,735.95	\$3,368,521.51	\$3,368,521.51	\$3,368,521.51	\$0.00	\$0.00	0.00
000 Interest	\$12,500.00	\$17,500.00	\$8,381.90	\$8,381.90	\$0.00	\$9,118.10	52.10
200 Gains or Losses on Investments	\$0.00	\$12,992.00	\$12,991.58	\$12,991.58	\$0.00	\$0.42	0.00
**** 8000 Totals	\$12,500.00	\$30,492.00	\$21,373.48	\$21,373.48	\$0.00	\$9,118.52	29.90
**** Total Income & Beginning Balance	\$3,367,235.95	\$3,399,013.51	\$3,389,894.99	\$3,389,894.99	\$0.00	\$9,118.52	0.27
000 Professional/Consulting Services and Operating Expe	\$0.00	\$44,500.00	\$13,545.25	\$13,545.25	\$30,950.00	\$4.75	0.01
**** 5000 Totals	\$0.00	\$44,500.00	\$13,545.25	\$13,545.25	\$30,950.00	\$4.75	0.01
**** 1000 - 5000	\$0.00	\$44,500.00	\$13,545.25	\$13,545.25	\$30,950.00	\$4.75	0.01
000 Buildings and Improvement of Buildings	\$3,300,000.00	\$3,211,288.00	\$401,938.74	\$401,938.74	\$0.00	\$2,809,349.26	87.48
010 Buildings - Architect Fees	\$0.00	\$50,000.00	\$23,855.01	\$23,855.01	\$0.00	\$26,144.99	52.29
**** 6000 Totals	\$3,300,000.00	\$3,261,288.00	\$425,793.75	\$425,793.75	\$0.00	\$2,835,494.25	86.94
**** 1000 - 6000	\$3,300,000.00	\$3,305,788.00	\$439,339.00	\$439,339.00	\$30,950.00	\$2,835,499.00	85.77

Board Report

From 7/1/2011 thru 2/2/2012

2/2/2012 11:51:18AM

35 School Facility Program (Regular)

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			Balance
Total: Beginning Balance	\$3,354,735.95	\$3,368,521.51	\$3,368,521.51	\$3,368,521.51	\$0.00	\$0.00	0.00
Total: Income Current Year	\$12,500.00	\$30,492.00	\$21,373.48	\$21,373.48	\$0.00	\$9,118.52	29.90
Total: 1000 - 5000	\$0.00	\$44,500.00	\$13,545.25	\$13,545.25	\$30,950.00	\$4.75	0.01
Total: 1000 - 6000	\$3,300,000.00	\$3,305,788.00	\$439,339.00	\$439,339.00	\$30,950.00	\$2,835,499.00	85.77
Total: 1000 - 7000	\$3,300,000.00	\$3,305,788.00	\$439,339.00	\$439,339.00	\$30,950.00	\$2,835,499.00	85.77
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$67,235.95	\$93,225.51	\$2,950,555.99	\$2,950,555.99	(\$30,950.00)	(\$2,826,380.48)	1,031.78
9							
Total Income & Beginning Balance	\$3,367,235.95	\$3,399,013.51	\$3,389,894.99	\$3,389,894.99	\$0.00	\$9,118.52	0.27
Total Expenditures & Ending Balance	\$3,367,235.95	\$3,399,013.51	\$3,389,894.99	\$3,389,894.99	\$0.00	\$9,118.52	0.27

Board Report

From 7/1/2011 thru 2/2/2012

2/2/2012 11:51:18AM

51 Bond Interest and Redemption Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
**** Total Adjusted Beginning Balance	\$1,303,373.00	\$1,450,614.00	\$0.00	\$0.00	\$0.00	\$1,450,614.00	100.00
	\$1,303,373.00	\$1,450,614.00	\$0.00	\$0.00	\$0.00	\$1,450,614.00	100.00

Board Report

From 7/1/2011 thru 2/2/2012

51 Bond Interest and Redemption Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			Balance
Total: Beginning Balance	\$1,303,373.00	\$1,450,614.00	\$0.00	\$0.00	\$0.00	\$1,450,614.00	100.00
Total: Income Current Year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 5000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 6000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 1000 - 7000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$1,303,373.00	\$1,450,614.00	\$0.00	\$0.00	\$0.00	\$1,450,614.00	100.00
Total Income & Beginning Balance	\$1,303,373.00	\$1,450,614.00	\$0.00	\$0.00	\$0.00	\$1,450,614.00	100.00
Total Expenditures & Ending Balance	\$1,303,373.00	\$1,450,614.00	\$0.00	\$0.00	\$0.00	\$1,450,614.00	100.00

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Review of Second Quarterly Williams Settlement
Legislation Report (January 2012)

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Attached is the January 2012 Second Quarterly Williams Report. The report will be reviewed at the February 8, 2012 Board meeting.

Recommendation:

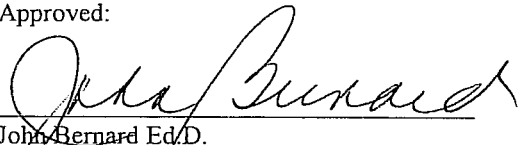
Fiscal Impact:

None

Submitted By:

John Sims
Director of MOTF

Approved:



John Bernard Ed.D.
State Administrator



Monterey County Office of Education

Leadership, Support, and Service to Prepare All Students for Success

Dr. Nancy Kotowski
County Superintendent of Schools

January 25, 2012

Dr. John Bernard
State Administrator
South Monterey County Joint USD
800 Broadway Street
King City, CA 93930

Dear Dr. Bernard:

California *Education Code* Section 1240 requires that the County Superintendent of Schools visit schools identified for compliance review in accordance with the *Williams and Valenzuela* Settlements and report to you the results. I am pleased to provide, for submission to your governing board at a regularly scheduled meeting, the **second** quarterly report for fiscal year 2011-2012 as required by *Education Code* section 1240(c)(2)(G) pursuant to the *Williams and Valenzuela* Settlements. This report presents the results of the review of the **South Monterey County Joint USD** for the period of **November and December 2011**.

The purpose of the review visitation(s) as specified in California Education Code 1240 was to:

1. Determine if students have “sufficient” standards-aligned instructional materials in four core subject areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff”;
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair”; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API);
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities

issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure; and

3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the school accountability report card and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

While the Uniform Complaint data is not mandated to be a part of this report, it is included so that you and the citizens of our community will have a complete understanding of the environment in which the district is functioning.

Findings are as follows:

- Instructional Materials – *Sufficient*
- Facilities-- *See Attached Report*
- School Accountability Report Card – *Sufficient*
- Teacher Misassignments and Teacher Vacancies – *See Attached Schedule*
- Uniform Complaint Procedure – *No complaints during this quarter*
- *Valenzuela/CAHSEE Intensive Instruction and Services Program – Sufficient*

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the *Williams* and *Valenzuela* Settlements Legislation.

Sincerely,



Nancy Kotowski, Ph.D.
Monterey County
Superintendent of Schools

WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNIFIED SCHOOL DISTRICT
JANUARY 2012

This report summarizes the results of the Williams Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2009 Base API) for the months of August - September 2011.

SCHOOL FACILITIES:

Schools were reviewed for condition of facilities, whether they were in "good repair" or pose an "emergency" as noted below:



Greenfield HS	8/23/11	Admin BLDG	Paint peeling on down spouts/gutters.	Hazardous materials	
		Rm 101	Carpet tears and waves/trip/stained ceiling tiles.	Interior surfaces	
		Rm 106	Water stains ceiling tiles-carpet tears and waves/trip hazard/floor elect. Cover broke/trip hazard.	Interior surfaces	
		Rm 202	Water stains ceiling tiles/carpet has tears.	Interior surfaces	
		Rm 205	Carpet tears and waves/trip hazard.	Interior surfaces	
		Rm 203	Carpet tears and waves/trip hazard.	Interior surfaces	
		Rm 204	Carpet tears and waves/trip hazard/elect. covers broken (Trip hazard).	Interior surfaces	Electrical covers repaired 7-8-11
		P-Rm 603	Carpet tears and waves/trip hazard. Rust under exterior eaves.	Interior surfaces, Hazardous materials.	
		P-Rm 605	Carpet tears and waves/trip hazard.	Interior surfaces	
		P-Rm 608	Exposed wires (Computer and phone lines)	Electrical	Cover plate installed 12-14-11
		P-Rm 609	Carpet tears and waves/trip hazard/missing baseboard on back wall. book case is not anchored.	Interior surfaces	Baseboard replaced 7-20-11
		Gymnasium	Damaged louvered vent. Apparent block floor drain.	Interior surfaces, restroom	Damaged louvers removed 12-14-11

**"Good repair" means the facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

**"Emergency condition" means a facility condition that poses a threat to the health or safety of pupils or staff while at school.

WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNIFIED SCHOOL DISTRICT
JANUARY 2012

This report summarizes the results of the Williams Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2009 Base API) for the months of August - September 2011.

SCHOOL FACILITIES:

Schools were reviewed for condition of facilities, whether they were in "good repair"* or pose an "emergency"*** as noted below:

Greenfield HS (CONT)	8/23/11	Men's Locker Rm	Missing bubbler on exterior drinking fountain. 2 nd , 3 rd , and 4 th faucets are no working.	Sinks/fountains		
		Boys RR	Leaking flush valve.	Restroom		
		Women's Locker Rm	Missing exterior fountain. Last faucet does not work.	Sinks/fountains		
		Training Rm	Water damage on wall.	Interior surfaces	Wall Repaired	7-21-11
		Rm 405 VIS-ART	Water stains ceiling tiles/outside hallway.	Interior surfaces		
		AUTO shop	Elect. closet needs better ventilation.	MECH/HVAC		
		Girls RR	No water exterior fountains, handicap door sticks.	Sinks/fountains		
		Student Union	Water stains ceiling tile outside entry/door stop is broken, interior door on west side entrance is damage.	Interior surfaces, windows/doors/gates/fences		
		Men's RR	Water stains ceiling/paint bubbling due to moisture.	Interior surfaces	Ceiling repaired and painted	7-26-11
		Library	Some lights on main floor do not work, Paint peeling on down spouts and gutters.	Electrical, hazardous materials		
		Outdoor courts	Basketball courts: missing cover tile @ Volleyball pole location.	Playground/school grounds		

*"Good repair" means the facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

***"Emergency condition" means a facility condition that poses a threat to the health or safety of pupils or staff while at school.

WILLIAMS SETTLEMENT LEGISLATION

**SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNIFIED SCHOOL DISTRICT
JANUARY 2012**

This report summarizes the results of the Williams Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2009 Base API) for the months of August - September 2011.

SCHOOL FACILITIES:

Schools were reviewed for condition of facilities, whether they were in "good repair"* or pose an "emergency"*** as noted below:



School	Date	Room	Condition	Facility	Notes	Resolution
King City HS	8/22/11	Rm 181	Hole in window.	Windows/doors/gates/fences		
		Rm 184	Dry rot on exterior beams.	Structural damage		
		Rm 197	Bookcase is not secured to wall.	Interior surfaces		
		Rm 194	Fan is loud/rattling	MECH/HVAC		
		Rm 193/SHOP	Dry rot header and walls note: Guards missing on grinders.	Structural Damage		Fan checked out to be OK 8-11
		Rm 191	Termites in baseball.	Pest/Vermin Infestation		
		Cafeteria	Floor tile missing at entry to food line.	Interior surfaces		
		Kitchen	Tile missing, light panel missing/elect panel has water stains on casing (See pic).	Interior surfaces, Electrical		
		RR	Exhaust not working.	MECH/HVAC		
		Gymnasium	Water stains ceiling tiles/ceiling tiles missing	Interior surfaces		
		Girls RR	Exhaust fan not working.	MECH/HVAC		
		Rm 122	Damaged room divider. Bookcase not secured to wall.	Structural damage		
		Rm 131	Water stains ceiling tiles.	Interior surfaces		Replaced 7-18-11
		Rm 133	Water stains ceiling tiles.	Interior surfaces		Replaced 7-18-11
		Boys RR	Damaged sinks.	Sinks/fountains		

**"Good repair" means the facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

***"Emergency condition" means a facility condition that poses a threat to the health or safety of pupils or staff while at school.

WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNIFIED SCHOOL DISTRICT
JANUARY 2012

This report summarizes the results of the Williams Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2009 Base API) for the months of August - September 2011.

SCHOOL FACILITIES:

Schools were reviewed for condition of facilities, whether they were in "good repair"* or pose an "emergency"*** as noted below:



King City HS (CONT)	8/22/11	Rm 173	Floor worn by entry door.	Interior surfaces		
		Rm 171	Water stains ceiling tiles room not in use.	Interior surfaces		Replaced during MOD 7-28-11
		DRAMA 162	Paint chipping at base and doors.	Hazardous materials		
		Mens RR	Faucet leaks.	Sinks/fountains		
		Auditorium	Damaged doors on southeast exit.	Windows/doors/gates/fences		
		Library	Exposed wires on northeast exterior eve/ Copy machine blocking electrical panel. Daisy chained ext. cords in office.	Electrical		Exposed wires fixed and copy machines moved 7-21-11
		Ext. Admin Bld	Termite and dry out at bean ends.	Pest/Vermin Infestation		
		Girls RR 161 Bld	2 Faucets damaged.	Restroom		
		Rm 101	2 windows broken.	Windows/doors/gates/fences		Replaced during MOD 9-19-11
		Rm 104	1 broken window.	Windows/doors/gates/fences		Replaced during MOD 9-19-11
		Boys Locker Rm	Paint chipping at doors and windows.	Interior surfaces		
		Weight Rm	Stained and broken ceiling tile and Door hardware damaged at 2 doors.	Interior surfaces and Windows/doors/gates/fences		Replaced 9-14-11
		Girls RR at Stadium	Windows broken are missing.	Windows/doors/gates/fences		

*"Good repair" means the facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

***"Emergency condition" means a facility condition that poses a threat to the health or safety of pupils or staff while at school.

**WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNIFIED SCHOOL DISTRICT
JANUARY 2012**

This report summarizes the results of the Williams Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2009 Base API) for the months of August - September 2011.

SCHOOL FACILITIES:

Schools were reviewed for condition of facilities, whether they were in "good repair"* or pose an "emergency"** as noted below:



King City HS (CONT)	8/22/11	Boys RR at Stadium	Windows missing.	Windows/doors/gates/fences		
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*"Good repair" means the facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

**"Emergency condition" means a facility condition that poses a threat to the health or safety of pupils or staff while at school.

WILLIAMS SETTLEMENT LEGISLATION

SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT*
2011-2012 FISCAL YEAR
JANUARY 2012**

The results of teacher misassignments* and teacher vacancy** reviews for the following schools were:
(Note: The annual report will include the teacher misassignments and vacancies reported to the CCTC on July 1 for the prior year. The quarterly reports will include the misassignments and vacancies identified in the current year.)

****Scheduled visitation for Williams Teacher Assignment Monitoring will be February 22, 2012.**

Schools	Greenfield H.S.	King City H.S.
Number of misassignments for the 2011-2012 school year		
Number of misassignments that were corrected within 30 calendar days		
Number of classes in which the teacher was lacking the appropriate authorization and training to teach English Language Learners and 20% or more of students were English Language Learners		
Number of Teacher Vacancies for the 2011-2012 school year		
Number of Teacher Vacancies Filled in the 2011-2012 school year		

*CCTC considers it a misassignment when a teacher lacks the proper subject-matter authorization to teach the class, a proper teaching credential, or the appropriate authorization or credential to teach English Learners and one or more English Learners are assigned to the class. The Williams settlement requires that the county superintendent also report to the CCTC the number of English Learner related misassignments involving classes in which 20% or more of the students are English Learners.
**A "teacher vacancy" occurs if 20 working days after school begins for the semester, a single designated teacher has still not been assigned to teach the class for the entire year or semester. [E.C. Section 35186(h)(3) and C.C.R. Title 5 Section 4600(b)]
*** Formerly known as King City Joint Union High School District

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Federal Program Monitor (FPM)

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

On January 25, 26, & 27, the South Monterey County Joint Union High School District was reviewed for compliance of its Career and Technical Education, Comprehensive Education, and English Language Learners Programs, in addition to the legal requirements for assuring that students have Highly Qualified Teachers and Uniform Compliance Procedures.

It is rare that these reviews produce no findings. A total of 19 findings were identified for SMCJUHSD, down from 45 during the previous visit and from over 150 the visit prior to that. Attached is a copy of our Notification of Findings

Recommendation:


It is recommended that the State Administrator accept the Notification of Findings from the Federal Program Monitoring team.

Fiscal Impact:

Submitted By:

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

Approved:


John Bernard Ed.D.
State Administrator

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

County: Monterey	Review Dates: 01/25/2012 - 01/27/2012	
FPM Region: Region 05		
FPM Coordinator: Daniel Moirao	Telephone: 831-385-0606	E-mail: dmoirao@kingcity.k12.ca.us
Regional Team Leader: Lynn Bartlett	Telephone: 916-319-0958	E-mail: lbartlet@cde.ca.gov

Program Reviewed	Program Reviewer
Uniform Complaint Procedures-Cycle B (UCP)	Shanine Coats Sally Lewis Shireen Miles
English Learner-Cycle B (EL)	Mark Klinesteker
Career Technical Education - Cycle B (CTE)	R.Mary Gallet
Improving Teacher Quality-Cycle B (ITQ)	Juan J. Sanchez
Compensatory Education-Cycle B (CE)	Tony Salamanca

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 03/12/2012. When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Proposed Resolution of Findings" process via CAIS. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the LEA. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Sites and Programs Monitored

The sites listed below were monitored for the program(s) indicated

ng City High.
Greenfield High

		X			
X	X	X			X

Findings by Program

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
Career Technical Education - Cycle B (CTE)	I-CTE 1	CTE Advisory Committee	<p>Status: Does Not Meet Requirements</p> <p>The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and must include a member of the field office of the Employment Development Department. (1, 1.1)</p> <p>A review of documentation and interviews of CTE administrator revealed that the LEA's governing board has not taken the official step to appoint the career technical education advisory committee and the existing CTE advisory committee does not include a member of the field office of the Employment Development Department (EDD). (1, 1.1)</p> <p>The LEA must provide documentation that it has added a member of the field office of the Employment Development Department (EDD) and present the list of CTE Advisory Committee members to the governing board for their approval and appointment recognizing the CTE Advisory Committee as the official group to develop recommendations on the LEA's CTE programs.</p>	03/12/2012

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
Career Technical Education - Cycle B (CTE)	II-CTE 3	CTE Inventory	<p>Status: Does Not Meet Requirements</p> <p>The governing board of each school district shall establish and maintain a historical inventory; and property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. (3.1)</p> <p>A review of documents and requests for information of equipment at multiple high school sites confirm that property records do not include all of the federal mandated information (a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property) and district data for ultimate disposition including the date of disposal and sale price of the property are not available at the schools or district. (3.1)</p> <p>The LEA must include all of the required equipment information (a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property) in their CTE inventory purchased with Perkins funds. All CTE teachers must have access to their CTE program inventory lists to verify that it meets this legal requirement. All CTE teachers must maintain a list of pilferable items purchased with Perkins funds for their CTE program. The LEA must also include in the district's process for disposal of property the CDE-Perkins Equipment Handbook which meets the federal mandates. The LEA's inventory list must be maintained and a record of all Perkins funded equipment disposed of must be included in the inventory records. There is no expiration date for inventory data.</p>	03/12/2012

California Department of Education

Federal Program Monitoring
Notification of Findings

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
Compensatory Education-Cycle B (CE)	II-CE 07	CE School Site Council (SSC)	Status: Does Not Meet Requirements The School Site Council (SSC) must be composed of the following members selected by peers: Secondary schools, half of the members consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. The remaining half of the members consists of equal numbers of students selected by students and parents or other community members selected by parents. Interviews with SSC members and school administrators reveal that the SSC at Greenfield High School is not properly constituted. The LEA must submit documentation assuring student representatives are selected by students.	03/12/2012
Compensatory Education-Cycle B (CE)	II-CE 08	CE SSC Approves SPSA	Status: Does Not Meet Requirements The SSC must annually develop, review, update, and approve the SPSA, including proposed expenditures. The SPSA must address program elements: (a) through (e). Interviews with administrators, budget personnel, school staff, and SSC members, and review of documents reveal that the current SPSAs do not include appropriate expenditures. The SSCs at all the schools must revise the SPSA and address the element requirements. The LEA must provide documentation that the SSC has completed all required tasks for the SPSA including Title I expenditure of funds. The local Board approves the revised school plan.	03/12/2012
Compensatory Education-Cycle B (CE)	II-CE 17	CE LEA Web site data for SES, Choice (PI schools)	Status: Does Not Meet Requirements An LEA with schools in PI must prominently display on its Web site, in a timely manner, the following: (a) The number of students who were eligible for and the number of students who participated in public school choice and SES, beginning with data from the 2007-08 school year and each subsequent school year and (b) for the current school year, a list of SES providers approved by the state to serve the LEA and the locations where services are provided. Interviews with the district administrators and school personnel and review of documents reveal that the district has not displayed on its Web site the information called for in this program element (a) and (b). The district must display on its Web site the information called for in this program element (a) and (b).	03/12/2012

California Department of Education

Federal Program Monitoring
Notification of Findings

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
Compensatory Education-Cycle B (CE)	III-CE 21	CE LEA equipment inventory	<p>Status: Does Not Meet Requirements</p> <p>For all categorical programs, the LEA must maintain an inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds. The school district must conduct a physical check of the inventory of equipment within the past two years and reconcile the result with inventory records. Interviews with district and school administrators, fiscal personnel, and support staff and review of documents reveal that the identification of equipment inventory does not follow the federal non-regulatory guidance for affixing permanent identification labels on equipment purchased with Title I funds. The district must provide documentation that it maintains current inventory records, (affixes permanent inventory labels to equipment purchased with Title I funds), conducts a physical check of inventory of equipment at least every two years, going back at least three school years, and reconciles the results with inventory records.</p>	03/12/2012
Compensatory Education-Cycle B (CE)	IV-CE 28	CE LEA/SSC annually evaluate SPSA services	<p>Status: Does Not Meet Requirements</p> <p>The SSC and the LEA must annually evaluate and determine if the needs of all children have been met by the strategies described in the SPSA, particularly the academic achievement needs of low-achieving students and those at risk of not meeting state academic content standards. Interviews with district and school site administrators and teachers and review of documents reveal that these requirements were not met. The LEA must submit documentation that the SSCs use a comprehensive analysis of verifiable data to evaluate and improve Title I program activities, services, and/or interventions to ensure students meet state academic standards.</p>	03/12/2012

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
English Learner-Cycle B (EL)	I-EL 02	ELAC	<p>Status: Does Not Meet Requirements</p> <p>The English Learner Advisory Committee (ELAC) is required to advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), to provide advice to the principal and staff on the school's program for English learners (EL), and must receive training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.</p> <p>A review of ELAC agendas, minutes, and an ELAC interview at Greenfield High School revealed that the ELAC did not provide advice to the SSC on the development of the SPSA nor did they advise the principal and staff regarding the status of the school programs for EL students. The ELAC must also receive required training and materials.</p> <p>The Local Educational Agency (LEA) is to submit to the California Department of Education (CDE) documentation (such as agendas, minutes, and sample training materials) providing verification that the ELAC at Greenfield High School has addressed all the above mentioned required tasks.</p>	03/12/2012
English Learner-Cycle B (EL)	I-EL 03	DELAC	<p>Status: Does Not Meet Requirements</p> <p>A LEA with 51 or more ELs must have a functioning DELAC in which at least 51 percent of the members are parents of ELs. The DELAC must advise the school district's governing board of all the required tasks identified in EL 3(a) 1-7.</p> <p>A review of DELAC documentation and interviews with DELAC members and district personnel revealed that the DELAC of the South Monterey Joint Union High School District (SMJUHS D) has not advised the governing board on all of the legally required tasks. DELAC membership must follow guidelines established for representation.</p> <p>The LEA must submit to CDE evidence of required membership and composition, board agendas, minutes, and reports that demonstrate how DELAC has advised the board on all of its legal responsibilities.</p>	03/12/2012

means by which a finding is resolved is the responsibility of the - 118 -less specified in law.

Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000 LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
English Learner-Cycle B (EL)	II-EL 04	Identification, Assessment, and Notification	<p>Status: Does Not Meet Requirements</p> <p>The LEA properly identifies, assesses, and reports all students who have a primary language other than English.</p> <p>A review of documentation revealed that the LEA has not sent initial and annual parent notification letters to parents of ELs regarding their child's assessment results, program placement, program description, exit criteria, IEP, and information for parents to apply for a Parental Exception Waiver in order to place their child in the LEA's Alternative Bilingual Program.</p> <p>The LEA must submit to CAIS the approved initial and annual parent notification letters that include all elements to satisfy the legal requirements listed above.</p>	03/12/2012
English Learner-Cycle B (EL)	II-EL 06	SSC Develops and Approves SPSA	<p>Status: Does Not Meet Requirements</p> <p>For all programs funded through the Consolidated Application including programs for English learners, EIA-LEP, and Title III and operated at the school, the SSC must annually develop, review, update, and approve the SPSA, including proposed expenditures.</p> <p>Interviews with SSC members at Greenfield High School revealed a lack of involvement in the development of the SPSA budget. Members were unaware of the specific amounts and allowable uses of categorical funds, including supplementary uses of EIA-LEP and Title III to provide direct services to English learner students.</p> <p>The LEA must submit to CDE agendas and minutes of subsequent SSC meetings, and a revised SPSA from Greenfield High School, providing evidence that members are fully involved in the development of the SPSA, its budget, and the use of categorical funds to support English learners.</p>	03/12/2012

California Department of Education

Federal Program Monitoring
Notification of Findings

County/District Code: 27660680000000		LEA Name: South Monterey County Joint Union High		
Program	Item Identifier	Item Title	Item Findings	Due Date
English Learner-Cycle B (EL)	III-EL 09	Adequate General Funding for English Learners	<p>Status: Does Not Meet Requirements</p> <p>Adequate general fund resources must be used to provide each English learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. EIA-LEP and Title III funds may be used only to supplement the level of Federal, State and local public funds and in no case supplant these funds.</p> <p>A review of EIA-LEP and Title III fiscal records, including the 2010-11 Consolidated Application, the Greenfield High School SPSA, and subsequent interviews with school site and district personnel, revealed that the district has not followed legal guidelines and procedures for the use of categorical EIA-LEP and Title III funds. The school has inappropriately used EIA-LEP and Title III funds to pay for portions of salaries for eight regular education teachers assigned to classes not fully dedicated to direct services for English learners only. Fiscal records also indicate \$120,000 of EIA-LEP funds for professional services licenses and fees. Title III funds are reported as a source of payment to Avanza Inc. (\$36,000) and Athletic supplies (\$12,000).</p> <p>The LEA must submit to CDE evidence of a reverse journal entry to correct the funding source for the regular teaching positions and other expenses listed above. Additionally the LEA must submit a revised 2011-12 SPSA from Greenfield High School that includes detailed budget pages accounting for the full EIA-LEP allocations and Title III services reflected in the ConApp. SPSA budget information for EL funds must be shown to directly supplement English learner students only.</p>	03/12/2012

California Department of Education

**Federal Program Monitoring
Notification of Findings**

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
English Learner-Cycle B (EL)	III-EL 11	EIA Funds Disbursed to School Sites	<p>Status: Does Not Meet Requirements</p> <p>The LEA must disburse categorical funds, including EIA, in accordance with the approved Consolidated Application. For programs funded by EIA, the LEA utilizes no less than 85 percent of those apportionments at school sites for direct services to students.</p> <p>Document reviews and interviews with school site council members, site, and district staff indicates that the approved SPSA at Greenfield High School does not include the budget allocation identified in the 2010-11 ConApp.</p> <p>The LEA must submit to CDE evidence that the site EIA-LEP allocation identified in the 2010-11 ConApp matches the revised and detailed budget pages in the approved SPSA for Greenfield High School. District fiscal notifications to the school site must confirm the required disbursement of these funds.</p>	03/12/2012
English Learner-Cycle B (EL)	IV-EL 14	Reclassification	<p>Status: Does Not Meet Requirements</p> <p>The LEA must maintain sufficient documentation of the reclassification process for students who have been reclassified and must monitor, for a minimum of two years, their progress to ensure correct classification, placement, and additional academic support, if needed.</p> <p>A sampling of selected student records at Greenfield High School indicates that students who were reclassified have not been provided with sufficient monitoring.</p> <p>The LEA must submit to CDE evidence that the reclassified students at Greenfield High School are being monitored for success, for a minimum of two years, and that evidence of sufficient support has been designed and applied to assure academic success.</p>	03/12/2012

California Department of Education

Federal Program Monitoring
Notification of Findings

County/District Code: 27660680000000		LEA Name: South Monterey County Joint Union High		
Program	Item Identifier	Item Title	Item Findings	Due Date
English Learner-Cycle B (EL)	V-EL 16	Professional Development	<p>Status: Does Not Meet Requirements</p> <p>The LEA must provide high-quality professional development to classroom teachers, principals, administration, and other school or community-based personnel that is of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.</p> <p>Reviews of pupil performance, interviews with teachers and district staff, and classroom observations demonstrate that the LEA has not provided sufficient professional development to improve the instruction and assessment of English learners and is not of direct focus, intensity, and duration to have a positive and lasting impact on all teachers' performance in the classroom.</p> <p>The LEA must submit evidence to CDE, such as staff development plans, minutes of planning meetings and/or descriptions of program changes implemented as a result of professional development, demonstrating that it has assisted teachers to improve pupil performance by more effective and consistent use of instructional strategies designed specifically for English learners.</p>	03/12/2012
English Learner-Cycle B (EL)	VII-EL 20	ELD	<p>Status: Does Not Meet Requirements</p> <p>Each English learner must receive a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible.</p> <p>Reviews of site data and class lists; interviews with parents, students, teachers, and site and district personnel; and classroom observations did not provide sufficient evidence that each English learner is provided with specific targeted ELD instruction commensurate with student's identified needs.</p> <p>The LEA must submit documentation of an ELD program for all English learners. Program design must include strategies for English learners placed in all settings. Evidence shall include a monitoring plan, including frequency, to assure effective implementation of district adopted materials and supplementary services designed to help English learners achieve English proficiency as rapidly as possible.</p>	03/12/2012

California Department of Education

Federal Program Monitoring
Notification of Findings

County/District Code: 27660680000000

LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
English Learner- Cycle B (EL)	VII-EL 21	Access to the Core	<p>Status: Does Not Meet Requirements</p> <p>Academic instruction for ELs must be designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. The LEA shall implement a plan for overcoming any academic deficits ELs incur while acquiring English.</p> <p>Interviews with teachers, students, the site council, and LEA and site administrators and a review of student data at Greenfield High School revealed that the LEA and the schools have not fully implemented strategies for overcoming academic deficits ELs incur while acquiring English proficiency. API and CST scores indicate a lack of consistent positive increases in student academic performance. Additional information reported that 48% of ELs are receiving one or more grades of "D" or "F" during the last reporting period.</p> <p>The LEA must provide evidence to CDE that ongoing systemic monitoring, specific research-based interventions, and evaluations are planned to improve academic achievement for all ELs. Programs must be identified in the evidence that assure ELs will have sufficient support to reach grade level content standards as rapidly as possible.</p>	03/12/2012
Improving Teacher Quality-Cycle B (Q)			No findings during this review.	

California Department of Education

Federal Program Monitoring
Notification of Findings

County/District Code: 27660680000000 LEA Name: South Monterey County Joint Union High

Program	Item Identifier	Item Title	Item Findings	Due Date
Uniform Complaint Procedures-Cycle B (UCP)	II-UCP 2	UCP Governance Notification of Procedures	<p>Status: Does Not Meet Requirements</p> <p>The LEA provides a UCP annual written notice and disseminates this notice to employees, students, parents/guardians, advisory committees, private school officials and other interested parties. The annual notice shall have all language and components of required elements for applicable state and federal laws and regulations.</p> <p>Upon review of the two UCP 2 documents, "01-05 revised.pdf" updated on 01/13/2012 and "II. Governance & Administration (UCP 02).pdf" updated on 12/22/2011 by LEA staff, the LEA does not meet requirements for UCP 2 because the UCP annual notice does not contain the following language:</p> <ul style="list-style-type: none"> a. A statement that the local agency is primarily responsible for compliance with federal and state laws and regulations. b. A statement identifying the responsible staff member, position, or unit designated to receive complaints. c. A statement that the complainant has a right to appeal the local agency decision to the CDE by filing a written appeal within 15 days of receiving the LEA Decision. d. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination laws, if applicable, and of the appeal pursuant to Education Code Section 262.3 e. A statement that copies of the local educational agency complaint procedures shall be available free of charge. <p>The LEA must submit to CDE documentation on CAIS of the addition of the above statements to its UCP Annual Notice and disseminate the notice to all employees, students, parents/guardians, advisory committees, private school officials and other interested parties in the district. For technical assistance to resolve these findings, please contact Shireen Miles at 916-319-0951 after the CPM On-site Visit.</p>	03/12/2012

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

SUBJECT: Board Policies – First Reading

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

There are 6 policies presented as a first reading.

Recommendation:

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

Fiscal Impact:

None

Submitted By:

Approved:



John Bernard Ed.D.
State Administrator

BP 2110 Administration

Superintendent Responsibilities And Duties

The Governing Board desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the district's vision and goals. The Board also desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

(cf. 0000 - Vision)
(cf. 2000 - Concepts and Roles)
(cf. 2111 - Superintendent Governance Standards)
(cf. 2121 - Superintendent's Contract)

The Board shall clarify expectations and goals for the Superintendent at the beginning of every evaluation year.

(cf. 2140 - Evaluation of the Superintendent)

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and noninstructional operations of the schools. The Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision making.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 9000 - Role of the Board)
(cf. 9122 - Secretary)

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

(cf. 4301 - Administrative Staff Organization)

Legal Reference:

EDUCATION CODE
17604 Delegation of powers to agents
17605 Delegation of authority to purchase supplies, equipment and services
35020-35046 Powers and duties of superintendent
48900 Authority of superintendent to recommend suspension or expulsion

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Governance
Superintendent Governance Standards, 2001

WEB SITES

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

American Association of School Administrators: <http://www.aasa.org>

Association of California School Administrators: <http://www.acsa.org>

(10/94 7/01) 7/05

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

First reading: February 8, 2012

Adopted;

King City, California

BP 4112.41, 4212.41, 4312.41 Personnel

Employee Drug Testing

The Governing Board maintains a drug- and alcohol-free workplace. In accordance with law, all employees shall render service without using, possessing, being impaired by, or being under the influence of alcohol or drugs.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

(cf. 5131.61 - Drug Testing)

Pre-Employment Drug/Alcohol Testing for Safety-Sensitive Positions

Because students and staff have the right to a safe and secure campus where they are free from physical and psychological harm, the Board authorizes the testing of prospective employees in safety-sensitive positions for drug and alcohol use. The following positions are safety-sensitive and are subject to the district's program:

Positions with Safety-Sensitive Duties:

- a. **Bus Driver**
- b. **Custodial Technician**
- c. **Head Custodian**
- d. **Grounds Worker**
- e. **Maintenance Worker**
- f. **Mechanic/School Bus Driver**

Once a conditional offer of employment has been made, prospective employees in these identified positions shall undergo a pre-employment drug and alcohol screening for any substance which could impair their ability to safely and effectively perform their job functions. This screening shall be part of the employee's pre-employment physical examination.

Final selection of a job applicant for a position shall not be made until the applicant has successfully completed the screening.

All testing and medical examinations shall be conducted in accordance with state and federal law, Board policy, and administrative regulation.

(cf. 4112. /4212.4/4312.4 - Health Examinations)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

BP 4112.41 (b)
4212.41
4312.41

Legal Reference:

EDUCATION CODE

44011 Controlled substance offense
44455 Conviction for controlled substance offenses as grounds for revocation of credential
44836 Employment of certificated persons convicted of controlled substance offenses
44940 Compulsory leave of absence for certificated persons
44940.5 Procedures when employees are placed on compulsory leave of absence
45123 Employment after conviction for controlled substance offense
45304 Compulsory leave of absence for classified persons
44839 Medical certificate; periodic medical examination
45122 Physical examinations

GOVERNMENT CODE

8350-8357 Drug-free workplace
12940 Unlawful employment practices
CODE OF REGULATIONS, TITLE 5
5504 Medical certification procedures

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

7101-7184 Safe and Drug-Free Schools and Communities Act

UNITED STATES CODE, TITLE 41

701-707 Drug-Free Workplace Act

COURT DECISIONS

Lanier v. City of Woodburn, (2008, 9th Circuit) 518 F.3d 1147
Knox County Education Association v. Knox County Board of Education, (1998, 6th Circuit) 158 F.3d 361
Loder v. City of Glendale, (1997) 14 Cal. 4th 846
Vernonia School District 47J v. Acton, (1995) 115 S.Ct. 2386
International Brotherhood of Teamsters v. Department of Transportation, (1991) 932 F.2d 1292
Skinner v. Railway Labor Executives' Assn, (1989) 489 U.S. 602
National Treasury Employees Union v. Von Raab, (1989) 489 U.S. 456

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

First reading: February 8, 2012

Adopted;

King City, California

AR 4112.41
4212.41
4312.41

AR 4112.41, 4212.41, 4312.41 Personnel

Employee Drug Testing

Pre-Employment Drug/Alcohol Screening for Safety-Sensitive Positions

Applicants shall sign a form consenting to the drug and alcohol testing. The consent form shall authorize release of the test results to the district. To ensure an individual's privacy, the district shall not use test results for any purpose other than those stated in Board policy and administrative regulation, shall maintain the confidentiality of screening records, and shall not disclose such records unless the applicant consents or the Superintendent or designee is presented with a court order requiring the disclosure.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)

All initial screening tests shall be conducted at the district's expense. If an applicant's initial test is positive, a second test, at the district's expense, shall be administered as soon as possible to confirm the results. Upon obtaining a second positive result, the applicant may seek an independent drug and alcohol screening from a recognized medical laboratory at his/her own expense. Any applicant who fails to provide the district with a negative drug and alcohol screening report within five working days of a confirmed positive result shall be determined to have failed the screening and shall not be employed.

Failure to submit to the process or to complete the process shall preclude the applicant from being hired into the position. Disqualified applicants shall not be prohibited from applying for another job within the district.

(10/93 6/97) 7/08

Regulation

First reading: February 8, 2012

Adopted;

KING CITY JOINT UNION HIGH SCHOOL DISTRICT

King City, California

BP 5121 Students

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

(cf. 5124 - Communication with Parents/Guardians)
(cf. 6011 - Academic Standards)

A teacher shall base a student's grades on impartial, consistent and methodical observation of the quality of the student's work and his/her mastery of course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios.

(cf. 6162.5 - Student Assessment)

The teacher of each course shall determine the student's grade **at the end of each grading period**. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. On rare occasions a grade change may occur when it is determined that there has been clerical or mechanical mistakes, fraud, bad faith (**e.g. non-compliance with policy or administrative regulation**), or incompetency. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

After a grade is assigned by the teacher, the results of a student's performance on certain tests and/or examinations, including but not limited to Advanced Placement (AP), California High School Exit Examination (CAHSEE), and Content Standards Tests (CST), shall not determine or change a student's grade.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Effect of Absences on Grades

Students are to be in school each day, unless they are absent with an excused absence.

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

(cf. 6154 - Homework/Makeup Work)

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).

(cf. 5113 - Absences and Excuses)

Grade Point Average

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, honors, and/or concurrent postsecondary courses.

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Legal Reference:

EDUCATION CODE

41505-41508 Pupil Retention Block Grant

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits
51242 Exemption from physical education based on participation in interscholastic athletics

52244 Advanced Placement Program: pilot grant program, examination fees

76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

6101-6251 School-to-Work Opportunities Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Aiming High: High Schools for the 21st Century, 2002

Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students, 2001

Elementary Makes the Grade!, 2000

Fiscal Management Advisory, 11-01

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS

CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

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

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

(3/02 11/03) 7/09

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

Revised Reading: February 8, 2012

Adopted:

King City, California

AR 5121 Students

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

(cf. 6020 - Parent Involvement)

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

Grades for Achievement

Grades for achievement shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

(cf. 6141.5 - Advanced Placement)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

At no time shall extra grade weighting be provided as a result of a student's performance on certain tests and/or examinations; including, but not limited to: Advanced Placement (AP), California High School Exit Examination (CAHSEE), and Content Standards Tests (CST).

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education)

If a student is excused from a physical education class due to medical (and/or religious) reasons, an alternative means for acquiring the required P.E. credit shall be provided. Medical excuses shall be provided by a licensed physician.

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students may use interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242; and may be graded on this participation provided that a district-employee, credentialed to teach physical education, supervises this participation and assigns the grade. A district physical education committee will determine the methods of determining the amount of supervised interscholastic athletic participation needed for a grade to be assigned.

(cf. 6145.2 - Athletic Competition)

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Citizenship, Study Skills, and Effort

Grades for citizenship, study skills, and effort shall be reported as follows:

O	Outstanding
S	Satisfactory
N	Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a A-F letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in

the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading

~~At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.~~

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course.

The highest grade received shall be used in determining the student's overall grade point average (GPA).

Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

Teachers who withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians at the beginning of the school year or semester. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's

policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged with the parent.

(cf. 5113 - Absences and Excuses)

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

(cf. 6173.1 - Education for Foster Youth)

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade points assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA. Plus designations are limited to B+, C+, D+, and minus designations are limited to A-, B-, C-, D-.

(7/02 11/03) 7/09

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
Revised Reading: February 8, 2012
Adopted: King City, California

BP 5127 Students

Graduation Ceremonies And Activities

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, ~~passed all proficiency standards and thereby earned the right to receive a diploma.~~ **satisfying district standards, and passing any required assessments.** The Governing Board believes that these students deserve **the privilege of a public celebration** that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

At the discretion of the Superintendent or designee, a student who will complete graduation requirements during the summer may participate in graduation exercises without receiving his/her diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed the California High School Proficiency Examination or the General Educational Development Test must also meet district graduation requirements in order to participate in graduation ceremonies.

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Invocations, **prayers**, ~~and/~~ or benedictions shall not be included in graduation ceremonies. The school or district shall not sponsor other ceremonies or programs for graduates that ~~involve~~ **include** prayer.

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s) and salutatorian(s). ~~The Superintendent or designee shall establish procedures that ensure a fair determination on the students who have achieved the highest grade point average in the graduating class.~~ **Valedictorian(s) and salutatorian(s) shall be selected based on established criteria and procedures that use multiple measures of academic performance.**

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designee shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and nonschool awards.

(cf. 5126 - Awards for Achievement)

Conduct at Graduation Ceremonies

Any student participating in a graduation ceremony shall comply with district policies and regulations pertaining to student conduct.

(cf. 5131 - Conduct)

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony.

However, any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at his/her option, wear his/her military dress uniform at the ceremony. (Education Code 35183.3)

Disciplinary Considerations

In order to encourage high standards of student conduct and behavior, the principal may deny a student the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. ~~School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied~~ **Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and the means whereby a student shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision.**

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5144 - Discipline)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Legal Reference:

EDUCATION CODE

35183.3 Graduation ceremonies; military dress uniforms

38119 Lease of personal property; caps and gowns

48904 Liability of parent or guardian; withholding of grades, diplomas, transcripts

51225.5 Honorary diplomas; foreign exchange students

51410-51412 Diplomas

COURT DECISIONS

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Santa Fe Independent School District v. Doe, (2000) 530 U.S. 290

Lee v. Weisman, (1992) 505 U.S. 577
Sands v. Morongo Unified School District, (1991) 53 Cal. 3d 863
Lemon v. Kurtzman, (1971) 403 U.S. 602

Management Resources:

WEB SITES

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs/>
(6/96 7/01) 3/10

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

First Reading: February 8, 2012

Adopted:

King City, California

BP 5141.5 Students

Bullying Prevention

The South Monterey County Joint Union High School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The South Monterey County Joint Union High School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The South Monterey County Joint Union High School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while they are traveling to and from school or a school-sponsored activity off-site, during the lunch period whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the South Monterey County Joint Union High School District will provide staff development training in prevention of bullying and cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

Teachers should discuss this policy with students in ways appropriate to their ages and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while he or she is on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following actions and consequences:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to an adult, or principal, or designee.

- **Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.**

If the complainant student or the parent of the student believes that the investigation or complaint was not resolved appropriately, the student or the parent of the student should contact the principal or the school office. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to, the following:

- **All staff, students, and parents will receive a summary of the policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.**
- **The school will make reasonable efforts to keep confidential a report of bullying and the results of the investigation.**
- **Staff members are expected to immediately intervene when they see a bullying incident occur and report such incident to a site administrator. Should the staff member perceive that the site administrator has failed to respond to an incident of bullying, the staff member should report the incident to the Superintendent/State Administrator or designee.**
- **People witnessing or experiencing bullying are to report the incident; such reporting will not reflect on the victim or witnesses in any way.**

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First reading: February 8, 2012

Adopted;

King City, California

South Monterey County Joint Union High School District

The following staff survey has been used to assist other school districts across the state promote student leadership, build respect and prevent bullying & violence.

Staff Survey

1. Name of school at which I work.

A	B	C	D
Greenfield HS	King City HS	Portola-Butler	South Monterey County Charter

2. My employment is in a position that is

A	B	C	D
Certificated	Classified		

The following four questions pertain to students:

- 3. Efforts are made to include all students in campus life.
- 4. Students treat each other with respect.
- 5. Students treat teachers with respect.
- 6. Special-needs students are included in the school-life in our school.

The following seven questions pertain to faculty:

- 7. I believe I am an included member of the staff.
- 8. I am happy to be at this school.
- 9. Teachers treat colleagues with respect.
- 10. Administrators treat teachers with respect.
- 11. I feel supported at this school.
- 12. I enjoy joining other teachers at lunch.
- 13. The humor among staff is respectful (i.e., not at the expense of others).

The following four questions pertain to the school community:

- 14. People accept cultural differences on this campus.
- 15. People accept differences in sexual orientation on this campus.
- 16. People accept racial differences on this campus.
- 17. People accept socioeconomic differences on this campus.

A	B	C	D
All of the time	Most of the time	Some of the time	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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18. Please add comments that would help to better understand the climate for the staff and the student body and the relations between staff and students at this school. Include examples of typical incidents, if appropriate.

South Monterey County Joint Union High School District

The following student survey has been used to assist other school districts across the state promote student leadership, build respect and prevent bullying & violence.

Student Survey

1. Name of school that I attend.

A	B	C	D
<i>Greenfield HS</i>	<i>King City HS</i>	<i>Portola- Butler</i>	<i>South Monterey County Charter</i>

2. Students treat each other with respect at this school.
3. Students treat teachers with respect at this school.
4. Teachers treat students with respect at this school.
5. Teachers treat each other with respect at this school.
6. I feel a part of school life.
7. I feel recognized and supported for who I am.
8. I feel comfortable walking anywhere on campus.
9. I feel safe at school.
10. Students at this school respect differences.
11. My racial, ethnic, cultural, and religious beliefs are respected.
12. I have personally experienced discrimination at school.
13. Administrators respect differences at this school.
14. Teachers respect differences at this school.
15. Students are respectful of others' personal sexual orientation.
16. This school is safe for lesbians, gays, or questioning youths.
17. Male and female administrators are respectful of each other.
18. Male teachers are respectful of female students.
19. Female teachers are respectful of male students.
20. Students and faculty are respectful of people with disabilities.
21. I have experienced (or witnessed) incident(s) where my ethnic, racial, or cultural group was disrespected. Yes No If yes, briefly describe the incident(s).

A	B	C	D
<i>All of the time</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>Not at all</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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22. I have contributed to the ethnic, racial, or cultural disrespect. Yes No If yes, briefly describe the incident(s).

BP 5141.27 Students

Food Allergies/Special Dietary Needs

The Governing Board desires to prevent exposure of students to foods to which they are allergic and to provide for prompt and appropriate treatment in the event that a severe allergic reaction occurs at school.

The Superintendent or designee shall develop guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, strategies for identifying students at risk for allergic reactions, avoidance measures and other means to manage allergies, education of staff regarding typical symptoms, and actions to be taken in the event of a severe allergic reaction.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Parents/guardians shall be responsible for notifying the Superintendent or designee, in writing, regarding any food allergies or other special dietary needs of their child in accordance with administrative regulation.

(cf. 5125 - Student Records)

Students with serious dietary needs that qualify as a disability under Section 504 of the federal Rehabilitation Act or the Individuals with Disabilities Education Act shall be provided reasonable accommodation or services, as appropriate, in accordance with his/her accommodation plan or individualized education program.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Students shall not be excluded from school activities based solely on their food allergy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Legal Reference:

EDUCATION CODE

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49423 Administration of prescribed medication for student

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

15562 Reimbursement for meals, substitutions

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
701-795a Rehabilitation Act, including:
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
1751-1769h National School Lunch Program
1771-1791 Child nutrition, especially:
1773 School Breakfast Program
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
225.16 Meal programs, individual substitutions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004
FOOD ALLERGY AND ANAPHYLAXIS NETWORK (FAAN) PUBLICATIONS
School Guidelines for Managing Students with Food Allergies
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Accommodating Children with Special Dietary Needs in the School Nutrition Programs:
Guidance for School Food Service Staff, Fall 2001
WEB SITES
American Dietetic Association: <http://www.eatright.org>
American School Food Service Association: <http://www.asfsa.org>
California Department of Education, Health Services and School Nursing:
<http://www.cde.ca.gov/ls/he/hn>
Food Allergy and Anaphylaxis Network: <http://www.foodallergy.org>
International Food Information Council: <http://ific.org>
National School Boards Association, School Health Programs: <http://www.nsba.org>
U.S. Department of Agriculture: <http://www.fns.usda.gov>
Issued: 3/07

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

First reading: February 8, 2012

Adopted;

King City, California

AR 5141.27 Students

Food Allergies/Special Dietary Needs

Definitions

Special dietary needs include food intolerances, allergies, and other medical needs that may require avoidance of specific foods.

Food allergies are abnormal responses of the body's immune system to certain foods or ingredients.

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance and may be caused by a food allergy. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

In severe cases, anaphylaxis may result in lowered blood pressure, loss of consciousness, or even death. Symptoms typically appear immediately after exposure to a certain food or substance but in rare cases may occur after a few hours.

Epinephrine auto-injector is a disposable drug delivery system with a spring-activated concealed needle that is designed for emergency administration of epinephrine to persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Notification by Parent/Guardian

If their child has a known food allergy, the parents/guardians shall notify the Superintendent or designee, in writing, and provide written medical documentation, signed by a physician, that describes the nature of the student's condition, instructions, and necessary medications. If the food allergy requires food substitutions or modifications in school meals, the written statement shall also describe the specific foods to be restricted and the foods that should be substituted.

Prevention

To minimize students' exposure to foods to which they are allergic, the Superintendent or designee shall, at a minimum, implement the following preventive measures:

1. Notification to District Staff

When notified by the parent/guardian that a student has a food allergy, the Superintendent or designee shall inform the student's principal, teacher(s), bus

driver, school nurse, coach, substitute teacher, and/or any other personnel responsible for supervising the student.

The principal or designee shall notify substitute staff of any students with known food allergies and the school's response plan.

(cf. 5125 - Student Records)

2. Food Services

The district's food services program shall make food substitutions in breakfasts, lunches, and after-school snacks when students are considered to have a disability under Section 504 of the federal Rehabilitation Act of 1973 that restricts their diet and when a physician has signed a statement of need that includes recommended alternate foods. (7 CFR 210.10, 220.8)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

Substitutions may be made on a case-by-case basis for students who do not have a disability under Section 504 but who cannot consume the regular breakfast, lunch, or after-school snack because of medical or other special dietary needs, when supported by a statement of need signed by a recognized medical authority. (7 CFR 210.10, 220.8, 225.16)

The district's food services staff shall check food labels or specifications to ensure that foods do not contain traces of substances to which the student is allergic.

Under no circumstances shall food services staff prescribe nutritional requirements or revise a diet order prescribed by a physician.

Food substitutions shall not result in any additional cost to the student.

3. Class Parties/School Activities

Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that the food not be provided at class parties or other school events.

Whenever the ingredients in any food served at class parties or other school activities are unknown, the student shall be encouraged to avoid the food.

4. Sanitation and Cleaning

To avoid spreading allergens, cafeteria tables and classroom surfaces shall be cleaned with a fresh cloth or disposable paper towels and cleaning products known to effectively remove food proteins, excluding waterless cleaners or instant hand sanitizers that do not involve a wet-wash step. Cross-contact from a sponge or cloth used to clean allergen-containing tabletops shall be avoided.

Staff shall use and promote hand-washing using soap and water before and after food handling.

Students shall be notified that exchanging meals or utensils is prohibited.

5. Professional Development

Schoolwide professional development shall be provided to appropriate staff on the identification and management of food allergies, including avoidance measures, typical symptoms, the proper use of epinephrine auto-injectors, documentation and storage of medication, and emergency drills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Supervision of Students

Staff who are trained and knowledgeable about symptoms of anaphylaxis and actions to take in an emergency shall provide supervision in the classroom and cafeteria and on the playground whenever students known to have a food allergy are on school grounds.

7. Health Education

The district's health education curriculum may include instruction on food allergies in order to assist food-allergic students in taking responsibility for monitoring their diet and to teach other students about the dangers of sharing foods or utensils with others.

(cf. 6142.8 - Comprehensive Health Education)

Emergency Response

Epinephrine auto-injectors or other medicine provided for use in the event of an anaphylactic shock reaction shall be stored and used in accordance with law and BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions.

(cf. 4119.43 - Universal Precautions)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

In addition, staff shall call 911 and seek immediate medical attention for a student experiencing an anaphylactic shock reaction.

(cf. 5141 - Health Care and Emergencies)

As soon as possible, school staff shall contact the student's parents/guardians or other person identified as an emergency contact.

3/07

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

First reading: February 8, 2012

Adopted;

King City, California

BP 7160 Facilities

Charter School Facilities

Upon request by a charter school operating within the district, the Governing Board shall provide facilities in accordance with law, Board policy, and administrative regulation.

(cf. 0420.4 - Charter Schools)

(cf. 7110 - Facilities Master Plan)

A charter school must be operating in the district as defined in Education Code 47614 before it submits a request for facilities. A new or proposed charter school operating within the district is eligible to request facilities for a particular fiscal year only if it submits its charter petition before November 1 of the fiscal year preceding the year for which facilities are requested. A new charter school is entitled to be allocated and/or provided access to facilities only if it receives approval of the petition before March 15 of the fiscal year preceding the year for which facilities are requested. (5 CCR 11969.9)

The Superintendent or designee shall ensure that requests received are evaluated and processed in accordance with law, Board policy, and administrative regulation.

If the district's preliminary proposal or final notification of space does not accommodate the charter school at a single school site, the Board shall consider the offer, make a specific finding that the district cannot accommodate the charter school's students at a single school site, and adopt a written statement of reasons explaining the finding. (5 CCR 11969.2)

Legal Reference:

EDUCATION CODE

17070.10-17080 Leroy F. Greene School Facilities Act of 1998, including:

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

46600 Interdistrict attendance agreements

47600-47616.5 Charter Schools Act of 1992, as amended

48204 Residency requirements for school attendance

GOVERNMENT CODE

53094 Authority to render zoning ordinance inapplicable

53097.3 Charter school ordinances

CODE OF REGULATIONS, TITLE 2

1859.2 Definitions

1859.31 Classroom inventory

1859.160-1859.171 Charter school facilities program, new construction

CODE OF REGULATIONS, TITLE 5

11969.1-11969.10 Charter school facilities

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

Sequoia Union High School District v. Aurora Charter High School (2003) 112 Cal.App.4th 185

ATTORNEY GENERAL OPINIONS
80 Ops.Cal.Atty.Gen. 52 (1997)

Management Resources:

CSBA PUBLICATIONS

Charter Schools: A Manual for Governance Teams, rev. 2008

WEB SITES

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

California Department of Education, Charter Schools Office: <http://www.cde.ca.gov/sp/cs>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

7/08

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

First reading: February 8, 2012

Adopted;

King City, California

AR 7160 Facilities

Charter School Facilities

Definitions

Average daily classroom attendance (ADA) or classroom ADA is ADA for classroom-based apportionment as used in Education Code 47612.5. (5 CCR 11969.2)

In-district classroom ADA is classroom ADA attributable to in-district students. In-district students are those charter school students who are entitled to attend a district school. Students eligible to attend district schools based on an interdistrict attendance agreement or parent/guardian employment shall be considered students of the district where they reside. (5 CCR 11969.2)

(cf. 5111.1 - District Residency)

(cf. 5117 - Interdistrict Attendance)

The district may allow a charter school to include nonclassroom ADA in the ADA calculation only: (5 CCR 11969.2)

- 1. To the extent of the instructional time that the students generating the nonclassroom-based ADA are actually in the classroom under the direct supervision of and control of a charter school employee**
- 2. If the district and charter school agree upon the time(s) that the facilities devoted to students generating the nonclassroom-based ADA will be used**

An eligible charter school operating in the district is one that is either currently providing public education to in-district students or has identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year, regardless of whether the district is or is proposed to be the chartering entity and whether or not the charter school has a facility inside the district's boundaries. (Education Code 47614; 5 CCR 11969.2)

Furnished and equipped means the facilities include reasonably equivalent furnishing necessary to conduct classroom instruction and to provide for student services that directly support classroom instruction as found in the comparison group schools established under 5 CCR 11969.3(a) and that the facilities have equipment that is reasonably equivalent to the comparison group schools. Equipment means property that does not lose its identity when removed from its location and is not changed materially or consumed immediately (e.g., within one year). Equipment has relatively permanent value and its purchase increases the total value of the district's physical properties. Examples include furniture, vehicles, machinery, motion picture film, videotape, furnishings that are not an integral part of the building or building system, and certain intangible assets such as major

software programs. Furnishings and equipment acquired for a school site with nondistrict resources are excluded when determining reasonable equivalence. (5 CCR 11969.2)

Determination of Reasonably Equivalent Facilities

The district shall provide facilities to a charter school sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. (Education Code 47614; 5 CCR 11969.3)

Reasonably equivalent conditions shall be determined on the basis of: (5 CCR 11969.3)

1. A comparison group of district schools with similar grade levels, selected in accordance with 5 CCR 11969.3 (5 CCR 11969.3)

If a charter school's grade-level configuration is different from the configuration of the district's schools, the district is not obligated to pay for the modification of a school site to accommodate the charter school's configuration. (5 CCR 11969.3)

For high schools, the comparison group shall be the district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in Education Code 17070.15(b), in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested. (5 CCR 11969.3)

2. Capacity, in accordance with 5 CCR 11969.3, including equivalency of the ratio of teaching stations (classrooms) to ADA as those provided to district students attending comparison group schools, as well as a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. District ADA shall be determined using projections for the fiscal year and grade levels for which facilities are requested. (5 CCR 11969.3)

The number of teaching stations shall be determined using the classroom inventory prepared pursuant to 2 CCR 1859.31, adjusted to exclude classrooms identified as interim housing. Interim housing means the rental or lease of classrooms used to house students temporarily displaced as a result of the modernization of classroom facilities, as defined in 2 CCR 1859.2, and classrooms used as emergency housing for schools vacated due to structural deficiencies or natural disasters. (5 CCR 11969.3)

The district shall allocate and/or provide access to nonteaching station space commensurate with the in-district classroom ADA of the charter school and the per-student amount of nonteaching station space in the comparison group schools. Nonteaching station space is all of the space that is not identified as teaching station

space or specialized classroom space and includes, but is not limited to, administrative, kitchen, multipurpose room, and play area space. (5 CCR 11969.3)

3. **Condition of facilities, as determined by assessing such factors as age of facilities (from last modernization), quality of materials, and state of maintenance, including: (5 CCR 11969.3)**
 - a. **School site size**
 - b. **Condition of interior and exterior surfaces**
 - c. **Condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes**
 - d. **Availability and condition of technology infrastructure**
 - e. **Condition of the facility as a safe learning environment, including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use**
 - f. **Condition of the facility's furnishing and equipment**
 - g. **Condition of athletic fields and/or play area space**

(cf. 7111 - Evaluating Existing Buildings)

If a charter school was established through the conversion of an existing public school, the condition of the facility previously used by the district shall be considered to be reasonably equivalent for the first year the charter school uses the facility. (5 CCR 11969.3)

Request and Provision of Facilities: Timelines and Procedures

The following procedures shall apply to a charter school's request for and the district's provision of facilities:

1. **On or before November 1, a charter school shall submit a written request for facilities to the Superintendent or designee for the next fiscal year. The request shall include: (Education Code 47614; 5 CCR 11969.9)**
 - a. **Reasonable projections of in-district and total ADA and in-district and total classroom ADA, based on ADA claimed for apportionment, if any, in the fiscal year prior to the fiscal year in which the facilities request is made, adjusted for expected changes in enrollment in the forthcoming fiscal year**

Projections of in-district ADA, in-district classroom ADA, and the number of in-district students shall be broken down by grade level and by the district school that the student would otherwise attend.

- b. A description of the methodology for the projections**
- c. If relevant (i.e., when a charter school is not yet open or to the extent an operating charter school projects a substantial increase in ADA), documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection, but that need not be verifiable for precise arithmetical accuracy**
- d. The charter school's operational calendar**
- e. Information regarding the district's school site and/or general geographic area in which the charter school wishes to locate**
- f. Information on the charter school's educational program, if any, that is relevant to assignment of facilities**

In submitting a facilities request, the charter school shall use a form specified by the district. The charter school shall distribute, or otherwise make available for review, the written request to interested parties, including, but not limited to, parents/guardians and school staff.

- 2. On or before December 1, the district shall review the charter school's projections of in-district and total ADA and in-district and total classroom ADA, express any objections in writing, and state the projections the district considers reasonable. If the district does not express any objections in writing and state its own projections by the deadline, the charter school's projections are no longer subject to challenge and the district shall base its offer of facilities on those projections. (5 CCR 11969.9)**
- 3. On or before January 2, the charter school shall respond to any objections expressed by the district and to the district's attendance projections provided pursuant to item #2 above. The charter school shall reaffirm or modify its previous projections as necessary to respond to the information received from the district pursuant to item #2. If the charter school does not respond by January 2, the district's projections provided pursuant to item #2 are no longer subject to challenge and the district shall base its offer of facilities on those projections. (5 CCR 11969.9)**
- 4. On or before February 1, the district shall prepare a written preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter**

school is to be provided access. At a minimum, the preliminary proposal shall include: (5 CCR 11969.9)

- a. The projections of in-district classroom ADA on which the proposal is based**
- b. The specific location(s) of the space**
- c. All conditions pertaining to the space, including a draft of any proposed agreement pertaining to the charter school's use of the space**
- d. The projected pro rata share amount and a description of the methodology used to determine that amount**
- e. A list and description of the comparison group schools used in developing the district's preliminary proposal and a description of the difference between the preliminary proposal and the charter school's request submitted pursuant to item #1 above**

In evaluating and accommodating the charter school's request, the charter school's in-district students shall be given the same consideration as students in the district's schools, subject to the requirement that the facilities provided must be contiguous. (5 CCR 11969.2)

Contiguous facilities are those facilities contained on a school site or immediately adjacent to a school site. If the in-district classroom ADA of the charter school cannot be accommodated on any single school site, contiguous facilities also include facilities located at more than one site, provided that the district minimizes the number of sites assigned and considers student safety. (5 CCR 11969.2)

If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. The district shall not be obligated to pay for the modification of an existing school site to accommodate the charter school's grade level configuration. (5 CCR 11969.3)

- 5. On or before March 1, the charter school shall respond in writing to the district's preliminary proposal made pursuant to item #4 above and shall express any concerns, including addressing differences between the preliminary proposal and the charter school's request, and/or make a counter proposal. (5 CCR 11969.9)**
- 6. On or before April 1, having reviewed any concerns and/or counter proposals made by the charter school pursuant to item #5 above, the district shall submit, in writing, a final notification of the space offered to the charter school. The notification shall**

include a response to the charter school's concerns and/or counter proposal, if any. The final notification shall specifically identify: (5 CCR 11969.9)

- a. **The teaching stations, specialized classroom spaces, and nonteaching station spaces offered for the exclusive use of the charter school and the teaching stations, specialized classroom spaces, and nonteaching spaces to which the charter school is to be provided access on a shared basis with district-operated programs**
 - b. **Arrangements for sharing any shared space**
 - c. **The assumptions of in-district classroom ADA for the charter school upon which the allocation is based, and if the assumptions are different than those submitted by the charter school pursuant to item #3 above, a written explanation of the reasons for the differences**
 - d. **The specific location(s) of the space**
 - e. **All conditions pertaining to the space**
 - f. **The pro rata share amount**
 - g. **The payment schedule for the pro rata amount, which shall take into account the timing of revenues from the state and from local property taxes**
7. **By May 1 or within 30 days after the district notification pursuant to item #6 above, whichever is later, the charter school shall notify the district in writing whether or not it intends to occupy the offered space. (5 CCR 11969.9)**

The charter school's notification may be withdrawn or modified before this deadline. After the deadline, if the charter school has notified the district that it intends to occupy the offered space, the charter school is committed to paying the pro rata share amount as identified. If the charter school does not notify the district by this deadline that it intends to occupy the offered space, then the space shall remain available for district programs and the charter school shall not be entitled to use facilities of the district in the following fiscal year. (5 CCR 11969.9)

8. **The district and charter school shall negotiate an agreement regarding the use of and payment for the space. In addition, the district shall provide a draft of any proposed agreement pertaining to the charter school's use of the space in conjunction with the preliminary offer, as detailed in item #4 above. (5 CCR 11969.9)**

- a. At a minimum, the agreement shall contain the information included in the district's final notification, as listed in item #6 above.
- b. The charter school shall maintain general liability insurance naming the district as an additional insured in order to indemnify the district for any damage and losses. The district shall maintain first party property insurance for the facilities allocated to the charter school.

(cf. 3530 - Risk Management/Insurance)

- c. The charter school shall comply with Board policies regarding the operations and maintenance of school facilities, furnishings, and equipment.
 - d. A reciprocal hold-harmless/indemnification provision shall be established between the district and the charter school.
 - e. The district shall be responsible for any modifications necessary to maintain the facility in accordance with Education Code 47610(d) or 47610.5.
9. The space allocated to the charter school by the district, or the space to which the district provides the charter school access, shall be furnished, equipped, and available for occupancy at least 10 working days prior to the first day of instruction of the charter school. For good cause, the district may reduce the period of availability to a period of not less than seven working days. (5 CCR 11969.9)

Space allocated for use by the charter school, subject to sharing arrangements, shall be available for the charter school's entire school year regardless of the district's instructional year or class schedule. The charter school shall not sublet or use the facilities for purposes other than those that are consistent with Board policies and district practices without permission of the Superintendent or designee. (5 CCR 11969.5)

(cf. 1330 - Use of School Facilities)

10. Facilities, furnishings, and equipment provided to a charter school by the district shall remain the property of the district. The district shall be responsible for projects eligible to be included in the district's deferred maintenance plan and the replacement of district-provided furnishings and equipment in accordance with district schedules and practices. The ongoing operations and maintenance of facilities, furnishings, and equipment shall be the responsibility of the charter school. (Education Code 47614; 5 CCR 11969.4)

Charges for Facilities Costs

The district shall not be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter schools. The district may charge the charter school for a pro-rata share of the district's facilities costs for the charter school's use of the facilities in accordance with 5 CCR 11969.7. (Education Code 47614)

General fund means the main operating fund of the district which is used to account for all activities except those that are required to be accounted for in another fund. (5 CCR 11969.2)

Unrestricted revenues are those funds whose uses are not subject to specific constraints and that may be used for any purposes not prohibited by law. Restricted revenues are those funds received from external sources that are legally restricted or that are restricted by the donor to specific purposes. Programs funded by a combination of restricted and unrestricted sources will be accounted for and reported as restricted. Funds or activities that are not restricted or designated by the donor, but rather by the Governing Board, shall be accounted for and reported as unrestricted. (5 CCR 11969.2)

Facilities costs are those activities concerned with keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition and a satisfactory state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools, as well as plant maintenance and operations, facilities acquisition and construction, and facilities rents and leases. (5 CCR 11969.2)

The charter school shall report actual in-district and total ADA and classroom ADA to the district every time that the charter school reports ADA for apportionment purposes. If the charter school generates less ADA than projected, the charter school shall reimburse the district for the over-allocated space as set forth in 5 CCR 11969.8, unless the district agrees, in response to the notification by the charter school of over-allocation, to exercise its sole discretion to use the over-allocated space for district programs. (Education Code 47614; 5 CCR 11969.8, 11969.9)

Additional Provisions for Charter School Established at an Existing School Site

The following provisions apply only to a charter school established at an existing school site pursuant to Education Code 47605(a)(2), 52055.5, 52055.55, or 52055.650 that operated at the site in its first year pursuant to 5 CCR 11969.3(e)(2). (5 CCR 11969.3)

- 1. The school site, as identified in the school's charter, shall be made available to the charter school for its second year of operation and thereafter upon annual request for facilities from the district pursuant to Education Code 47614 and this administrative regulation. (5 CCR 11969.3)**

The district may charge the charter school the pro-rata costs for the site pursuant to 5 CCR 11969.7 and the district shall be entitled to receive reimbursement for over-allocated space from the charter school pursuant to 5 CCR 11969.8. (5 CCR 11969.3)

If, by February 1 of its first year of operation, a charter school notifies the district that it will have over-allocated space in the following fiscal year, the space identified is not subject to reimbursement for over-allocation space pursuant to 5 CCR 11969.8 in the following year or thereafter. The district may occupy all or a portion of the space identified. (5 CCR 11969.3)

A charter school that wants to recover space surrendered to the district shall apply to the district and the district shall evaluate the application in accordance with law and this administrative regulation. (5 CCR 11969.3)

2. If, as a result of a material revision of the charter, either the location of the charter school is changed or the district approves the operation of additional sites by the charter school, then the charter school may request, and the district shall provide, facilities in accordance with the revised charter, law, and this administrative regulation. (5 CCR 11969.3)
 - a. If the charter school was established pursuant to Education Code 47605(a)(2), the district shall change the school's attendance area only if the State Board of Education (SBE) grants a waiver of the requirement in Education Code 47605(d)(1) that the charter school continuously give admission preference to students residing in the former attendance area of the school site. (5 CCR 11969.3)
 - b. If the charter school was established pursuant to Education Code 52055.5, 52055.55, or 52055.650, the district shall relocate the school or change the school's attendance area only if the SBE grants a waiver of the provision of statute binding the school to the existing site. (5 CCR 11969.3)
 - c. If the district decides to change the charter school's attendance areas as provided in #2(a) or 2(b) above, and if the decision occurs between November 1 and June 30 and becomes operative in the forthcoming fiscal year, then the space allocated to the charter school is not subject to reimbursement for over-allocated space pursuant to 5 CCR 11969.8 in the forthcoming fiscal year. (5 CCR 11969.3)

Mediation of Disputes

If a dispute arises between the district and a charter school pursuant to Education Code 47614 or 5 CCR 11969.1-11969.10 both parties may agree to settle the dispute using mediation. Mediation consists of the following steps: (5 CCR 11969.10)

- 1. If both parties agree to mediation, the initiating party shall select a mediator, subject to the agreement of the responding party. If the parties are unable to agree on a mediator, the initiating party shall request the CDE to appoint a mediator within seven days to assist the parties in resolving the dispute. The mediator shall meet with the parties as quickly as possible.**
- 2. Within seven days of the selection or appointment of the mediator, the party initiating the dispute resolution process shall send a notice to the responding party and the mediator. The notice shall include the following information:**
 - a. Name, address, and phone numbers of designated representatives of the parties**
 - b. A statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute**
 - c. The specific sections of the statute or regulations that are in dispute**
 - d. The specific resolution sought by the initiating party**
- 3. Within seven days of receiving the notice, the responding party shall file a written response.**
- 4. The mediation shall be entirely informal in nature. Each party shall share copies of exhibits upon which its case is based with the other party. The relevant facts shall be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses.**
- 5. Any agreement reached by the parties shall be in writing and shall not set a precedent for any other case.**
- 6. The mediation shall be terminated if the district and the charter school fail to meet within the specified timelines, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares an impasse.**
- 7. The costs of the mediation shall be divided equally between the parties and paid promptly.**

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

First reading: February 8, 2012

Adopted;

King City, California

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Advanced Algebra with Financial Applications

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

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

Advanced Algebra with Financial Applications
Credits: One year of Elective Credit
Prerequisite: Algebra 1

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

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

Recommendation:

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


Fiscal Impact:

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

Submitted By:

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

Approved:


John Bernard Ed.D.
State Administrator

Advanced Algebra with Financial Applications
COURSE OUTLINE

Unit 1: Banking Services

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

Mathematics Topics

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

Mathematics Learning Goals

- Students will use the simple interest formula and use inverse operations to solve for all four variables I (interest), P (principal), R (rate), and T (time).
- Students will use iteration to show how compounding pays “interest on your interest.”
- Students will derive the compound interest formula by using patterns and inductive reasoning.
- Students will compute compound interest with and without the formula.
- Students will apply and interpret limit notation.
- Students will model an infinite series and finding a finite sum for an infinite series with common ratio $\frac{1}{2}$.
- Students will compute limits of polynomial functions as approaches infinity.
- Students will approximate the natural base e by examining the exponential sequence for increasing values of the exponent and denominator.
- Students will inductively derive the natural base e using limits.
- Students will apply the natural base e in the formula for continuous compounding of interest.
- Students will be able to identify equations as models for exponential decay when the exponent is less than 1.
- Students will be able to identify equations as models for exponential growth when the exponent is greater than 1.
- Students will recognize and create geometric series.
- Students will graph exponential functions.
- Students will analyze rational function behavior and limits of rational functions as the independent variable approaches $\frac{0}{0}$.

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

Unit 2: Investing

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

Mathematics Topics

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

Mathematical Learning Goals

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

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

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

Unit 3: Employment and Income Taxes

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

Mathematics Topics

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

Mathematics Learning Goals

- Students will identify continuous and discontinuous functions by their graphs.
- Students will interpret jump discontinuities.
- Students will determine and interpret domains of piecewise functions.
- Students will graph exponential functions that model pay schedules.
- Students will graph piecewise functions with different slopes that create cusps.
- Students will compute measures of central tendency and rational functions that model average value.
- Students will use geometric sequences and identify common ratio r .
- Students will express percent increases and decreases as rational functions.
- Students will use the point-slope form of the equation of a line and convert to slope-intercept form.
- Students will graph continuous polygonal functions with multiple slopes and cusps.
- Students will translate verbal expressions into literal rational, exponential, and linear
- Equations.
- Students will express domains using compound inequality notation and interval notation.
- Students will express domains using $[-167]$ - dule notation

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

Unit 4: Automobile Ownership

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

Mathematics Topics

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

Mathematics Learning Goals

- Students will model exponential depreciation as $y = Px^b$ where P is the purchase price and $x < 1$, and compare the depreciation to an increasing linear expense function.
- Students will transform raw data into a frequency distribution.
- Students will create and interpret stem and leaf plots and side-by-side steam plots that display two distributions simultaneously.
- Students will create and interpret side-by-side, modified box and whisker plots, and learn how to display them on a graphing calculator.
- Students will compute measures of dispersion including the range and the interquartile range.
- Students will compute Q_1 , Q_2 , Q_3 , and Q_4 manually and with the graphing calculator.
- Students will compute boundaries for -1.68-s using the expressions $Q_1 - 1.5(IQR)$ and $Q_3 + 1.5(IQR)$.

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

Unit 5: Consumer Credit

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

Mathematics Topics

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

Mathematics Learning Goals

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

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

Unit 6: Independent Living

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

Mathematics Topics

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

Mathematics Learning Goals

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

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

Unit 7: Retirement Planning and Budgeting

The focus of this unit is on the mathematics of fiscal plans that workers can make years ahead of their retirement date. This involves a detailed study of retirement savings plans, both personal and federal, employee pension programs, and life insurance. Additionally, students are asked to call upon the knowledge acquired in all of the preceding units in order to create and chart a responsible personal budget plan, to mathematically analyze cash flow, and to determine net worth.

Mathematics Topics

- Expected value of a probability distribution
- Greatest Integer function
- Sectors and central angles
- Exponential Equations
- Rational expressions as combinations of rational and polynomial expressions
- Piecewise Greatest Integer Function
- Systems of linear and piecewise functions
- Domains, constants, coefficients, dependent and independent variable

Mathematics Learning Goals

- Students will use the exponential future value of a periodic investment formula to predict balances after t years when given a periodic deposit amount, an investment return rate, and compounding information.
- Students will use the exponential present value of a periodic investment formula of the form to determine the principal when given a future value, a time in years, an investment return rate, and compounding information.
- Students will write rational expressions as a combination of rational and polynomial expressions.
- Students will use inequalities to define domains when creating algebraic expressions.
- Students will analyze the effect that a change in multipliers has to the value of an algebraic expression.
- Students will write rational expressions to represent increase over time.
- Students will use and interpret the greatest integer function.
- Students will determine and interpret the expected value of a probability distribution.

- Students will create, interpret, and graph greatest integer functions of the form.
- Students will understand the algebraic and contextual differences between various forms of greatest integer functions.
- Students will incorporate the greatest integer function into a piecewise function.
- Students will evaluate a piecewise function that includes a greatest integer function for various values on the domain of the piecewise function.
- Students will create, interpret, and graph a system of a linear and a piecewise function and determine the point of intersection.
- Students will use sectors and central angles of a circle to depict proportional categories on a pie chart when given categorical information.
- Students will create and interpret budget line equations of the type $Ax + By = C$ where A represents the cost of the first of two items and B represents the cost of the second of two items, x and y represent quantities under consideration and C represents an amount budgeted.
- Students will interpret points on a budget line graphs in the context of their relationship to the budget line.
- Students will compare budget line graphs and interpret them as transformations in the plane.
- Students will use inequalities to interpret regions and points in the plane in relation to a budget line graph.
- Students will use multiple representations to chart data relating to retirement and budgeting.

Advanced Algebra with Financial Applications KEY ASSIGNMENTS

The Key Assignments presented in this section are well-aligned with the CCSS Standards for Mathematical Practice. The assignments are all verbal problem solving activities that relate to the unit being studied. Students must represent the verbal situation symbolically, manipulate those symbols to arrive at an answer, and then interpret that answer in the context of the problem. This offers students opportunities to make sense of quantities and their relationships within those problem-solving settings through multiple representations. Students can approach, access, and deconstruct the necessary mathematics using handheld graphing utilities, manipulatives, spreadsheets, and/or software. The assignments throughout this course require students to attend to precision in their responses both in the computational and algebraic fluency required to arrive at those answers and in the units used to contextualize the answers.

The prevalence of mathematical modeling assignments allows students to practice seeking out mathematical structure in what may seem to them to be an unstructured situation. Identifying and exploiting the structure leads students to a richer understanding of the themes and regularities that are present in the real world. Students make tables, find patterns, and offer conjectures based on the patterns. This form of inductive reasoning is a cornerstone of mathematical thinking. The assignments and other course-related activities optimize students' exposure to extrapolating what they have learned to routine and non-routine mathematically-dependent situations they encounter in their futures.

Most assignments require the student to prepare a presentation on their finished work. This can be a PowerPoint show, a webinar, a poster presentation, or a presentation using transparencies. The student audience gets to critique the presentation, ask questions, and make comments, in a firmly established, constructive, positive "safe" zone. The presentation is graded, and the quality of student critiques and comments can also be graded.

Unit 1: Banking

Key Assignment 1.1: How Interest Method Affects Monetary Growth

Mathematics: Simple interest, compound interest

Mathematics Learning Goals: To determine how increased compounding affects growth.

Students are first introduced to the meaning of compounding numerically via mathematical iteration. Before embarking on a rigorous study of limits and compound interest algebraic formulas, students are asked "How much would \$1,000 grow to, in one year, at 100% interest compounded continuously?" The 100% interest and continuous compounding often leads them to guess much higher than the actual amount. Their guesses are recorded, and a statistical analysis of their guesses is made. Outliers are carefully noted. The findings of this activity are scrutinized after students complete Key Assignment 3.

Key Assignment 1.2: Deriving the Compound Interest Formula

Mathematics: Inductive reasoning, exponential functions, rational functions

Mathematics Learning Goals: To use patterns and induction to generate for selected forms of compounding and adapt them to monthly, week⁻¹, $\frac{1}{3}$, and hourly compounding.

Students will compute interest for each interest period over a semi-annual and quarterly compounded account for a given balance and interest rate. They will derive the general algebraic formulas for these two types of compounding. They will then look for patterns in the semi-annual and quarterly compound interest formulas to inductively conjecture about the general formula for compounding. They will then find formulas for monthly, weekly, daily and hourly compounding, and compute and compare the interest earned over one year for these accounts.

Key Assignment 1.3: Using Limits to Derive the Natural Base e

Mathematics: Rational functions, exponential functions

Mathematics Learning Goals: To use substitution and patterns to generate a series that approaches e as x approaches infinity.

Students will be introduced to the notion of limits and limit notation and apply it to the compound interest formulas previously derived. They will increase the number of compounding's by first computing interest when the compounding period is every minute, and then every second, for a given balance and interest rate. They will then let the number of compounding's 'n' approach infinity to see what happens to the annual interest as the number of compounding's approaches infinity. They will analyze the compound interest formula without the balance, and explain the

“battle” between the base and the exponent of the expression $\left(1 + \frac{1}{n}\right)^n$ as $n \rightarrow \infty$.

Key Assignment 1.4: Future Value and College Costs

Mathematics: Rational functions, regression

Mathematics Learning Goals: To estimate the cost of a college education in 18 years and determine how much needs to be saved each month to have the costs covered by the 18th year.

Students pick a college and find out the cost of tuition, room and board (if necessary) and fees over the past ten years. They set up a regression line or curve of best fit. They then predict the cost of a college education in 18 years (as if they just had a child and were trying to save for college). They then use the prevailing interest rate and the future value formula to determine the monthly periodic deposit that would be necessary to have the full college cost saved by the child's 18th birthday. They then do the problem with interest rates slightly higher than the prevailing rate.

Unit 2: Investing

Key Assignment 2.1: Charting a Corporate Stock

Mathematics: Data Analysis, regression, prediction, modeling, graphical interpretation

Mathematics Learning Goals: The goal of this assignment is to have student's use mathematical modeling to chart and interpret stock market trends over a 15-day period. They will make trend predictions based on simple moving average crossover analysis as well as regression models.

Each student selects a corporation traded on the New York Stock Exchange. They produce a background paper, PowerPoint presentation or poster board display on that corporation. Students chart the open, close, high, low and volume data for 15 consecutive trading days. They graph the data using two different formats and then discuss trends that the data shows. They will also calculate three different cluster-lengths of moving averages and, using those clusters, they will create superimposed line graphs. Students discuss trading implications based upon stated domains of graph pairs before and after any ± 174 - points. Finally, they determine the

and support why their stated curve best fits the data of closing prices. Students will then use the curve of best fit to predict a closing price on the 16th trading day. They compare that predicted price with the actual closing price on the 16th day and find a percent error.

Key Assignment 2.2: Mathematically Modeling A Business

Mathematics: Linear and quadratic functions, linear/linear Systems, linear/quadratic systems, regression analysis

Mathematics Learning Goals: To have students create linear and quadratic models for a start-up business. They will graph and interpret systems of these regression and modeling equations in order to explore the relationship between and among expense, demand, price, revenue and profit.

Students are given a market research scenario for a new product, attained from a focus group questionnaire. The research contains a list of ordered pairs in the form (p, q) where p is a potential price and q is the quantity of the product that the focus group member would purchase if it was set at that price. Using these ordered pairs, students construct a scatterplot, determine the correlation coefficient, and identify a linear regression equation in which q is the independent variable and p is the dependent variable. Then, given information about expenses, they are to set up a linear expense function in terms of the quantity demanded. The quadratic revenue and profit equations are determined and graphed on the same axes with the expense function. Students identify and interpret the breakeven points, the coordinates of the maximum point on the revenue graph, the coordinates of the maximum point on the profit graph, and the price at which the product should be sold in order to maximize profit. Finally, students are told the initial price per share for the company's stock and asked to determine the number of shares that must be sold in order to have enough money to start this business.

Unit 3: Employment and Income Taxes

Key Assignment 3.1: Creating the Tax Worksheet

Mathematics: Domains, piecewise functions, linear functions and graphs, point-slope form, slope-intercept form, graphs with cusps.

Mathematics Learning Goals: To derive the slope-intercept form used on the IRS tax worksheet by translating tax tables into piecewise functions.

The tax tables give taxpayers a function in which the independent variable is the taxable income and the dependent variable is the tax. It is convoluted and has confused taxpayers for years. Within the last decade, the IRS created a worksheet that uses the slope-intercept form of the equations of a line to simplify calculations for the taxpayer. In this Key Assignment, students interpret the IRS Schedule, express the domains using compound inequality notation, and create the piecewise function that models the IRS intentions. They then convert this function, which is a translated version of point-slope form, into the slope-intercept form to create the tax worksheet.

Key Assignment 3.2: Graphing the FICA Tax Function

Mathematics: Piecewise functions, slope, cusps, linear equations

Mathematics Learning Goals: To use graphs to compare the FICA tax longitudinally over a prescribed number of years.

Students look up the FICA tax percents, and maximum taxable incomes to create piecewise functions for each of the last six years. They compute the maximum FICA tax, and graph all six years on the same axes, and use the graph to write a graph on what has happened to FICA taxes over those years. They discuss the significance of the coordinates of the cusp. They do the

same for the tax years 1981-86, and compare the last six years to the years 1981-1986. The assignment is replicated using the Medicare tax percent.

Unit 4: Automobile Ownership

Key Assignment 4.1: Using Statistics to Negotiate Auto Transactions

Mathematics: Bivariate data, correlation, regression, mean median, mode, quartiles, interquartile range, outliers, modified box-and-whisker plots, stem-and-leaf plots, frequency distributions, and scatterplots.

Mathematics Learning Goals: To use measures of central tendency and measures of dispersion to mathematically negotiate the buying and/or selling of an automobile.

Students choose a make, model and year for an automobile. They use the Internet and newspaper classified ads to find 10-20 of those cars for sale. They get the price of the car and the mileage it has. They construct modified box-and-whisker plots and describe the frequency distribution. They pair each car's price with its mileage to create a scatterplot. They classify the association as positive or negative. They find the regression line and correlation coefficient and interpret the relationship as strong, moderate or weak, and discuss its linearity. Their results are presented to the class via PowerPoint presentation or poster presentation.

Key Assignment 4.2: Automobile Cost and Depreciation

Mathematics: Exponential regression, graphing linear and exponential functions, rational functions, linear/exponential systems, systems of linear equations, slope-intercept form.

Mathematics Learning Goals: To use graphing techniques to compare the value of a car to the expense of purchasing it throughout its lifetime.

Using the monthly payment rational function, students graph the cost C of purchasing a new car, using the down payment as the y -intercept, and the monthly payment as the slope. They then investigate three types of depreciation: straight-line, exponential, and historical bath tub graphs. They graph the cost and depreciation functions on the same set of axes to find the month at which the total cost C of owning the car surpasses its value V as it depreciates. They identify and interpret the domains on which $C > V$ and $C < V$.

Key Assignment 4.3: The Physics of Driving

Mathematics: Quadratic equations, radical functions, arc length, geometry of the circle.

Mathematics Learning Goals: To use the mathematics listed to determine braking distances and to gather data from accidents scenes.

Students use formulas to determine reaction distance, braking distance, and figure out the speed a car was going based on its skid marks. The braking-distance formula is a quadratic function, with speed as the independent variable. The skid speed formula is an irrational function that has three independent variables. Students also use the geometry of the circle to compute the radius of a given yaw mark, which is a curved skid mark, and use the radius and friction factor to find the speed the car was going when it began to skid. The students then prepare a PowerPoint or poster presentation for the driver's education class in their school.

Unit 5: Consumer Credit

Mathematics: Exponential functions, logarithmic functions, system of exponential and linear functions, modeling, graphical interpretation

Mathematics Learning Goals: To use three modalities to determine the affordability of a loan: exponential formula evaluation, logarithmic formula evaluation, and interpreting an exponential/linear system. To use technology (graphing utility and/or spreadsheet) to make the determinations required and justify their responses.

Students are given a scenario in which a family must make a decision about the affordability of a loan based on the principal, the loan-length, the APR and the maximum affordable monthly payment the family is able to make towards loan debt reduction. Students determine the affordability of the loan in three different ways: using the monthly payment function, interpreting the graphs of the system of equations defined by the exponential monthly payment function and the linear maximum affordable monthly payment, and using the logarithmic loan length function. They are then asked to construct two spreadsheets: a monthly payment spreadsheet that charts the monthly payment as loan length time varies from 1 to 20 years and a loan length spreadsheet that charts time as monthly payments vary from \$100 to \$1000. Finally, students must write up a summary analysis for this situation explaining how the algebraic modeling by the spreadsheet formulas supports their prior work.

Key Assignment 5.2: Mathematically Modeling a Credit Card Statement

Mathematics: Algebraic modeling and spreadsheet formula creation

Mathematics Learning Goals: To algebraically model a month of activity on a person's credit card.

Students create a 21-day credit calendar that depicts algebraic representations of daily balances based upon an opening balance of Y dollars, an X-dollar purchased on the 8th day, a Z dollar payment on the 13th day, and a W-dollar purchased on the 20th day. Using these representations from the calendar, they write algebraic expressions for the sum of the daily balances, the average daily balance, and the finance charge for this 21-day period given that the APR on this credit card is P%. Students then create a spreadsheet that models the situation described above and test their spreadsheet for a given data set.

Unit 6: Independent Living

Key Assignment 6.1: Areas of Irregular Plane Figures

Mathematics: Probability, ratios, random integers, graphing, random number table

Mathematics Learning Goals: To use the Monte Carlo method to find the area of any regular or irregular plane figure.

Students superimpose a grid on an irregular plane figure that is part of a landscape design. They outline the irregular figure with a rectangle and use a random number generator from a calculator, or a random number table, to generate 500 points, which they plot on their rectangular grid. As they plot each point, they note if it is inside or outside of the irregular region. They find the percent of random points that landed in the irregular region and take that percent of the area of the enclosing rectangle to approximate the area of the irregular region.

Key Assignment 6.2: Areas of Shaded Regions

Mathematics: Area formulas

Mathematics Learning Goals: To determine areas of plane figures that have sections removed from them.

As part of a unit on floor plans and interior design, students compute areas of floors to find the cost of new flooring. They also compute the cost of paint by taking the areas of the walls and subtracting window and door areas. They employ the area of a circle, square, triangle, rectangle, trapezoid, and parallelogram, and create a poster display on what a specific room cost to redo.

Key Assignment 6.3: The Apothem and the Area of a Regular Polygon

Mathematics: Inscribed circles, area of a triangle, perimeter, and congruence.

Mathematics Learning Goals: To derive a formula for the area of any regular polygon.

Students use the area of a triangle to find the area of a regular polygon. They divide a regular polygon into triangles, by connecting the center to each vertex. They draw in the altitude, which is renamed the apothem, and find the area of the triangle. They discuss the congruence of the n triangles formed in the regular n -gon, and multiply to find the area of the polygon. They then model this algebraically, and use the commutative property of multiplication to derive the formula that the area is half the product of the apothem and the perimeter of the regular polygon.

Key Assignment 6.4: How Increased Payments Affect Mortgages

Mathematics: Rational functions

Mathematics Learning Goals: To determine the reduction in interest that extra mortgage payments result in.

Students use the monthly payment formula to compute the monthly payment for a hypothetical mortgage amount over 15 and 30 years. They compute the total payments, based on 12 monthly payments each year, and the total interest for the entire loan. They then use a mortgage calculator to assume an extra, 13th payment is made each year, so payments are made once every 4 weeks instead of once each month. They compute the interest and new total repayment period and compare the total interest to the original conventional mortgage to see the savings in total years and interest.

Unit 7: Retirement and Budgeting

Key Assignment 7.1: How Do Life Insurance Companies Earn a Profit?

Mathematics: Expected value, random variables, probability distributions

Mathematics Learning Goals: To use probability distributions and mortality tables to compute the profit earned on a five-year term life insurance policy.

Students use the probability inherent in mortality tables and life insurance annual premiums to compute the expected profit for a life insurance company's term policy. They create probability distributions for the random variable profit and compute expected profit by summing the products of the individual profits and probabilities for each year of the policy. They compute the minimum annual premium the company must charge to earn a profit.

Key Assignment 7.2: Planning For Retirement

Mathematics: Exponential equations, expected value, data analysis, modeling and predicting

Mathematics Learning Goals: To apply prior knowledge from the banking unit to make decisions about the feasibility of a retirement plan.

Students are given financial information about a prospective retiree and asked to act as a financial retirement planner. The prospective retiree has - 178 - plied the planner with desired monetary

pensions, and life insurance policies, and using formulas learned in this unit, the planner is to write up a financial plan for the prospective retiree that includes at least two ways of meeting the goals and has mathematical justification for the recommendations made.

Key Assignment 7.3: Cash Flow, Net Worth and Debt Reduction

Mathematics: Algebraic ratios, modeling, linear equations

Mathematics Learning Goals: To create a spreadsheet that calculates cash flow, net worth, and debt to income ratio.

Students are given a budget spreadsheet that contains the headings of income, fixed expenses, variable expenses, and non-monthly expenses. There are sub-headings under each of these listing specific categories relating to the heading. Students are given a full accounting of a person's financial status and asked to build a spreadsheet that calculates that person's cash flow. In addition, the students are given information about the person's assets and liabilities and are asked to add it to the spreadsheet and determine the net worth. Finally, based upon the calculation of the debt-to-income ratio, students are asked to develop a debt reduction plan for the individual if necessary.

Key Assignment 7.4 Budget Line Equations

Mathematics: Linear equations, domain, range, constraints, modeling,

Mathematics Learning Goals: To construct and interpret a graphical representation of a particular aspect of a budget.

A budget line graph allows the user to interpret many combinations of product usage based upon given constraints. The interpretation of the combinations allows the user to make decisions about affordability. Students are given information about a particular aspect of a personal budget. This data contains prices and budgeting constraints. Students are asked to construct a budget line equation of the form $C_x x + C_y y = B$ where C_x and C_y are costs related to two budgeted items, x and y , and B is the budgeted amount. They then examine the regions above, on, and below the budget line to identify points representing affordability data. Students make recommendations for this budget item based upon the interpretation of the budget line graph.

Advanced Algebra with Financial Applications INSTRUCTIONAL METHODS AND STRATEGIES

The instructional strategies used throughout this course are varied, targeted, and rooted in the CCSS Standards for Mathematical Practice. Just as the Standards are interrelated, the methods used in this course are. Together, the practices referenced in this section serve to build mathematical confidence, interest and strength.

The Advanced Algebra with Financial Applications program's instructional strategies cover these basic umbrellas:

- Motivational Unit Openers
- Essential Questions
- Reading
- Discussion/interaction
- Presentation of model problems
- Extensions and problem solving
- Differentiation of instruction
- Experiential learning
- Use of technology

The **motivational unit openers** are real-life problems that need to be solved mathematically. Students realize that they “need to know” this material, as they will be encountering financial matters every days of their adult lives. Financial situations are inherently natural motivators. Since all of the problems in the course are real-world applications, lessons must integrate **reading and discussion** on a daily basis. An **essential question**, written on the board each day, serves as a focal point as algebraic symbols are used to represent the situation. These applications are all embedded in prose, so every new topic begins with a reading passage that acts as a springboard to a full-class discussion. This lively interactive feature of every lesson sets a constructive, motivating stage for the mathematics that follows.

The direct instruction/lecture component is highlighted by the investigation of **model problems** on each skill covered. After each model problem, students look for structure and regularity and try to apply it in a situation rooted in the model problem just completed. This gives the students a chance to see if they understood the new concept before moving on to a deeper problem for which the previous problem was an entry condition. Students are then asked to extend their understanding by looking for patterns and **extending** previously-used strategies. The applications at the end of each section give students a chance to practice as part of their classwork and homework. The program spirals previously-learned material on a daily basis. The sequential nature of the introduction of each new skill, followed by immediate practice, allows students to monitor their progress often. Class notes include vocabulary and financial explanatory material as well as mathematical procedures.

The model problems and applications generally graduate in difficulty level, allowing the teacher to **differentiate instruction**. Since abstract reasoning can be difficult for many students, the instructions are graduated so students can grasp the higher level skills by meeting them step-by-step. This strategy allows student and teacher to identify the exact juncture at which the student is having difficulty. This makes diagnostics and intervention more pointed.

There is much opportunity for **experiential learning**. Projects require the students to get out in the field and meet with brokers, bankers, local businesses, etc. Guest speakers at several junctures bring the outside world right into the classroom. Students act as moderators and

analyzed. Students present their work to the class, and they field questions and comments from their classmates.

Technology plays a key role in the development of Advanced Algebra with Financial Applications topics. The graphing calculator is a daily tool, and its algebraic and graphing features are extensively used. Spreadsheets appear in every unit so students can model situations using algebra and technology.

Advanced Algebra with Financial Applications ASSESSMENT METHODS

A variety of formative and summative assessment methods are used throughout Advanced Algebra with Financial Applications in order to assess student learning. The assessments are aligned with the course purpose and the instructional strategies used, and with the Common Core Standards for the development of mathematically proficient students. In the activities listed below, students are offered assessment opportunities to address mathematics as a sense-making tool, problem solve, reason, construct arguments, offer mathematics-justified critiques of arguments, , model, use appropriate tools, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. The assessment grading percentages contributing to the student's quarter course grade are offered in parentheses next to the assessment name.

FORMATIVE ASSESSMENTS (30%)

CLASS PARTICIPATION (15%)

- **Do Now Activities** are assessments that can be used as a vehicle for the teacher to determine whether students have acquired skills, strategies, and content necessary for subsequent work in a topic. This diagnostic feature allows the teacher to adjust the lesson accordingly, if entry conditions are not fully met.
- **Check Your Understanding** problems are offered to students immediately after the teacher has introduced a new concept or procedure. These problems offer students and teacher alike an immediate assessment opportunity that is confined to the single new skill just addressed. The teacher can adjust the lesson to follow based upon review of these problems.
- **Extend Your Understanding** problems are more advanced problems that use the concepts and procedures just learned and take them to another level. These can be offered to all students or differentiated for selected students depending on the nature of the problems.
- **Ticket to Leave Activities** are ungraded activities that offer the teacher an opportunity to determine the level of understanding students acquired on the skills, strategies, and content of the day's lesson. These activities can be used by the teacher to adjust the following day's lesson.
- **Direct and Indirect Teacher Questions** are immediate formative methods of assessing students' understanding. In-class discussion is a critical part of Advanced Algebra with Financial Applications. The teacher should initiate discussion through focused questioning.

- Through the **Exploration of Essential Questions** (one per lesson), the teacher assesses student understanding both pre-instruction and post-instruction. The essential question is offered to the students at the beginning of the first lesson on the topic and a discussion ensues. That same essential question is revisited during the instruction and/or post-instruction to assess student growth and learning.
- Reading and writing are an essential part of Advanced Algebra with Financial Applications. Teachers will use **written and oral response to reading** (from the textbook, newspapers, magazines, Internet, brochures, laws, etc.) as a way of assessing understanding. Some writing activities will offer students an opportunity to interpret data that is displayed in a pictorial representation. Based upon the data, they are asked to write a short, newspaper-type story centered on the graph. There is one such activity for each chapter.

HOMEWORK (15%)

- **Homework Assignments** are a daily evaluation and reflection device for both student and teacher. The level of proficiency with the homework questions should allow the teacher the opportunity to adjust the lesson as needed. The homework acts as a barometer for students, so they can formulate questions, and attempt problems on their own.

SUMMATIVE ASSESSMENTS (70%)

- **Lesson-Opener Quizzes** are short, graded, cumulative assessments that can test for prerequisite skills and/or mastery of recently taught material. These assessments are averaged and count as one full-period exam grade.
- **Full-Period Exams** are graded summative assessments that test student acquisition of skills, strategies, and content.
- **Experiential Learning** activities are project-based assessment tools that are offered to students as long-term assignments. Students are asked to do research in a variety of forms and formats in order to accomplish a task that is related to the skills, strategies, and content covered in the chapter. Their projects can be submitted in print, electronic, or presentation format. Precision and accuracy will be scrutinized during their presentations as well as the ability to use mathematical tools appropriately and strategically. Each project is valued as a single full-period exam grade.

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

SUBJECT: School Accountability Report Card (SARC)

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

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.

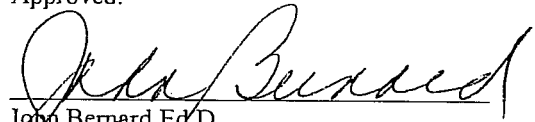
Fiscal Impact:

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

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

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

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

Student Enrollment by Group (School Year 2010-11)

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

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

Average Class Size and Class Size Distribution (Secondary)

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

Subject	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	23.3	21	15	9	27	10	8	15	25.1	21	13	15
Mathematics	28.2	7	14	11	30	1	9	10	28.4	3	19	8
Science	27.4	2	10	6	30	2	8	9	30.8		7	6
Social Science	25.7	8	9	10	28	2	13	6	28.2	4	13	4

III. School Climate

School Safety Plan (School Year 2010-11)

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

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

Key elements of the school safety plan include:

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

Suspensions and Expulsions

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

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

IV. School Facilities

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

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

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

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

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

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

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

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

Inspected On: 8/31/2011	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	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	38	33	36	72
Teachers without Full Credential	4	4	0	3
Teachers Teaching Outside Subject Area of Competence	1	4	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who 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	

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
Science	McDougall-Littell: Earth Science (2005) Holt, Rinehart, Winston: Modern Biology (2002) Glencoe: Chemistry-Matter and Change (2005) Pearson, Campbell, Reese: Biology (AP Ed.) (2002) Glencoe: Physics-Principles and Problems (2005) Pearson:Criminalistics (2007) Glencoe: Chemistry:Matter and Change (2005) McDougal Little:Ag Earth Science (2005) Mc Dougal Little:Earth Science SDAIE (2005) Glencoe: Intro to Biology (2005) Cooper: Agriscience(2005) Holt:Ag Biology:Modern Biology AGS: Sp. Ed Physical Science (2002) AGS: Sp. Ed Life Science (2002)	0	
History-Social Science	AGS: World History (2006) Houghton Mifflin: Patterns of Interaction (2006) AGS: Sp Ed, World History (2005) AGS:Sp Ed, US History (2005) McDougall-Littell: Creating America (2006) AGS:Sp Ed, Economics (2003) AGS:Sp Ed, American Govt. (2006) DC Heath: American Pageant (2006) Mcdougall-Littell: The Americans (2006) McDougall-Littell: Economics-Concepts & Choices (2007) Prentice Hall: Magruders American Government (2006)	0	
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)

King City 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
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</p> <p>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, Desicators (3), Water Distiller</p> <p>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</p> <p>Micropipettes (5), Life-size resin human skeleton, Human torso model, Heart model, Flower model</p> <p>DNA model, Glassware</p> <p>Beakers: 1800 mL (2), 600 mL, (9), 400 mL (66), 200 mL (47), 100 mL (19), 50 mL (25)</p> <p>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)</p> <p>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)</p> <p>Glass funnel small (3), Glass</p>		

Science Laboratory Equipment (grades 9-12)	<p>thermometers (21), Filter tubular (2), Hoses (7), Paper Chromatography Kit (1) Electric immersion heater (1), Stainless steel ATC Probe (1), Disposable Filter caps (18), Metal thermometers (3) Metal square pons (95), Hot plates (10), Scales (11) Flat scale, Sinks (16), Flasks: 1000 mL (30), 250 mL (22), 124 mL (27), Beakers: 1000 mL (4), 600 mL (5) 250 mL (11), 150 mL (2), 100 mL (2), 10 mL pipets (5), Squeeze bottles (9), Yard sticks (19), 38mm lenses (64) 20mm Iceland spars (50), pendulum (1), Electronic spark timers (2), 3-axis accelerometer, 25-G accelerometer, Barometer, Proscope Kit, Plunger carts (2), Conductivity probes (2), Cuvettes for colorometer Dual-range force sensors (2), Digital radiation monitor, Electrode amplifiers (2), Force plates (2), Gas pressure sensors (2), Low-G accelerometers (2), Light sensors (2), Magnetic field sensor, Nuclear radiation with vernier, Scout Pro 0.0001 g balance, Photogate bracket PH sensors (2), Sound level meter, Stir station, Spectrovis optical fiber, Thermocouple, Vernier drop counter, Vernier photogates (4), Wireless dynamics sensor system, Drugs and Poison analysis kits (28), Counterfeit Detection Pens (2), Detection of Art Forgery Kits (24),, Analysis of Documents kits (24), Fingerprint brushes (2), Fiberglass fingerprint brushes (2), Fingerprint lifting tape (10 yards), Hair analysis kits (24), Latent fingerprint kit, Fingerprint Pads (3), Serial number restoration kit, Fingerprint powder, Black 1 oz., Fingerprint powder, Black, magnetic (2), Ward's gunshot residue presumptive test kit, Forensic analysis of glass kits (8), Hair and Fiber analysis kit, Luminol detection of simulated blood demonstration kit, Simulated ABO & Rh Blood typing kits (24).</p>	0	
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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent 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, King City 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				

Local Assessment Results

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

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

Grade Level	Reading			writing			Mathematics		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
9		100			100			100	
10		100			100			100	
11		100			100			100	
12		100			100			100	

California High School Exit Examination

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

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

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

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

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

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

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

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

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

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

X Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

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

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

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

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

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

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

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

Adequate Yearly Progress

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

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

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

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

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

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

Federal Intervention Program (School Year 2011-12)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

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Dropout Rate and Graduation Rate

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

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

Completion of High School Graduation Requirements

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

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

Career Technical Education Programs (School Year 2010-11)

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

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

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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	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	17	3			16	1			21	2	
Mathematics	0				16	1			21	1	
Science	17.5	2			16	1			21	1	
Social Science	0				16	1			21	1	

III. School Climate

School Safety Plan (School Year 2010-11)

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

Discipline & Climate for Learning

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

Suspensions and Expulsions

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

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

IV. School Facilities

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

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

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

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

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

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

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	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 SF or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Glencoe (2002)	0	Glencoe, Literature
Mathematics	AGS Basic Math Skills (2003) AGS Consumer Math (2003) AGS Algebra (2004)	0	Prentiss Hall Algebra (2008) AGS Algebra (2002) AGS Consumer Math (2001)

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

VIII. School Finances

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

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

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

Types of Services Funded (Fiscal Year 2010-11)

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

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

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

Local Assessment Results

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

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

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

California High School Exit Examination

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

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

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

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

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

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

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

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

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

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

X Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

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

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

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

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

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

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

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/1a/ac/ay/>.

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

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

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

Federal Intervention Program (School Year 2011-12)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

Dropout Rate and Graduation Rate

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

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

Completion of High School Graduation Requirements

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

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

Career Technical Education Programs (School Year 2010-11)

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

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

Career Technical Education Participation (School Year 2010-11)

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

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

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

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

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

Advanced Placement Courses (School Year 2010-11)

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

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

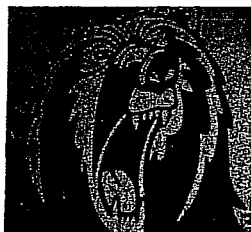
XII. Instructional Planning and Scheduling

Professional Development

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

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

**2010-11
SCHOOL ACCOUNTABILITY REPORT CARD**



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

**Published During
2011-12**

**Principal:
James Goddard**

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

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

Email:

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



I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

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

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

District Mission Statement

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

The Vision Statement of Greenfield High School reads:

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

The Mission Statement is:

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

Goals for South Monterey County Joint Union High School District

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

All students at Greenfield High School will be:

Greenfield High 2010-11 School Accountability Report Card

ESLR 1:

Academic achievers with effective technology and communication skills who:

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

ESLR 2:

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

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

ESLR 3:

Responsible and active community contributors who:

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

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

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

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

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

Opportunities for Parental Involvement (School Year 2010-11)

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

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Parent Workshops

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

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

Back to School Night

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

Parent / Community Organizations

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

School Site Council

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

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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. It should be noted however, that night time lighting is inadequate and a concern. Much of the school is in complete darkness during night time events.

Suspensions and Expulsions

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

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

IV. School Facilities

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

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

School Facilities & Safety

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

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

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

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

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

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

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

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

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

V. Teachers

Teacher Credentials

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

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

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Quality is good. Text books are replaced as needed.	0	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 Morphograms 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

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

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

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent 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)

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<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>3x100 culture tubes 200 400mL beakers 24 alligator clips 29 alligators 1 animal specimens encased in resin 20 aprons 36 assorted prepared slides 275 balance weight sets beakers 60 mL 30 beakers 600 mL 13 biochemical manipulative kit class set reusable 1 blood/fluid cleanup kit 1 blunt probes 25 bunsen burners 29 burner stands and apparatus 24 cd rom assorted titles 15 chromosome simulation biokit class set 2 coliform test kit 2 compound microscopes 17 coverslips 10 gross cpr mannequins 10 crayfish bucket (empty) 1 cuvettes 200 dichotomous key sets 9 dishwasher 1 disposable petri plates 24 dissecting needles 8 dissection scissors 36 dissection trays 20 dna extraction kit 1 dna model kit 1 dna murder mystery kit 1 dvd sets assorted titles 20 electronic balances 3 electrophoresis kits 4 filter paper assorted sizes 32 flammable storage cabinet 1 flasks 125 mL 30 flasks 250 mL 12 flex cam 2 fruit fly breeding equipment 1 forceps 20 GHS Science Lab Supplies 2010-2011 funnels assorted sized 48 goggles 36 graduated cylinder 10 mL: 16 graduated cylinder 25mL 33 graduated cylinder 50 mL 40 graduated cylinders 100mL 38 hot gloves 2 pr</p>
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<p>Science Laboratory Equipment (grades 9-12)</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	<p>hot plates 12 human anatomy model 1 human brain model 1 human skeleton model 1 incubator 1 lab supplies large forceps 36 magnet sets 8 mammalian skulls 30 meter sticks 24 microscope slides 2 gross microtome 1 microwave 1 mortar/pestle 6 non sterile transfer pipettes 375 nutrient agar powder 11lb omnitron 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 fillies 25 volt meters 12 water bottles (empty) 12</p>
<p>Visual and Performing Arts</p>	<p>Quality is good. Text books are replaced as needed.</p>	<p>0</p>	

VIII. School Finances

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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 unaudited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

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

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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

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

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades 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

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

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

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

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

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

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

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

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

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

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

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

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

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

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

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

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

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/1a/ac/ay/>.

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

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

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

Federal Intervention Program (School Year 2011-12)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

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Dropout Rate and Graduation Rate

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

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

Completion of High School Graduation Requirements

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

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

Career Technical Education Programs (School Year 2010-11)

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

Workforce Preparation

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

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Technical Education Advisory Committee.

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

Career Technical Education Participation (School Year 2010-11)

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

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

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

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

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

Advanced Placement Courses (School Year 2010-11)

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

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

XII. Instructional Planning and Scheduling

Professional Development

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

Minimum Days & Instructional Minutes

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

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

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.

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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	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							25	3		
Mathematics							25	3		
Science							25	3		
Social Science							25	3		

III. School Climate

School Safety Plan (School Year 2010-11)

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

Discipline & Climate for Learning

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

Suspensions and Expulsions

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

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

IV. School Facilities

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

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

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

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

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

V. Teachers

Teacher Credentials

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

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

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

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

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

VIII. School Finances

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

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

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

Types of Services Funded (Fiscal Year 2010-11)

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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

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

IX. Student Performance

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 of 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.

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

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

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

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

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

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

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

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

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

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2008	2009	2010
Statewide	B		
Similar Schools	B		

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

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

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

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

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

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

Adequate Yearly Progress

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

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

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

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

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

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

Federal Intervention Program (School Year 2011-12)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

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

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

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
Fillipino	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 CTE Advisory Committee

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The South Monterey County Joint Union High School District receives funding from the Federal Carl Perkins Grant. A requirement of this grant is to have a community advisory committee approved by the Board of Education (State Administrator). The committee is comprised of:

Bob Martin	Blaine Councilman	Craig Beach	Tim Maxwell	Sara Cumming
Joe Sproul	Paulette Bumbalough	Mike Hardoy	Mikel Ann Miller	Jessica Harris
Steven Handley	Bruce Corbett	Jeff Pereira	John Ramirez	Nicole Hardoy
Miguel Lomeli	Francis Giudici	Peter Iverson	Debra McAlahney-Dodson	

Recommendation:

It is recommended the State Administrator approve the appointment of the Carl Perkins Advisory Board Committee for 2011-2012.

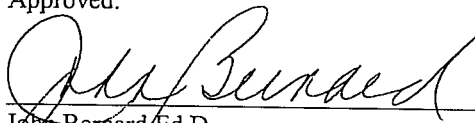
Fiscal Impact:

Carl Perkins Funds provide funding to the district for Regional Occupational Programs (ROP)

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**

SUBJECT: Approval of Resolution #13:11-12
Week of the School Administrator

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The contributions of all district employees are to be recognized and appreciated. March 4-10, 2012 is acknowledged as the week of the School Administrator and a time to express our gratitude for the work they have done in moving student achievement forward. The attached resolution makes public the South Monterey County Joint Union High School District Board of Education and the State Administrator's recognition of our district's administrator's contributions.

Recommendation:

It is recommended that the State Administrator accept Resolution 13:11-12 recognizing the week of March 4, - 10, 2012, as the Week of the School Administrator.

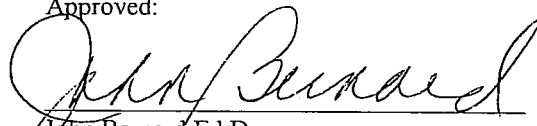
Fiscal Impact:

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

RESOLUTION #13:11-12

Week of the School Administrator

March 4-10, 2012

WHEREAS, Leadership Matters for California’s public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, the title “school administrator” is a broad term used to define many education leadership posts, Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California’s superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems, Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the first full week of March as the “Week of the School Administrator” in Education Code 44015.1; and

WHEREAS, the future of California’s public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the Board of Education of the South Monterey County Joint Union High School District that all school leaders be commended for the contributions they make to successful student achievement.

I, John C. Bernard, Ed.D. State Administrator of the South Monterey County Joint Union High School District, hereby declare March 4 – 10, 2012 as the Week of the School Administrator, adopted by the State Administrator at meeting thereof held on the 08th day of February, 2012.

John C. Bernard, Ed.D.
State Administrator
South Monterey County Joint Union High School District
County of Monterey, State of California

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

SUBJECT: Resolution #14:11-12
Tie Breaking Criteria Resolution for Same Date of
Hire

MEETING: February 8, 2012

AGENDA SECTION: Action

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

In anticipation of certificated layoffs for the 2012-2013 academic school year, the process to break a tie for any teachers having the same date of hire and all things being equal must be established. The attached resolution addresses the criteria that will be used for breaking such a tie.

Recommendation:

It is recommended that the State Administrator approve Resolution #14:11-12 Criteria for Tie Breaking of Employees with the same date of hire.

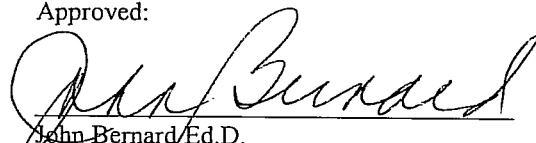
Fiscal Impact:

Any decrease in services will be a financial savings to the school district.

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
RESOLUTION #14:11-12**

**CRITERIA FOR DETERMINING ORDER OF SENIORITY FOR THOSE
EMPLOYEES WITH THE SAME DATE OF FIRST PAID SERVICE**

WHEREAS, Education Code section 44955 provides for the termination of certificated employees because of reduction of particular kinds of services;

WHEREAS, the order of termination is generally based on the date a teacher first rendered paid service in a probationary position;

WHEREAS, as among employees who first rendered paid service to the District on the same date, the law requires the Board of Education to determine the order of termination solely on the basis of the needs of the District and its students;

THEREFORE, be it resolved that to meet the requirements of section 44955, the following point system shall be used for determining the order of seniority for those hired on the same date, with the person with the most points having the greatest relative seniority:

<u>CERTIFICATION TYPE</u>	<u>POINTS</u>
1. Clear Single Subject Credential	5 per credential
2. NCLB Highly Qualified Status in subjects currently taught	10
3. Clear Special Education Credential	10
4. Earned advanced degree(s) beyond the BA / BS level	5 per degree
5. Single Subject Mathematics Credential	10
6. Single Subject Science Credential	10
7. Read 180 Certified	10
<i>If, after applying items 1 through 7 above, a tie(s) remains, the following shall be used:</i>	
8. For each accredited college/university semester unit or recognized district unit earned after acquiring a BA or BS	1 per semester unit
<i>If, after applying items 1 through 8 above, a tie(s) remains, the following shall be used:</i>	
9. For each full year of teaching experience in grades 9-12	1 per year

10. Any ties that may occur after the application of these criteria shall be resolved by lottery.

I, John C. Bernard, Ed.D., State Administrator of the South Monterey County Joint Union High School District, hereby certify that the foregoing is a true and correct copy of the resolution duly and regularly adopted by the State Administrator at meeting thereof held on the 08th day of February, 2012.

John C. Bernard, Ed.D.
State Administrator
South Monterey County Joint Union High School District
County of Monterey, State of California

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

SUBJECT: Approval of 2012-2013 CSEA School Calendar

MEETING: February 8, 2012

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The District and CSEA representatives developed the calendar for the 2012-2013 school year and was approved by the CSEA organization.

Recommendation:

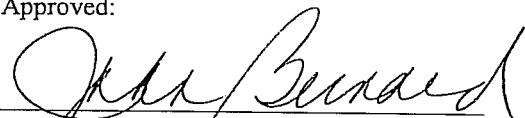
The recommendation is to approve the 2012-2013 calendar.

Fiscal Impact:

None

Submitted By:

Approved:



John Bernard Ed.D.
State Administrator

SMCJUHSD - CSEA

2012-2013 School Calendar

						Week	Quarter	Semester
	MON	TUE	WED	THR	FRI			
July	7/2	7/3	7/4	7/5	7/6	0		
	7/9	7/10	7/11	7/12	7/13	0		
	7/16	7/17	7/18	7/19	7/20	0		
	7/23	7/24	7/25	7/26	7/27	0		
	7/30	7/31	8/1	8/2	8/3	0		
August	8/6	8/7	8/8	8/9	8/10	4		
	8/13	8/14	8/15	8/16	8/17	5		
	8/20	8/21	8/22	8/23	8/24	5		
	8/27	8/28	8/29	8/30	8/31	5		
September	9/3	9/4	9/5	9/6	9/7	4		
	9/10	9/11	9/12	9/13	9/14	5		
	9/17	9/18	9/19	9/20	9/21	4		
	9/24	9/25	9/26	9/27	9/28	5		
	10/1	10/2	10/3	10/4	10/5	5		
October	10/8	10/9	10/10	10/11	10/12	4	46	
	10/15	10/16	10/17	10/18	10/19	5		
	10/22	10/23	10/24	10/25	10/26	5		
	10/29	10/30	10/31	11/1	11/2	4		
November	11/5	11/6	11/7	11/8	11/9	5		
	11/12	11/13	11/14	11/15	11/16	4		
	11/19	11/20	11/21	11/22		2		
	11/26	11/27	11/28	11/29	11/30	5		
December	12/3	12/4	12/5	12/6	12/7	5		
	12/10	12/11	12/12	12/13	12/14	5		
	12/17	12/18	12/19	12/20	12/21	3	43	89
January	12/25		12/27	12/28		0		
	1/1	1/2	1/3	1/4		0		
	1/7	1/8	1/9	1/10	1/11	0		
	1/14	1/15	1/16	1/17	1/18	5		
February	1/21	1/22	1/23	1/24	1/25	4		
	1/28	1/29	1/30	1/31	2/1	5		
	2/4	2/5	2/6	2/7	2/8	5		
	2/11	2/12	2/13	2/14	2/15	5		
March	2/18	2/19	2/20	2/21	2/22	4		
	2/25	2/26	2/27	2/28	3/1	5		
	3/4	3/5	3/6	3/7	3/8	5		
	3/11	3/12	3/13	3/14	3/15	4		
April	3/18	3/19	3/20	3/21	3/22	5	47	
	3/25	3/26	3/27	3/28	3/29	4		
	4/1	4/2	4/3	4/4	4/5	0		
	4/8	4/9	4/10	4/11	4/12	5		
May	4/15	4/16	4/17	4/18	4/19	5		
	4/22	4/23	4/24	4/25	4/26	5		
	4/29	4/30	5/1	5/2	5/3	4		
	5/6	5/7	5/8	5/9	5/10	5		
June	5/13	5/14	5/15	5/16	5/17	4		
	5/20	5/21	5/22	5/23	5/24	5		
	5/27	5/28	5/29	5/30	5/31	4		
	6/3	6/4	6/5	6/6	6/7	5	46	93
July	6/10	6/11	6/12	6/13	6/14	0		
	6/17	6/18	6/19	6/20	6/21	0		
	6/24	6/25	6/26	6/27	6/28	0		
	7/1	7/2	7/3	7/4	7/5	182	182	273

	Legal Holidays
	Non-school Days
	Minimum Days (mid-terms / finals)
	Local Holidays - CSEA

- 7/4 Independence Day
- 8/3 Orientation for New Teachers
- 8/6 Staff Development Day
- 8/7 First Day of School
- 9/3 Labor Day
- 9/17 Non-School Day
- 10/8 Non-School Day
- 10/12 End of 1st Quarter
- 10/29 Non-School Day
- 11/12 Veterans Day
- 11/22 Thanksgiving Day
- 11/21 - 11/23 Thanksgiving Break
- 11/23
- 12/17 - 12/19 Mid-Term/Local (Minimum) Days
- 12/19 End of 2nd Quarter
End of 1st Semester
- 12/20 - 1/11 Winter Break
- 12/24
- 12/25 Christmas Day
- 12/26
- 12/31
- 1/1 New Year's Day
- 1/21 Dr. Martin Luther King, Jr. Day
- 2/18 Presidents' Day (Lincoln & Washington)
- 3/11 Non-School Day
- 3/22 End of 3rd Quarter
- 3/29 - 4/5 Spring Break
- 4/29 Non-School Day
- 5/17 Non-School Day
- 5/27 Memorial Day
- 6/5 - 6/7 Finals (Minimum) Days
- 6/7 End of 4th Quarter
End of 2nd Semester
Last Day of School

Thomas [Signature]

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

SUBJECT: Approval of Principal's Secretary Job Description

MEETING: February 8, 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:

Approved:

Daniel R. Moirao, Ed.D.

Assistant Superintendent Educational Services/
Human Resources

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 _____

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

SUBJECT: Board Policies – Second Reading

MEETING: February 8, 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:

These 7 policies were reviewed at the January 11, 2012 board meeting as a first reading.

Recommendation:


The recommendation is to approve the policies.

Fiscal Impact:

None.

Submitted By:

Approved:



John Bernard Ed.D.
State Administrator

BP 1114 Community Relations

District-Sponsored Social Media

The Governing Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Guidelines for Content

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

(cf. 5131 - Conduct)

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

(cf. 4040 - Employee Use of Technology)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6163.4 - Student Use of Technology)

Users of official district social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

(cf. 1340 - Access to District Records)
(cf. 9012 - Board Member Electronic Communications)

Privacy

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in BP 1113 - District and School Web Sites, shall also apply to official district social media platforms.

(cf. 5125.1 - Release of Directory Information)

Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

- 32261 School safety, definitions of bullying and electronic act
- 35182.5 Contracts for advertising
- 48900 Grounds for suspension and expulsion
- 48907 Exercise of free expression; rules and regulations
- 48950 Speech and other communication
- 49061 Definitions, directory information

49073 Release of directory information

60048 Commercial brand names, contracts or logos

GOVERNMENT CODE

3307.5 Publishing identity of public safety officers

6250-6270 Public Records Act, especially:

6254.21 Publishing addresses and phone numbers of officials

6254.24 Definition of public safety official

54952.2 Brown Act, definition of meeting

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

157 Employee rights to engage in concerted, protected activity

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

COURT DECISIONS

Page v. Lexington County School District, (2008, 4th Cir.) 531 F.3d 275

Downs v. Los Angeles Unified School District, (2000) 228 F.3d 1003

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37

Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S. 853

NATIONAL LABOR RELATIONS BOARD DECISIONS

18-CA-19081 Sears Holdings, December 4, 2009

Management Resources:

FACEBOOK PUBLICATIONS

Facebook for Educators Guide, 2011

WEB SITES

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

California School Public Relations Association: <http://www.calspra.org>

Facebook in Education: <http://www.facebook.com/education>

Facebook for Educators: <http://facebookforeducators.org>

Facebook, privacy resources: <http://www.facebook.com/fbprivacy>

Issued: 7/11

AR 1114 Community Relations

District-Sponsored Social Media

Definitions

Social media means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

Official district social media platform is a site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

(cf. 1230 - School-Connected Organizations)

(cf. 1260 - Educational Foundations)

Authorization for Official District Social Media Platforms

The Superintendent or designee shall authorize the development of any official district social media platform. Teachers and coaches shall obtain approval from the principal before creating an official classroom or team social media platform.

Guidelines for Content

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

(cf. 0440 - District Technology Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

(cf. 6145.5 - Student Organization and Equal Access)

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

Each official district social media platform shall prominently display:

1. The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.
2. Information on how to use the security settings of the social media platform.
3. A statement that the site is regularly monitored and that any inappropriate post will be promptly removed. Inappropriate posts include those that:
 - a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation
 - b. Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1160 - Political Processes)

(cf. 1325 - Advertising and Promotion)

4. Protocols for users, including expectations that users will communicate in a respectful, courteous, and professional manner.
5. A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.
6. A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of the district.
7. A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district.
8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media platforms.

District employees who participate in official district social media platforms shall adhere to all applicable district policies and procedures, including, but not limited to, professional standards related to interactions with students.

(cf. 4040 - Employee Use of Technology)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

When appropriate, employees using official district social media platforms shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media platforms.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Issued: 7/11

BP 2121 Administration

Superintendent's Contract

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

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 4312.1 - Contracts)

(cf. 9000 - Role of the Board)

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

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

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

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

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

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

(cf. 3580 - District Records)

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

(cf. 2110 - Superintendent Responsibilities and Duties)

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

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

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

(cf. 2140 - Evaluation of the Superintendent)

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

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

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

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

Legal Reference:

EDUCATION CODE

35031 Term of employment

41325-41329.3 Conditions of emergency apportionment

GOVERNMENT CODE

53260-53264 Employment contracts

54954 Time and place of regular meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Selection and Employment, 2006

WEB SITES

CSBA, Single District Governance Services: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

(12/92 7/01) 11/04

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 8, 2012

King City, California

Business and Noninstructional Operations

Criminal Background Checks For Contractors

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

(cf. 3540 - Transportation)

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

(cf. 3600 - Consultants)

(cf. 7140 - Architectural and Engineering Services)

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

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

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

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

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

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

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

(cf. 3515.3 - District Police/Security Department)

Other Facility Contractors

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

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

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

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

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

Legal Reference:

EDUCATION CODE

41302.5 School districts, definition

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors

45125.2 Criminal background checks for construction

PENAL CODE

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

(10/97) 10/98

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

Adopted: February 8, 2012

King City, California

BP 4119.1, 4219.1, 4319.1 Personnel

Civil And Legal Rights

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

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

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

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

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

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

Whistleblower Protection

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

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

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

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

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

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

Protection Against Liability

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

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

7050-7058 Political activities of school officers and employees

44040 Discrimination based on employee's appearance before certain boards or committees

44110-44114 Reporting by school employees of improper governmental activity

49091.24 Teacher rights to refuse evaluation/survey of personal life

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

815.3 Intentional torts

820-823 Tort Claims Act

825.6 Indemnification of public entity

3540.1 Public employment definitions

3543.5 Interference with employee's rights prohibited

12940-12951 Discrimination prohibited; unlawful practices

LABOR CODE

1102.5-1106 Whistleblower protections

UNITED STATES CODE, TITLE 18

16 Crime of violence defined

UNITED STATES CODE, TITLE 20

6731-6738 Teacher liability protection

UNITED STATES CODE, TITLE 42

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

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

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

12101-12213 Americans with Disabilities Act

COURT DECISIONS

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

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

BP 4119.1 (d)
4219.1
4319.1

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

Management Resources:

WEB SITES

California Attorney General: <http://caag.state.ca.us>
(7/03 3/04) 7/07

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 8, 2012

King City, California

BP 4119.23, 4219.23, 4319.23 Personnel

Unauthorized Release Of Confidential/Privileged Information

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

Disclosure of Closed Session Information

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

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

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

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

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

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

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

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

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

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

Other Disclosures

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

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

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

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

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules
35146 Closed sessions
35160 Authority of governing boards
44031 Personnel file contents and inspection
44932 Grounds for dismissal of permanent employees
44933 Other grounds for dismissal
45113 Rules and regulations for classified service
49060-49079 Pupil records

GOVERNMENT CODE

1098 Public officials and employees: confidential information
6250-6270 Inspection of public records
54950-54963 Brown Act

BP 4119.23 (c)
4219.23
4319.23

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

Management Resources:

WEB SITES

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

(5/87 3/88) 7/03

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 8, 2011

King City, California

BP 4127, 4227, 4327 Personnel

Temporary Athletic Team Coaches

The Governing Board desires to employ qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes.

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee may employ a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

(cf. 4121 - Temporary/Substitute Personnel)

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.63 - Steroids)

Noncertificated coaches have no authority to give grades to students. (5 CCR 5591)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Qualifications

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess the proper credential or Activity Supervisor Clearance Certificate and an appropriate level of competence, knowledge, and skill.

Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, possess an Activity

Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing.
(Education Code 49024)

An individual who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

(cf. 4212.5 - Criminal Record Check)

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics

44010 Sex offense

44011 Controlled substance offense

44258.7 Credential types; Activity Supervisor Clearance Certificate

44332-44332.5 Temporary certificates

44424 Conviction of a crime

44808 Liability when students are not on school property

44919 Classification of temporary employees

49024 Activity Supervisor Clearance Certificate

49030-49034 Performance-enhancing substances

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities

5590-5596 Duties of temporary athletic team coaches

COURT DECISIONS

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627

San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal.App.3d 1376

Management Resources:

CSBA PUBLICATIONS

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

09-19 Implementation of Assembly Bill 1025 Concerning the Activity Supervisor Clearance Certificate (ASCC), December 2, 2009

WEB SITES

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

California Athletic Trainers' Association: <http://www.ca-at.org>

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

BP 4127 (c)
4227
4327

California Interscholastic Federation: <http://www.cifstate.org>
National Athletic Trainers' Association: <http://www.nata.org>
(6/97 11/05) 3/10

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 8, 2012

King City, California

AR 4127, 4227, 4327 Personnel

Temporary Athletic Team Coaches

Qualifications

The Superintendent or designee shall establish minimum qualification criteria for temporary athletic team coaches. These criteria shall include, but not necessarily be limited to, competencies in the following areas: (5 CCR 5593)

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures, as evidenced by one or more of the following:
 - a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card
 - b. A valid sports injury certificate or first aid card, and a valid CPR card
 - c. A valid Emergency Medical Technician (EMT) I or II card
 - d. A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA)
 - e. Possession of both valid CPR and first aid cards and practical experience under the supervision of an athletic coach or trainer or experience assisting in team athletic training and conditioning
2. Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:
 - a. Completion of a college course in coaching theory and techniques
 - b. Completion of inservice programs arranged by a school district or county office of education
 - c. Prior service as a student coach or assistant athletic coach in the sport or game being coached
 - d. Prior coaching in community youth athletic programs in the sport being coached
 - e. Prior participation in organized competitive athletics at high school level or above in the sport being coached

3. Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules, and, at the high school level, regulations of the California Interscholastic Federation (CIF)
4. Knowledge of child or adolescent psychology, as appropriate, as it relates to sport participation, as evidenced by one or more of the following:
 - a. Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions
 - b. Completion of a seminar or workshop on human growth and development of youth
 - c. Prior active involvement with youth in school or community sports program

The Superintendent or designee may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach until the competencies are met. (5 CCR 5593)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Governing Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

Volunteers who supervise or direct an athletic program shall meet the qualification criteria specified in 5 CCR 5593 required for temporary athletic team coaches employed by the district. Any volunteer who does not meet such criteria shall serve only under the supervision of a fully qualified coach and shall not be given charge of an athletic program.

(cf. 1240 - Volunteer Assistance)

Additional Qualifications of Noncertificated Personnel and Volunteers

In addition to the qualifications listed above, any noncertificated person employed as a temporary athletic team coach shall: (5 CCR 5592)

1. Be free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the district

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

2. Not have been convicted of any offense referred to in Education Code 44010, 44011, or 44424, or any offense involving moral turpitude or evidencing unfitness to associate with children

Any noncertificated employee or volunteer assigned as a temporary athletic team coach to supervise, direct, or coach an interscholastic athletic team shall obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or a criminal background check in accordance with Board policy. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

(cf. 4212.5 - Criminal Record Check)

Noncertificated coaches shall have no authority to give grades to students (5 CCR 5991)

High School Coaching Education Program

Each high school athletic team coach or volunteer coach shall complete, at his/her expense, a coaching education program that meets the standards developed by the CIF. A high school coach who has completed the education program in another California school district shall be deemed to have met the requirement for this district. (Education Code 49032)

An individual who has not completed the education program may be assigned as a coach for no longer than one season of interscholastic competition. (Education Code 49032)

Code of Ethical Conduct

Employees providing supervisory or instructional services in interscholastic athletic programs and activities shall: (5 CCR 5596)

1. Show respect for players, officials, and other coaches
2. Respect the integrity and judgment of game officials
3. Establish and model fair play, sportsmanship, and proper conduct
4. Establish player safety and welfare as the highest priority
5. Provide proper supervision of students at all times
6. Use discretion when providing constructive criticism and when reprimanding players

7. Maintain consistency in requiring all players to adhere to the established rules and standards of the game
 8. Properly instruct players in the safe use of equipment
 9. Avoid exerting undue influence on a student's decision to enroll in an athletic program at any public or private postsecondary educational institution
 10. Avoid exerting undue influence on students to take lighter academic course(s) in order to be eligible to participate in athletics
 11. Avoid suggesting, providing, or encouraging any athlete to use nonprescriptive drugs, anabolic steroids, or any substance to increase physical development or performance that is not approved by the U.S. Food and Drug Administration, U.S. Surgeon General, or the American Medical Association
- (cf. 5131.63 - Steroids)*
12. Avoid recruitment of athletes from other schools
 13. Follow the rules of behavior and the procedures for crowd control as established by the district and the league in which the district participates

Dismissal of an Athletic Team Coach or Volunteer Coach

A coach may be dismissed at any time. Termination or release shall be determined by the principal or designee. Should a head coach wish to dismiss a coach they must make a recommendation to the Principal. Reasons for termination could include but is not limited to any of the following:

1. Unprofessional conduct
2. Not fulfilling the coaches expectations and responsibilities
3. Violation of the Code of Ethical Conduct
4. Receiving an unsatisfactory evaluation
5. Not being a good role model of the program for students, parents and the school.

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

Adopted: February 8, 2012

King City, California

BP 5021 Students

Noncustodial Parents

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

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

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

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5111.1 - District Residency)
(cf. 5125 - Student Records)
(cf. 5141 - Health Care and Emergencies)
(cf. 5142 - Safety)
(cf. 6159 - Individualized Education Program)

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

Legal Reference:

EDUCATION CODE

48204 Residency requirements

49061 Definitions

49069 Absolute right to access

49091.10-49091.19 Parental review of curriculum and instruction

49408 Emergency information

56028 Definition, parent for special education

51100-51102 Parent/guardian rights

FAMILY CODE

3002 Joint legal custody, definition

3006 Sole legal custody, definition

3025 Parental access to records

6550-6552 Caregivers

GOVERNMENT CODE

810-996.6 Government Claims Act

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

Management Resources:

WEB SITES

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

California Association of Supervisors of Child Welfare and Attendance:

<http://www.cascwa.org>

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

(6/95 10/95) 7/09

AR 5111.12 Students

Residency Based On Parent/Guardian Employment

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

(cf. 5111.1 - District Residency)

(cf. 5117 - Interdistrict Attendance)

Applications for Admission

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

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

46601 Failure to approve interdistrict attendance

48200-48204 Compulsory education law; especially:

48204 Residency based on parent/guardian employment

ATTORNEY GENERAL OPINIONS

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

Management Resources:

WEB SITES

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

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

(3/02 7/04) 11/07

AR 5112.2 Students

Exclusions From Attendance

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

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

(cf. 5111 - Admission)

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

(cf. 5141.31 - Immunizations)

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

(cf. 5141.26 - Tuberculosis Testing)

4. Are infected with any contagious or infectious diseases. (Education Code 49451; 5 CCR 202)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.33 - Head Lice)

5. Reside where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed, unless written permission of the health officer is provided. (Health and Safety Code 120230)

6. Have not had the health screening, specified in Health and Safety Code 124040, before or within the first 90 days of attending first grade. Such students may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law. (Health and Safety Code 124105)

(cf. 5141.32 - Health Screening for School Entry)

Notifications to Parents/Guardians

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

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

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

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

Appeals from Exclusion

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

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

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

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

49408 Information of use in emergencies

49451 Parent's refusal to consent

HEALTH AND SAFETY CODE

120230 Exclusion of persons from school

120325-120380 Educational and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

124025-124110 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease

Management Resources:

WEB SITES

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

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

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

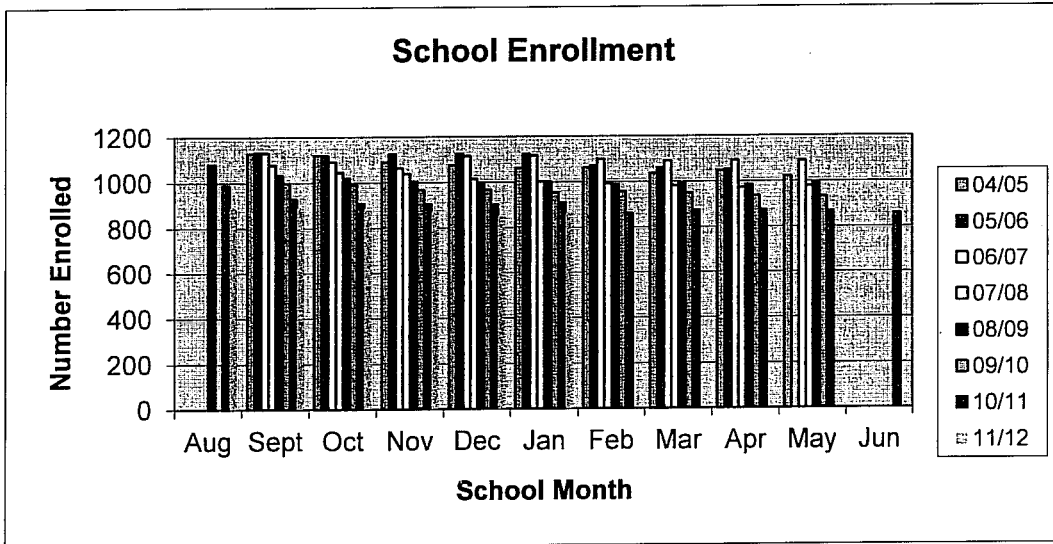
(3/93 10/95) 11/04

KING CITY HIGH SCHOOL

Bruce Corbett
 Monthly School Statistics
 January 2012

SCHOOL ENROLLMENT

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Aug					1080		988	891
Sept	1127	1132	1130	1077	1033	997	928	891
Oct	1118	1117	1090	1044	1019	991	907	887
Nov	1089	1123	1063	1038	1004	967	903	871
Dec	1075	1123	1114	1014	998	966	901	852
Jan	1062	1121	1116	1002	1002	953	908	865
Feb	1062	1070	1099	992	988	956	861	
Mar	1036	1060	1090	982	992	949	873	
Apr	1048	1051	1091	972	985	936	873	
May	1022		1089	977	992	932	867	
Jun							858	
Year Average	1071	1100	1098	1011	1009	961	897	876



KING CITY HIGH SCHOOL

Bruce Corbett

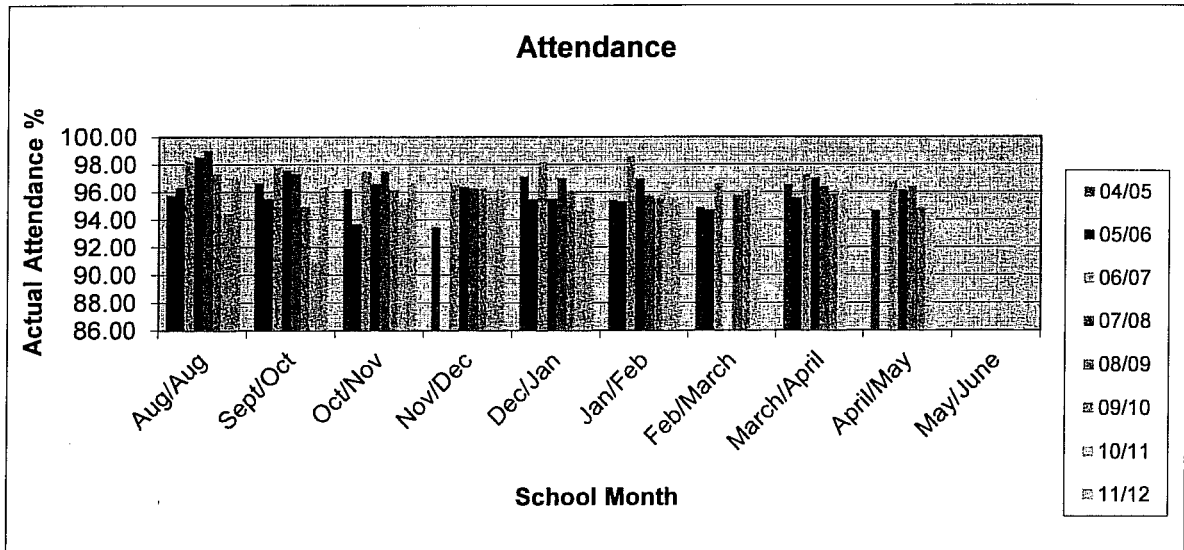
Monthly School Statistics

December 17, 2011 - January 27, 2012

SCHOOL ATTENDANCE PERCENTAGES

School Month 04/05 05/06 06/07 07/08 08/09 09/10 10/11 11/12

Aug/Aug	95.80	96.40	98.30	98.60	99.08	97.40	94.49	97.07
Sept/Oct	96.70	95.55	97.89	97.60	97.37	95.00	90.90	96.40
Oct/Nov	96.27	93.71	97.52	96.62	97.53	96.20	95.35	96.73
Nov/Dec	93.47		96.63	96.41	96.31	96.30	95.65	96.25
Dec/Jan	97.15	95.51	98.20	95.53	97.06	96.10	94.72	95.70
Jan/Feb	95.43	95.37	98.65	97.03	95.76	95.60	96.65	95.53
Feb/March	94.93	94.76	96.70		95.80	96.20	96.54	
March/April	96.60	95.66	97.36	97.08	96.47	95.90	96.23	
April/May	94.70		96.81	96.19	96.44	94.90	94.32	
May/June							95.59	
Year Average	95.67	95.28	97.56	96.88	96.87	95.96	95.04	96.28



KING CITY HIGH SCHOOL

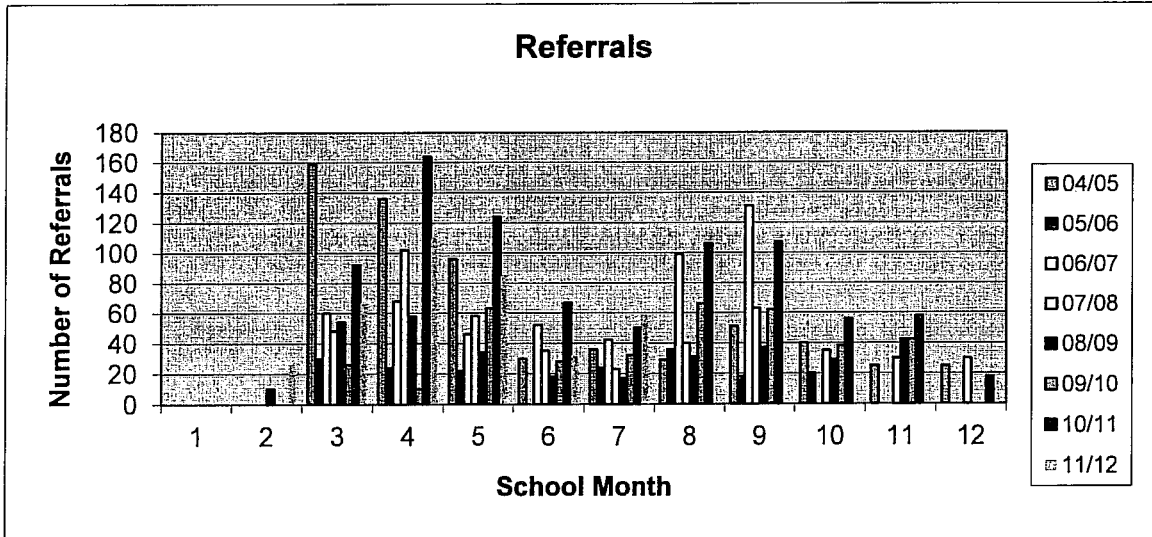
Bruce Corbett
 Monthly School Statistics
 January 2012

REFERRALS

School Month

04/05 05/06 06/07 07/08 08/09 09/10 10/11 11/12

Aug					10			27
Sept	159	30	60	48	54	26	92	67
Oct	136	24	68	102	58	10	164	110
Nov	96	22	46	58	34	63	124	85
Dec	30		52	35	18	28	67	32
Jan	36	24	42	23	17	32	50	59
Feb	29	36	99	40	31	66	106	
Mar	51	18	131	63	37	62	107	
Apr	40	20		35	29	38	56	
May	25			30	42	42	58	
Jun	25			30			18	
Year Average	63	25	71	46	33	41	84	63

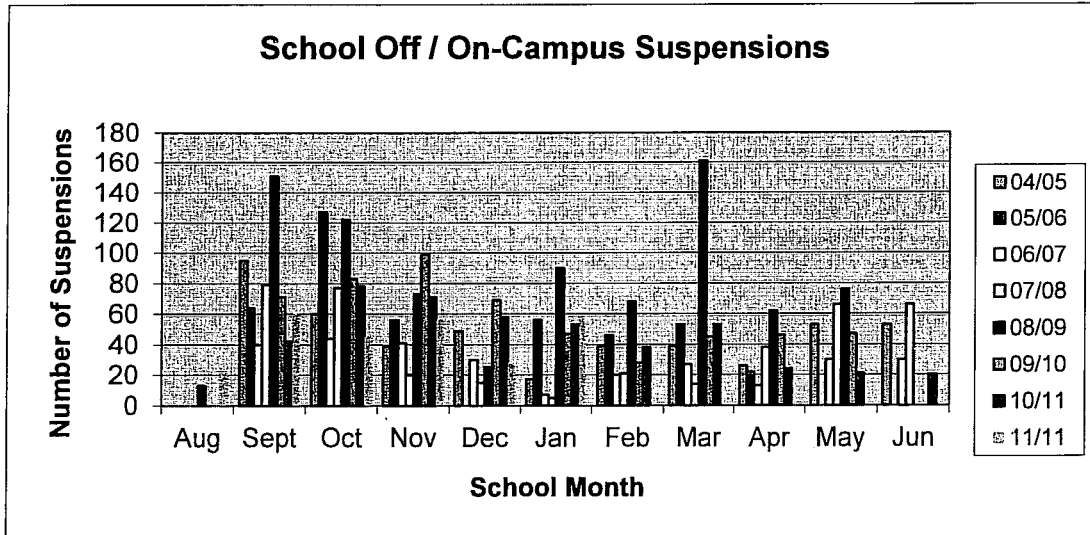


KING CITY HIGH SCHOOL

Bruce Corbett
 Monthly School Statistics
 January 2012

SCHOOL OFF / ON-CAMPUS SUSPENSIONS

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/11
Aug					13			22
Sept	95	64	40	79	151	71	42	61
Oct	60	127	44	77	122	83	78	46
Nov	39	56	41	20	73	99	71	57
Dec	49		30	15	25	69	58	28
Jan	17	56	7	5	90	47	53	59
Feb	39	46	20	21	68	28	38	
Mar	39	53	27	14	161	45	53	
Apr	26	22	13	38	62	46	24	
May	53		30	66	76	47	21	
Jun	53		30	66			20	
Year Average	47	61	28	40	84	59	46	46



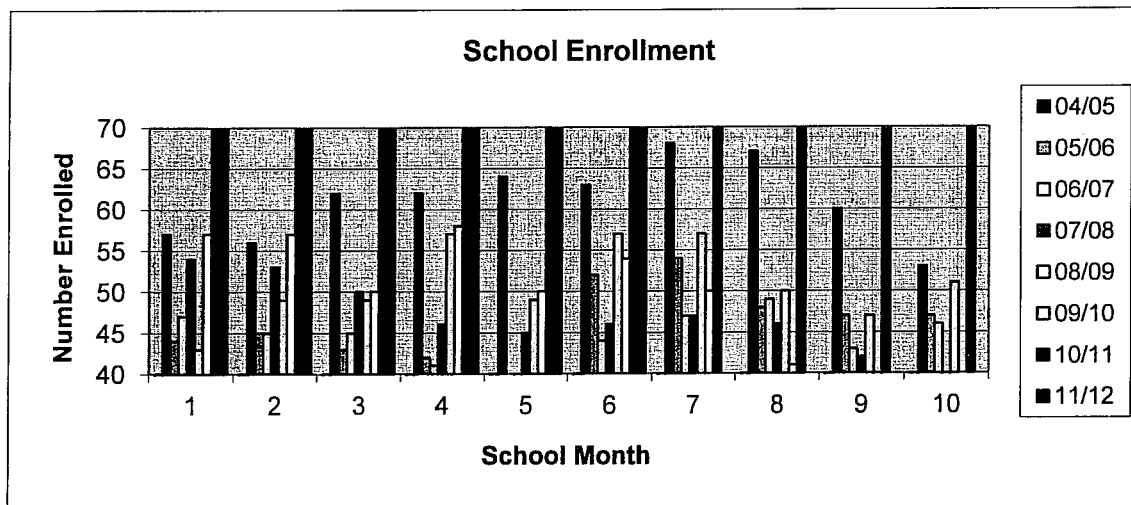
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal
 Monthly School Attendance Report
 School Year 2011-12
 Month #6

SCHOOL ENROLLMENT

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
1	57	44	47	54	43	57	81	102	
2	56	45	45	53	49	57	91	91	
3	62	43	45	50	49	50	99	123	
4	62	42	41	46	57	58	99	124	
5	64	40	38	45	49	50	89	121	
6	63	52	44	46	57	54	122	109	
7	68	54	47	47	57	50	118		
8	67	48	49	46	50	41	113		
9	60	47	43	42	47	38	112		
10	53	47	46	38	51		106		
Average	61	46	45	47	51	51	103	112	

** 04/05 - 09/10 Stats are from CBHS



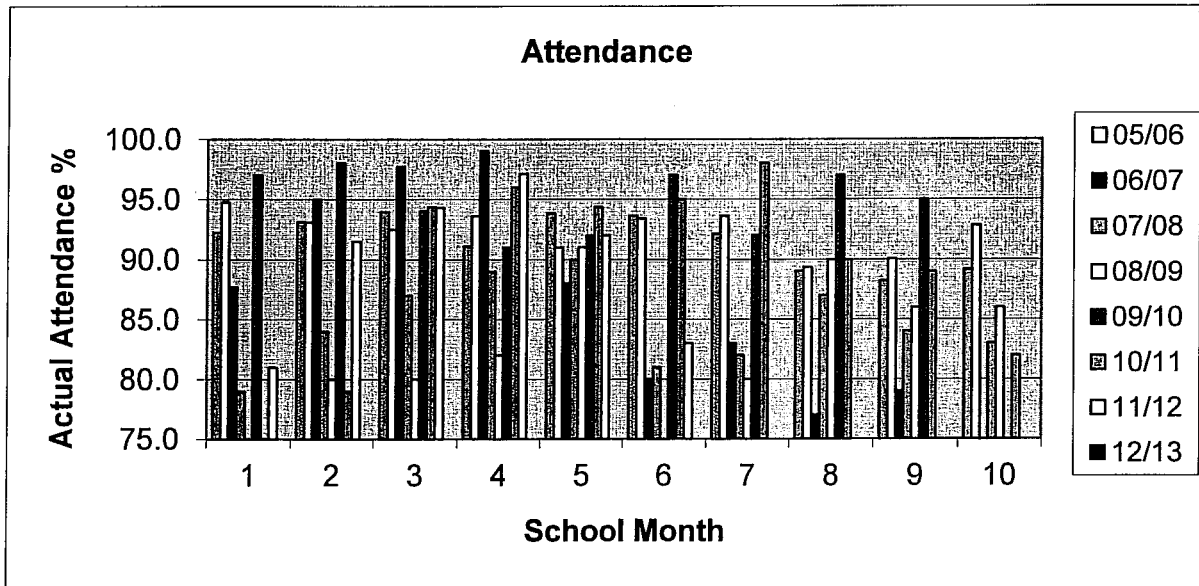
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal
 Monthly School Attendance Report
 School Year 2011-12
 Month #6

SCHOOL ATTENDANCE PERCENTAGES

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
1	92.2	94.8	87.7	79.0	71.0	97.0	72.3	81.0	
2	93.1	93.1	95.0	84.0	80.0	98.0	79.0	91.5	
3	94.0	92.5	97.7	87.0	80.0	94.0	94.4	94.3	
4	91.1	93.6	99.0	89.0	82.0	91.0	96.0	97.1	
5	93.8	91.0	88.0	90.0	91.0	92.0	94.4	92.0	
6	93.6	93.4	80.0	81.0	72.0	97.0	95.0	83.0	
7	92.1	93.6	83.0	82.0	80.0	92.0	98.0		
8	89.0	89.4	77.0	87.0	90.0	97.0	90.0		
9	88.2	90.1	79.0	84.0	86.0	95.0	89.0		
10	89.2	92.8	69.0	83.0	86.0		82.0		
Average	91.64	92.42	85.54	84.60	81.80	94.78	89.00	89.82	

** 04/05 - 09/10 Stats are from CBHS



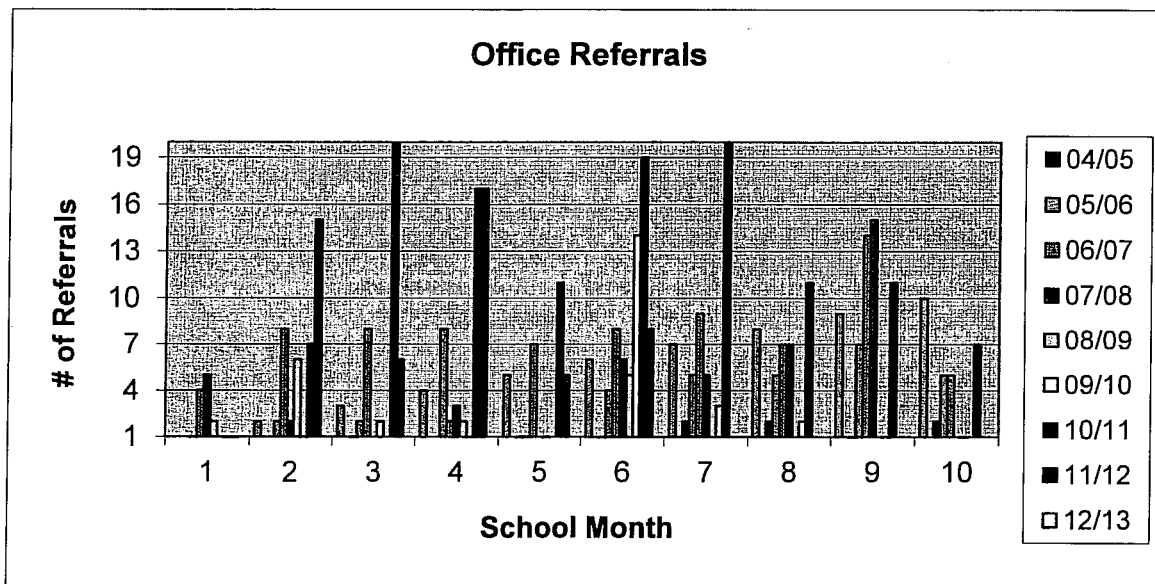
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Carolyn McCombs, Principal
 Monthly School Attendance Report
 School Year 2011-12
 Month #6

OFFICE REFERRALS

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
1	1	0	4	5	2	1	0	0	
2	1	2	8	2	6	0	7	15	
3	0	2	8	1	2	1	33	6	
4	1	8	2	3	2	0	17	17	
5	0	0	7	1	0	1	11	5	
6	0	4	8	6	5	14	19	8	
7	2	5	9	5	1	3	26		
8	2	5	7	7	1	2	11		
9	0	7	14	15	1	0	11		
10	2	5	5		0		7		
Average	1	4	7	5	2	2	14	9	

** 04/05 - 09/10 Stats are from CBHS





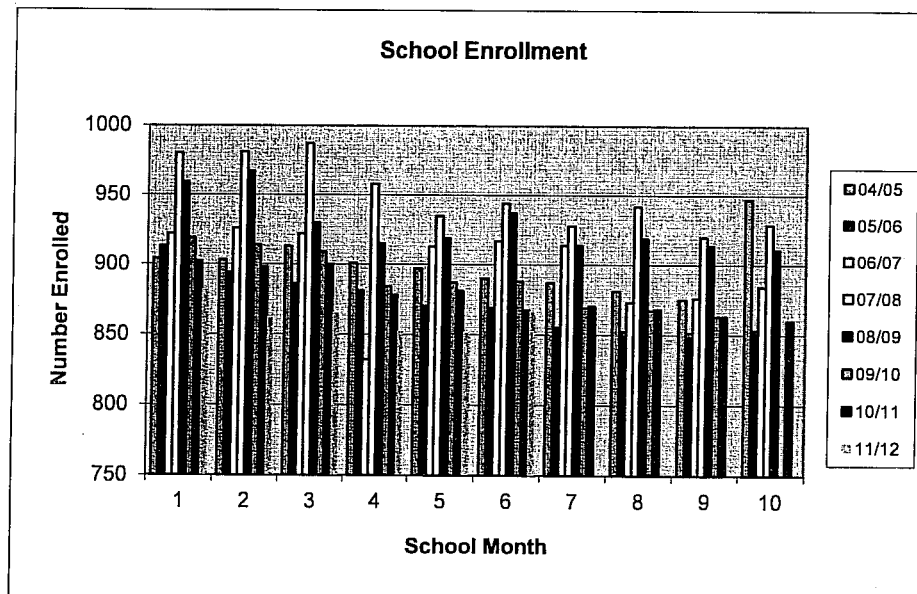
GREENFIELD HIGH SCHOOL

James Goddard, Principal
 Monthly School Statistics
 January 2012

School Enrollment

School Month

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	904	913	922	980	959	919	902	882
2	903	894	926	981	967	914	898	862
3	913	886	922	987	930	909	900	866
4	901	881	832	958	915	884	878	853
5	897	870	913	935	919	887	881	852
6	890	869	917	944	937	888	867	867
7	887	855	914	928	914	869	870	
8	881	852	873	942	919	867	868	
9	875	851	876	920	914	863	863	
10	947	853	884	929	911		860	
Average	899.8	872.4	897.9	950.4	928.5	888.889	878.7	863.6667





GREENFIELD HIGH SCHOOL

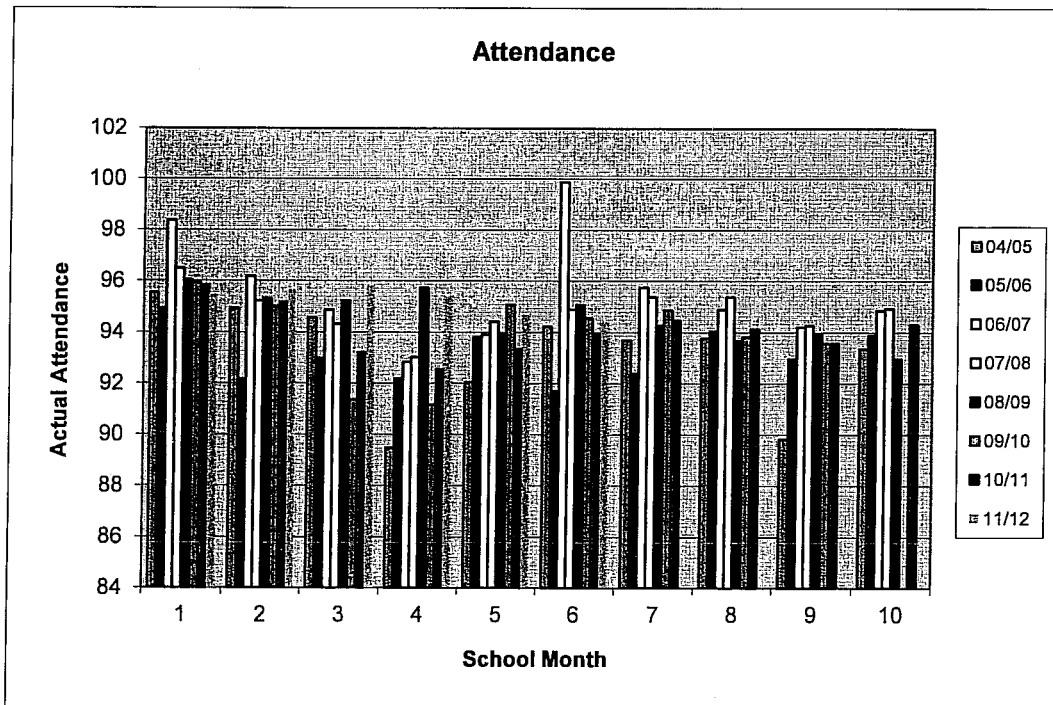
James Goddard, Principal

Monthly School Statistics

January 2012

School Attendance Percentages

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	95.52	94.91	98.36	96.49	96.03	95.92	95.82	95.51
2	94.92	92.17	96.17	95.21	95.31	95	95.16	95.70
3	94.55	92.98	94.86	94.31	95.21	91.37	93.21	95.85
4	89.47	92.18	92.83	93.02	95.72	91.17	92.55	95.41
5	92.06	93.8	93.89	94.40	93.95	95.06	93.34	94.72
6	94.23	91.71	99.87	94.89	95.06	94.55	93.95	94.42
7	93.69	92.39	95.75	95.38	94.28	94.86	94.47	
8	93.77	94.04	94.88	95.38	93.67	93.82	94.13	
9	89.82	92.95	94.20	94.26	93.95	93.56	93.57	
10	93.35	93.88	94.85	94.92	92.97		94.3	
Average	93.14	93.10	95.57	94.83	94.62	93.92	94.05	95.27



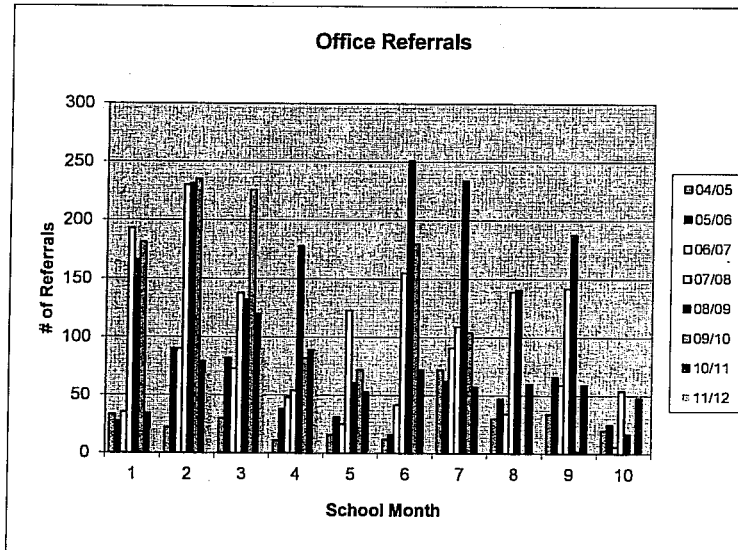


GREENFIELD HIGH SCHOOL

James Goddard, Principal
 Monthly School Statistics
 January 2012

Office Referrals

School Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	33	27	35	193	166	181	34	21
2	22	90	90	230	231	235	79	69
3	30	82	73	138	132	226	120	90
4	11	38	48	54	178	82	89	89
5	16	31	25	123	61	72	53	3
6	12	16	42	155	251	180	72	
7	72	62	91	109	234	104	57	
8	30	47	34	139	141	0	60	
9	34	66	59	142	188	2	59	
10	20	25	6	54	17		48	
Average	28	48.4	50.3	133.7	159.9	120.222	67.1	54.4





GREENFIELD HIGH SCHOOL

James Goddard, Principal

Monthly School Statistics

January 2012

Off Campus Suspensions

School Month

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
1	4	10	11	24	20	9	8	12
2	6	22	17	20	16	19	10	28
3	12	25	15	24	15	26	35	17
4	1	30	11	3	12	23	28	21
5	1	19	9	7	2	10	27	13
6	3	17	13	15	12	26	36	11
7	22	47	10	8	22	24	37	
8	13	35	4	7	4	3	25	
9	17	16	19	14	18	17	27	
10	17	19	7	4	12		24	

Average

9.6	24	11.6	12.6	13.3	17.4444	25.7	17
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