

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR BOARD MEETING

Wednesday, January 16, 2013

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

BOARD OF EDUCATION

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

STUDENT BOARD MEMBERS

Sarah Rae Shepard, King City HS  
Adam Mann, Greenfield HS

STATE ADMINISTRATOR

Daniel Moirao, 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 público 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 Secretaria de el Superintendente antes de que la Mesa Directiva de Educación de por terminada la junta.*

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

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

*El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de completar la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaria de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se este llevando a cabo. 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 límite de 20 minutos en total para cada asunto.*

F. REPORT FROM STATE ADMINISTRATOR

G. STUDENT BOARD MEMBER REPORT

H. BOARD MEMBER COMMENTS

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: December 5, 2012, December 12, 2012 and December 19, 2012 (Pages 1-8)
2. Approval of Personnel Report Dated January 16, 2013 (*Daniel Moirao, Ed.D., State Administrator*)
3. Approval of Donation in the Amount of \$15,000 from Chevron for the King City High School Robotics Club (*Daniel Moirao, Ed.D., State Administrator*) (Pages 9-10)
4. Grant Application: Opportunity Grant, Community Foundation (*Daniel Moirao, Ed.D., State Administrator*) (Pages 11- 19)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. INFORMATION ITEMS

1. Cash Flow Report from July 1, 2012 through December 31, 2012 (*Linda Grundhoffer, CBO*) (Pages 20-22)
2. Revenue and Expenditure Report from July 1, 2012 through December 31, 2012 (*Linda Grundhoffer, CBO*) (Pages 23-47)
3. Board Policies (First Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 48-90)
  - AR3514.1- Hazardous Substances
  - BP4119.42 - Exposure Control Plan for Blood Borne Pathogens (new)
  - AR4119.42 - Exposure Control Plan for Blood Borne Pathogens (new)
  - AR4154, 4254, 4354 - Health and Welfare Benefits
  - E4319.21 - Professional Standards
  - BP5142 - Student Safety (new)
  - AR 5142 - Student Safety (new)
  - BP5112.3 - Student Leave of Absence (new)
  - AR5112.3 - Student Leave of Absence (new)
  - BP5117 - Interdistrict Attendance
  - AR5117 - Interdistrict Attendance

M. ACTION ITEMS

1. Approval of "Sunshine" Proposal for Negotiations with CSEA (*Daniel Moirao, Ed.D., State Administrator*) (Pages 91-93)
2. Approval of Resolution #15:12/13 Authorizing Application for Grant Funded Projects to Lower Emissions School Bus Program (*Linda Grundhoffer, CBO*) (Pages 94-95)
3. Approval of King City High School SARC (*Janet Sanchez-Matos, Principal*) (Pages 96-120)
4. Approval of Greenfield High School SARC (*Lisa Mazza, Principal*) (Pages 121-146)

N. FUTURE AGENDA ITEMS/MEETING DATES

February 11, 2013 – Regular Board Meeting at the District Office  
February 27, 2013 – Board Study Session – Common Core Standards  
March 13, 2013 – Regular Board Meeting at Greenfield  
March 27, 2013 – Board Study Session – Alternative Education/Update Student Achievement at the District Office  
April 10, 2013 – Regular Board Meeting at the District Office  
April 24, 2013 – Board Study Session - TBD

O. SIGNING OF PAPERS

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
*SPECIAL BOARD MEETING*

Wednesday, December 5, 2012

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Raul Rodriguez called the meeting to order at 6:00 A.M.

Flag Salute

Raul Rodriguez led in the flag salute.

Public Comment

There were not any comments from the public.

Approval of Agenda

Dr. Moirao approved the agenda.

INFORMATION ITEMS

Board Study Session: District Finances and Negotiations

Linda Grundhoffer and Dr. Moirao reviewed district finances and negotiations.

Adjournment

The meeting was adjourned at 7:28 P.M.

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Daniel R. Moirao, Ed.D., State Administrator

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Date

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

Wednesday, December 12, 2012

Minutes

BOARD OF EDUCATION

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

STUDENT BOARD MEMBERS

Sarah Rae Shepard, KCHS - Absent

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 5:29 P.M.

Public Comment

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

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster said there was not anything to report from closed session.

Approval of Agenda

Dr. Moirao approved the agenda.

ANNUAL ORGANIZATIONAL MEETING

Election of Board President

Bob White nominated Mike Foster as Board President, Raul Rodriguez seconded the nomination. Mr. Rodriguez said he felt it was important to have Mr. Foster continue as the Board President for continuity. Dr. Moirao said Paulette Bumbalough could not attend the meeting this evening but she informed him she would recommend Mike Foster continue as the president.

Mike Foster accepted the nomination.

Dr. Moirao approved the nomination.

Election of Clerk of the Board

Mike Foster nominated Raul Rodriguez for the Clerk of the Board, Bob White seconded the nomination. Raul Rodriguez accepted the nomination.

Dr. Moirao approved the nomination.

Election of Board Representative to ROP

Mike Foster nominated Debra McAlahney-Dodson for the Board Representative to ROP, Bob White seconded the nomination.

Dr. Moirao approved the nomination.

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

Mike Foster nominated Bob White as the Board Representative to the MCSBA, Raul Rodriguez seconded the nomination. Bob White accepted.

Dr. Moirao approved the nomination.

Adoption of Board Policies and Bylaws for 2013

Dr. Moirao approved the adoption of Board Policies and Bylaws for 2013.

Determine Dates, Times and Locations of the 2013 Regular Board Meeting

Mike Foster said he would meet with Dr. Moirao regarding his work schedule and the board meeting dates scheduled for next year. Mr. Foster said he would like to table the calendar until he meets with Dr. Moirao. Dr. Moirao said we need to schedule the January meeting. It was decided to have the Board Study Session on January 9 and the regular board meeting on January 16, 2013.

Dr. Moirao said the communication plan will be revisited at the January 9, 2013, board study session.

Public Comment

There were not any comments from the public.

Report from State Administrator

Dr. Moirao said finals will begin on December 14 with 7<sup>th</sup> period being the first. Minimum days will start on Monday, December 17. The winter break begins on Thursday, December 20. There will be a skeleton maintenance crew and district office staff during the break. All offices will be closed on December 24, 25, and 26. 2012 was a leap year, CSEA chose to use December 26 as a non-work day in lieu of February 29. All offices will be closed to the public the week of Christmas. On January 7 some staff will be returning to the sites, the district office will be open.

Dr. Moirao said there was an article in the Rustler today regarding his State of the District presentation at the Chamber Luncheon which was held on Thursday, December 6 at Denny's. Dr. Moirao said he would be typing up the questions and responses from the meeting and including them in the Friday Update, this way if Board Members are asked questions they would be more prepared.

Dr. Moirao said a special board meeting is needed next week to address a couple of items, one being a contract with a company who will be exploring the possibility of a parcel tax for the district. He said he is also anticipating the KCJUHSDTA "Sunshine" proposals for negotiations.

Dr. Moirao said this is the first board meeting in which the site administrators will not be giving a report, but they will be present at each board meeting to answer any questions. The sites weekly bulletins are now included in the Board Friday Update.

Student Board Member

The student was not present to give a report.

Board Member Comments

Raul Rodriguez said he visited an ELD class at Greenfield High School last week. He said this class

is mainly for students whose primary language is Spanish and have very limited English skills. The class included students who had been there for a while as well as new students. He is aware there is limited funding but also realizes it is difficult to teach students at the different levels, he felt it would be better to break up the groups depending on the level of understanding English.

Mr. Rodriguez said about 10 days ago there were 2 meetings at Greenfield High School for current 8<sup>th</sup> graders, who will be freshmen next year, one session was at 5:30 PM and the other at 6:30 PM. He felt the school lost the opportunity to sell the school to parents. The FFA students and teacher did an outstanding job promoting their program. He felt each department should have had a representative to promote their program; it would have had a better impact on parents. There will be another meeting in January, so hopefully there would be changes promoting the high school. He said it was good having an English and Spanish presentation, but one overlapped the other creating a parking and traffic issue.

Mr. Rodriguez said he and Paulette Bumbalough attend a board study session last week conducted by Dr. Moirao and Linda Grundhoffer. It focused on finance and was extremely informative and emphasized the fact even though Proposition 30 passed, there are still some very serious financial issues for the district. He also thanked Dr. Moirao for the article in the local newspaper educating the community in regards to the financial status of the district.

#### Employee Organizations

There were not any comments from the organizations.

#### CONSENT AGENDA

1. Approval of Minutes: November 13, 2012, November 20, 2012, and November 29, 2012
2. Approval of Personnel Report Dated December 12, 2012
3. Approval of Williams Quarterly Report
4. Approval of Agreement with Cal Poly and the SMCJUHSD for Student Teaching Assignments
5. Approval of Overnight Trip to UCSC for 6 Students from the GEAR-UP Program
6. Approval of SES Contract for King City High School
7. Approval of Contract with Sign Language Access, Inc.
8. Approval of Donation from the Guidry Foundation to King City High School

#### Consent Items Removed for Comments/Questions

There were not any items from the consent agenda pulled for discussion. Dr. Moirao approved the consent agenda.

#### INFORMATION ITEMS

##### Food Service Profit and Loss

Linda Gurndhoffer said a food service profit and loss report will be given at each interim report to keep the Board apprised of the cafeteria funds. The report will differ greatly from time to time depending on the money coming in.

Mike Foster said, in the past, we used the food services of the elementary district and wondered if it met the federal criteria. It appears the fund is not solvent at this time. Mr. Foster said, as a Board member, he does not want the cafeteria fund to be an encroaching on the general fund.

Linda Grundhoffer said the encroachment has gone down. The Year to Date profit/loss for the fiscal year from June to July 2012 is \$8,602.91. Last year the encroachment was \$142,000. The revenue and expenses for this fiscal year is \$111,935 at the end of the year.

##### School Enrollment, Attendance, and Referral Statistics

Dr. Moirao said the data for all sites is in the packet for review. Bob White said he noted the enrollment at both comprehensive schools is up. Dr. Moirao said the Independent Study has now been included in the totals, there really is little increase.

Mr. Foster said he was looking at the attendance percentages. He asked at what point should we be concerned. Dr. Moirao said when we drop below 90%. It was noted the attendance percentage at Greenfield High School has increased from last year. The question was asked if Mr. Torrez follows up with student attendance, the response was yes. Dr. Moirao indicated Greenfield High School has noticed an improvement with the new Vice-Principal.

#### ACTION ITEMS

##### Approval of First Interim Report

Linda Grundhoffer said we have filed a negative certification. Page 64 addresses the beginning balance. Ms. Grundhoffer said to keep in mind if we had not received the state loan we would be at a negative \$10 million.

Ms. Grundhoffer said the cash flow is addressed on page 141. The first interim report shows the transfer in of the \$1.5 million special reserve fund. The money was borrowed and will be paid back when we get our money from the state. There is a delay in receiving the state funds.

Page 152 reflects the multi-year projections. Looking at the unrestricted funds, we end the year with a positive budget and will make the 3% reserve, but will not the 3<sup>rd</sup> year out, we will be about \$2 million in the negative.

Dr. Moirao said this is the information he presented at the King City Chamber luncheon on December 6 to inform the community the district still has major financial issues.

Mike Foster asked about the \$1.5 million listed on page 67 under other financing sources/uses. Ms. Grundhoffer said this was in the original budget, she took it out.

Bob White asked what the structural budget is. Ms. Grundhoffer said at the top of page 68 is the projected spending. The \$1.5 million is the amount taken out for the loan.

Dr. Moirao approved the First Interim Report.

##### Approval of Resolution 13:12/13 Authorization of Signatures

Bob White questioned if the Board President should be included as a signature. Dr. Moirao said that is why there is currently four district office staff listed to cover any absences. In the past four district signatures have been adequate.

Dr. Moriao approved Resolution 13:12/13.

##### Approval of Short Term Staff Permit for Jacinto Duarte

Mike Foster inquired how long the permit was in effect. Dr. Moirao said it will cover Mr. Duarte through this school year only.

Dr. Moirao approved the Short Term Staff Permit for Jacinto Duarte.

##### Board Policy (Second Reading)

BP 3511.1 - Business and Noninstructional Operations; Integrated Waste Management  
AR 3511.1 - Business and Noninstructional Operations; Integrated Waste Management  
AR 3550 - Business and Noninstructional Operations; Food Service/Child Nutrition Program  
BP 4111 4211, 4311 - Personnel; Recruitment and Selection  
AR 4112.6 4212.6, 4312.6 - Personnel; Personnel Files  
BP 4112.9 4212.9, 4312.9 - Personnel; Employee Notifications  
E 4112.9 - Personnel; Employee Notifications  
BP 4119.1 4219.1, 4319.1 - Personnel; Civil And Legal Rights  
BP 4119.21 4219.21, 4319.21 - Personnel; Professional Standards

- BP 4119.41 4219.41, 4319.41 - Personnel; Employees With Infectious Disease
- BP 4121 - Personnel; Temporary/Substitute Personnel
- AR 4121 - Personnel; Temporary/Substitute Personnel
- BP 5030 - Students; Student Wellness
- BP 5131 – Conduct
- BP 5131.2 - Bullying
- BP/AR 5144.1 – Suspension and Expulsion/Due Process
- AR 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities)
- E 5145.6 – Parental Notifications
- BP/AR 5145.7– Sexual Harassment
- BP 6145 – Extracurricular and Cocurricular Activities
- AR 6159 – Individualized Education Program
- BP 7214 – General Obligation Bonds

Mike Foster said he had a question on page 197, which addresses waste management. There are pallets in the corporate yard area with ewaste. Is this addressed? Dr. Moirao said it is not specifically addressed in the policy, this is considered old material for disposal.

John Sims said twice a year Cristina Jimenez makes arrangements for the ewaste to be picked up, and the district receives money for the items.

Raul Rodriguez said he had a parent approach him regarding a cell phone policy at school. He said the parent was inquiring because it was not addressed in the Parent/Student Handbook. Mr. Rodriguez said he informed the parent to look on the district website under policies. He asked Dr. Moirao if this was the appropriate response to direct the parent to the website. Dr. Moirao responded yes.

Mike Foster suggested including the cell phone policy in the Parent/Student Handbook.

Dr. Moirao said he would like to make 2 minor changes in Board Policy 5030. On page 241, the last paragraph in the current policy reads, district schools should support the health curriculum and promote optimal health, he is changing it to read, district school shall support the health curriculum and promote optimal health.

Dr. Moirao said there is similar sentence on page 242, in the second paragraph, second sentence. The sentence currently reads he/she also should encourage school staff to avoid the use of non-nutritious foods, he is changing the sentence to read to he/she also shall avoid non nutritious foods.

Dr. Moirao approved the second reading of the board polices with the changes so noted.

Future Agenda Items/Meeting Dates

There will be a special Board Study Session on January 9, the regular board meeting will be held on January 16, 2013.

Signing of Paper

Dr. Moirao signed appropriate papers.

Adjournment

The meeting was adjourned at 7:02 P.M.

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Daniel R. Moirao, Ed.D., State Administrator Date



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
*SPECIAL BOARD MEETING*

Wednesday, December 19, 2012

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 8:02 A.M.

Flag Salute

Mike Foster led in the flag salute.

Public Comment

There were not any comments from the public.

Approval of Agenda

Dr. Moirao said Action Item for approval of “Sunshine” proposal for negotiations with CSEA is being pulled. The “sunshine” items are still being reviewed by the CSEA Chapter team and were not available at the time of the meeting.

CONSENT AGENDA

Approval of Contract with Godbe Research

There were not any questions. Dr. Moirao approved the consent agenda.

ACTION ITEMS

Approval of Resolution 14:12/13 Use of Developer Fees

Linda Grundhoffer said the district is required to annually report the revenue and expenses of the Capital Facilities Fund from the previous year.

Dr. Moirao approved Resolution 14:12/13.

Approval of “Sunshine” Proposal for Negotiations with KCJUHSDTA

Dr. Moirao said the teacher’s association has submitted the items they would like to “sunshine.” This now opens the door for negotiations to begin between the teacher’s association and the district.

Mr. White inquired if salaries and benefits will be negotiated. Dr. Moirao responded yes. He added, there is also a lot of clean up in the contract.

Paulette Bumbalough inquired when the Board would be given an update of how negotiations are proceeding. Dr. Moirao said the Board would be briefed in closed session.

Dr. Moirao said FCMAT has recommended the district establish a negotiating team. The team consists of Linda Grundhoffer, Claudia Arellano, Lisa Mazza, and him.

Paulette Bumbalough inquired if the teacher evaluations had been updated. Dr. Moirao responded yes.

Approval of "Sunshine" Proposal for Negotiations with CSEA

CSEA had not provided their "sunshine" items; therefore this item was pulled from the agenda.

Adjournment (To closed session if needed)

The meeting was adjourned to closed session at 8:10 A.M.

There was no action to report out from closed sessions. The meeting adjourned at 8:27 A.M.

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Daniel R. Moirao, Ed.D., State Administrator

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Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Donation in the Amount of \$15,000 from Chevron for the KCHS Robotics Club

MEETING: January 16, 2013

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:

Chevron supports science, technology, engineering, math education and other program aimed at improving academic achievement for students of the South Monterey County Joint Union High School District.

Chevron has generously donated \$15,000 toward the King City High School Robotics Club.

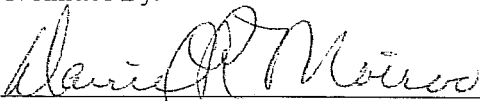
Recommendation:

The recommendation is to approve the donation.

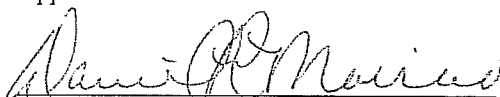
Fiscal Impact:

The KCHS Robotics Club will benefit from the donation.

Submitted By:

  
 Daniel R. Moirao, Ed.D.  
 State Administrator

Approved:

  
 Daniel R. Moirao, Ed.D.  
 State Administrator



Adam A. Alvidrez, MPA  
PGPA Representative

San Joaquin Valley Business Unit  
Chevron North America Exploration  
and Production Company  
(a Chevron U.S.A. Inc. division)  
9525 Camino Media (93311)  
PO Box 1392  
Bakersfield, CA 93302  
Tel 661 654 7450  
Fax 661 654 7189  
Adam.Alvidrez@chevron.com

December 18, 2012

Dr. Daniel Moirao  
State Administrator  
South Monterey County Joint Union High School District  
800 Broadway  
King City, CA 93930

Dear Dr. Moirao,

We are pleased to present the enclosed check in the amount of \$15,000 which represents Chevron's support of science, technology, engineering, and math education and other programs aimed at improving academic achievement for students of South Monterey County Joint Union High School District.

IRS regulations, effective January 1, 1994, require that we have additional information on file when we donate \$250 or more to an organization. We would appreciate your completing the enclosed IRS verification form and returning it to us within 15 days of receipt of this check.

Also enclosed is the Chevron "Annual Report" form that needs to be completed and submitted upon completion of the funded project. Please send the report to my attention by mail, hand delivery or by e-mail to [CommGrants@chevron.com](mailto:CommGrants@chevron.com).

We extend our best wishes for your continued success in advancing the academic programs in the community. We look forward to hearing of your accomplishments throughout the year.

Sincerely,

  
Adam A. Alvidrez  
Policy, Government and Public Affairs

cc Bruce Corbett, Principal, King City High School

Enclosures

- 1) Check #0024338397
- 2) IRS Verification Form
- 3) Chevron Annual Funding Report

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

**SUBJECT:** Grant Application: Opportunity Grant, Community Foundation      **MEETING:** January 16, 2013

**AGENDA SECTION:**

ACTION

INFORMATION

ACTION/CONSENT

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**GOVERNING BOARD**

Board Goals:

- Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- 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 is applying for an Opportunity Grant with the Community Foundation for Monterey County. This grant would allow the district to provide leadership training and understanding, tolerance and acceptance of ethnic, sexual, religious, etc. differences within our schools.

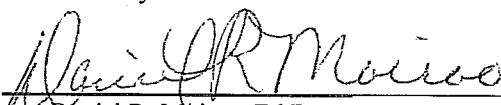
Recommendation:

It is recommended that the State Administrator approve the Grant Application to the Community Foundation for Monterey County

Fiscal Impact:


Would offset the cost of such training by \$5,000.00 if awarded.

Submitted By:



Daniel R. Moirao Ed.D.  
State Administrator

Approved:



Daniel R. Moirao Ed.D.  
State Administrator



2012 GRANT APPLICATION FORM  
Opportunity Grant  
For Emerging or Urgent Needs

**APPLICATION INSTRUCTIONS**

Please submit your application via email to [grants@cfmco.org](mailto:grants@cfmco.org) using one of the following formats. Faxed applications are not accepted.

Preferred email format: Send via email as a single, scanned document that includes all parts of the application in the order requested and signed as requested. *Please do not scan the individual pages of a document as separate files.*

Other email formats: Save your application and other documents in standard Word or Excel format(s) and send as attachments via email. We ask that you attach all parts of the application in one e-mail message rather than multiple e-mails. To comply with audit requirements for signatures, if you email unsigned files you must also MAIL the signed Grant Application Form.

We will confirm receipt of your application within 5 business days of its receipt.

**GRANT APPLICATION CHECKLIST**

Submit **one copy** of the following Grant Application packet documents in this order:

- A completed and signed Grant Application Form – with signature of Authorized Representative (generally organization's executive staff member)
- A completed Project Budget Form (last page of this application)
- The organization's current annual budget (for the year reflected in the grant request) showing both income and expenses
- Financial statements for the most recently completed fiscal year
- A list of the current Board of Directors or list of organization's leadership
- For organizations serving as fiscal sponsor for a non-501(c)3 organization or as lead organization for a collaborative, please provide a signed memorandum of agreement with the sponsored group or collaborating organizations verifying the terms of the arrangement and signed by all parties

In addition to addressing an important community need, a small Opportunity grant is expected to make a significant difference in the organization's/project's goals and outcomes. Opportunity grant applications will be considered with the following criteria.

- The request is for unanticipated expenses and not the organization's ongoing programs (unless for a new or emerging organization or program).
- The request has community support (programmatic and financial). If the project/program has ongoing expenses, there is a sound budget plan in place with demonstrated viability.

**OPPORTUNITY GRANT  
GRANT APPLICATION FORM**

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**A. TYPE OF GRANT:**

Emerging Organization or Venture       Urgent or Time-Sensitive Need

(For an Organizational Development grant, please use the Organizational Development application)

**B. ORGANIZATION INFORMATION**

1. Organization's legal name: South Monterey County Joint Union High School District
2. Year organization was founded: 1910
3. Tax ID# (EIN): 77-0320709  
 501(c)3 nonprofit  
 Other status: California Public High School District
4. Organization address: 800 Broadway, King City, CA 93930
5. Telephone: 831.385.0606      6. Fax: 831.385.0695
7. Organization website: <http://www.kingcity.k12.ca.us/>
8. Executive Director or principal officer (name and title): Dr. Daniel Moirao
9. Executive Director's email: [dmoirao@kingcity.k12.ca.us](mailto:dmoirao@kingcity.k12.ca.us)
10. Contact for this proposal: Carolyn McCombs
11. Contact's telephone: 831.385.0606      12. Email: [cmccombs@kingcity.k12.ca.us](mailto:cmccombs@kingcity.k12.ca.us)
13. Total organizational budget (current year): \$17,078,899
14. Number of paid employees: full-time: 103 part-time: 33  
Number of active volunteers: NA
15. Organization's mission statement:  
South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens. The vision of the district is to be a learning community that is a progressive environment that is committed to life-long educational success.
16. Is this application on behalf of a fiscally sponsored organization or collaborative? No
17. If yes, provide name and summary of sponsored group's mission/purpose:





**OPPORTUNITY GRANTS  
GRANT APPLICATION FORM**

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**C. PROPOSED PROGRAM INFORMATION**

1. Description of project or grant request (one sentences): The impact of incidents of harrasment and hate crimes toward Lesbian Gay, Bisexual Transgender staff and students have mandated the need for districtwide intervention.
2. Amount requested: \$5000      Total program budget: \$10,000
3. Is this a new project?  yes  no
4. Project start date: January 14, 2013      Expected project end date: June 30, 2013

**D. PROPOSAL NARRATIVE**

The following questions are intended to give you an opportunity to describe your work and the objectives you are trying to achieve. Please read thoroughly all of the questions before answering.

1. Briefly describe your request.  
The District has encountered an increase in harrasment and hate crimes directed at Lesbian Gay Bisexual Transgender(LBGT) staff and students.. This project will fund districtwide training to provide leadership, understanding, tolerance and acceptance of LGBT students and staff.
2. What community issue(s) does this project address? Why is this opportunity critical now?  
South Monterey County is a rural and relatively conservative agricultural community. As lesbian, gay, bisexual and transgender staff and students are increasingly more visible at the schools and in the community, it becomes even more important that the district take measures to meet their needs. The school community must quickly learn the appropriate language to describe LGBT people, learn LGBT history and seek to understand their lives and experiences. Prevention of harassment and hate crimes is a student and staff safety concern, emphasizing the critical need for timely training and intervention.
3. What are the goals and objectives of this project?  
This project will promote the full inclusion of people who may experience stereotyping or targeting because of their sexual orientation, identity or expression by identifying, through training and the encouragement of allyship. The program will be facilitated by the National Coalition Building Institute (NCBI), a nonprofit diversity training organization with extensive experience in addressing prejudice and intergroup conflict. The objectives will be to work towards a community free of discrimination based on sexual orientation and gender identity, and provide a safe and bias free, respectful environment for students and staff
4. How will this project make an impact on the community?  
Public high school environments are often difficult for LGBT students and staff because peer pressure to conform to gender norms, the lack of knowledge about LGBT issues, and the expectations of a generally conservative community. This project aims to provide increased student/staff awareness and sensitivity with initial training, and then establish ally groups to continue support and learning. increased student/staff awareness and sensitivity with initial training, and then establish ally groups to continue support and learning.

5. How will outcomes be measured and who will measure them?  
The District monitors the incidents of LGBT harrassment. The goal is that this training will measurably decrease the number of incidents for both students and staff. Followup sessions will be established with the staff and student teams to provide feedback on the effectiveness of the training. The District's Diversity Committee will monitor the effectiveness of this training
6. If applicable, provide information about other funding sources supporting this project. How will your organization fund related activities in the future?  
Souh Monterey County Joint Union High School Disrict is under the control of a State Administrator, one of three such districts in California. General fund monies are restricted and supplemental funding sources may provide some additional funding resources for supporting this project. The district will continue to seek other grant opportunities to fund related future activities

Current Board of Trustees: Mike Foster, Chairperson; Raul Rodriguez, Debra McCulhaney; Dodson, Paulette Bumbalough, Bob White.

#### **E. ORGANIZATION AGREEMENT and SIGNATURE**

- I have read this Opportunity grant application.
- Our Board of Directors supports this request.
- The organization hereby agrees that funds, if granted, will be used only for the purpose described above unless written approval from the grantmaker is received.

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Signature of authorized representative

Print Name and Title: Dr. Daniel Moirao, State Administrator  
Date Application Submitted: 12/21/12

**OPPORTUNITY GRANT  
PROJECT BUDGET FORM**

➤ **Project budget:** \$10,000 (Maximum award is \$5,000)

<b>Budget item</b>	<b>Total Cost</b>	<b>Grant Request</b>	<b>Source of Other Funds</b>
NCBI Training	\$8000	\$5000	District general fund; additional grant sources
NCBI additional keynote speakers	\$2000		District general funds; additional grant sources
<b>Total</b>	<b>\$10,000</b>	<b>\$5,000</b>	

➤ **If you will be using consulting services, attach a letter from the consultant outlining the services and their costs.**

**For questions on Opportunity Fund proposals, contact Kathy Coopman, Grants and Data Manager, 831.375.9712 or [kathy@cfmco.org](mailto:kathy@cfmco.org)**

**Program Improvement Local Educational Agencies Corrective Action Resources  
Corrective Action General Assurances**

Please inform appropriate individuals, including your County Superintendent, County Treasurer, auditors, principals, teachers, and accounting and program staff of all pertinent information regarding this grant.

The grantee, by signature of its authorized representative on these General Assurances, hereby assures the California Department of Education (CDE) that the grantee will adhere to the following requirements of the federal Elementary and Secondary Education Act (ESEA) and California *Education Code (EC)* sections 52055.57(c) and (d):

1. Use these funds to implement Corrective Action 6, which was adopted by the State Board of Education on November 8, 2012, and use these funds in accordance with:

- ESEA sections 6316(b) and (c)
- *EC* Section 52055.57(d) (and shall contract with a technical assistance provider to perform duties as specified in *EC* Section 52059[e])
- *EC* Section 52059(e), which defines the standards and criteria that a technical assistance provider shall use in assessing an local educational agency (LEA) and which shall address, at a minimum, all of the following areas:
  - A. Governance
  - B. Alignment of curriculum, instruction, and assessments to state standards
  - C. Fiscal operations
  - D. Parent and community involvement
  - E. Human resources
  - F. Data systems and achievement monitoring
  - G. Professional development
- Budget Act of 2012

2. Revise and implement the LEA Plan to reflect these activities, including:

- Implement a coherent standards-based/standards-aligned instructional program using instructional materials which may be aligned to Common Core State Standards (CCSS) resources for all students in kindergarten through grade twelve in reading/English–language arts and mathematics and interventions as needed.
- Provide appropriate professional development, including, but not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of CCSS, and the use of effective instructional strategies.
- Target the instructional needs of students not meeting proficiency targets, especially English learners; students with disabilities; and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting standards.
- Ensure full implementation of the curriculum as measured by LEA support for implementation of the technical assistance standards adopted by the SBE in September 2009 and the nine Essential Program Components for instructional success at the school level.
- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and other high-priority students not meeting standards.

- Any steps the LEA is taking to support any of its advancing PI schools to restructure and implement other corrective action activities.

3. Submit the revised LEA Plan to the local governing board for approval.
4. Submit the revised LEA Plan electronically to the CDE at [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) by **March 11, 2013**. ✓  
Ensure that the revised LEA Plan and signed General Assurances and Certifications are on file with the LEA and available for Federal Program Monitoring review.
5. Post the completed LEA Plan to the LEA's Web site and send the Web link to the CDE at [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) for posting.
6. Demonstrate progress of the revised LEA Plan implementation and monitoring through annual electronic submission of local evidence to the CDE:
  - End-of-year summary of the LEA's progress toward implementation of the strategies and actions in the LEA plan
  - Documentation of an end-of-year data analysis of the LEA's progress toward student achievement goals in the LEA Plan based on local assessment data
  - Documentation of annual communication with the local governing board regarding the LEA's progress toward student achievement goals in the LEA Plan
7. General Assurances and Certifications are requirements of grantees as a condition of receiving funds. Ensure that the district has a copy of the general assurances available for compliance reviews, complaint investigations, or audits. The general assurances are available on the CDE General Assurances Web page at <http://www.cde.ca.gov/fq/fo/fm/generalassur2012.asp>.
8. The LEA will provide all required information on a timely basis and respond to any additional surveys or other methods of data collection that may be required throughout the life of the grant.
9. Provide free and unencumbered access to fiscal records and other information upon request by the CDE. The grantee shall maintain such records for five years after the completion of the activities for which the funds are used.
10. Use the CDE-approved indirect cost rates posted annually on the CDE Indirect Cost Rates Web page at <http://www.cde.ca.gov/fq/ac/ic/> to identify allowable indirect costs.

Failure to comply with these conditions may result in suspension of payments under the grant award or termination of the grant award. If the CDE determines that the grantee violated the certification by failing to carry out these conditions, the grantee may be ineligible for any future grant awards.

South Monterey County Joint Union  
 Name of District  
DANIEL R MOIRAO, STATE ADMINISTRATOR  
 Name and Title of Authorized Official  
*[Signature]*  
 Signature of Authorized Official  
dmoirao@kingcity.k12.ca.us  
 E-mail of Authorized Official

1-7-13  
 Date  
LINDA Grundhoffer  
 Name of Fiscal Contact  
LGrundhoffer@kingcity.k12.ca.us  
 E-mail Address of Fiscal Contact  
831-385-0606  
 Phone Number of Fiscal Contact

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Monthly Cash Flow Report

MEETING: January 16, 2013

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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Board Goals:

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

Summary:

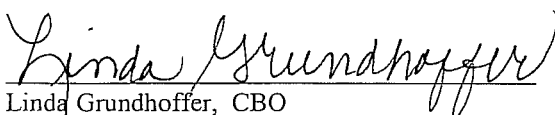
The attached Cash Flow as of the end of December, 2012 indicates a positive cash balance on June 30 of \$166,239.87. At this time it appears necessary to supplement the General Fund cash in February, 2013 with \$1,700,000 borrowed from the Special Reserve – Non-Capital Projects fund. The district is due to receive a cash influx from the State due to the passage of Prop 30. This money is due in June, 2013 but there is no estimate at this time as to the amount that will be.

Recommendation:

Information only.

Fiscal Impact:

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
Daniel Moirao, State Administrator

Object	Beginning Balances (Ref Only)	July	August	September	October	November	December	January	February
<b>ACTUALS THROUGH THE MONTH OF</b> (Enter Month Name)									
<b>A. BEGINNING CASH</b>									
<b>B. RECEIPTS</b>									
Revenue Limit Sources		384,427.80	524,989.14	(692,367.12)	(24,394.50)	(263,537.68)	(1,052,044.58)	1,275,853.63	(180,927.93)
Principal Apportionment		(87,423.00)	(62,026.00)	1,207,829.00	1,309,464.00	299,324.95	37,451.00		181,696.00
Property Taxes		1,649.88	(74,012.57)	7,184.08	17,816.45	203,036.37	2,423,312.08		379,636.38
Miscellaneous Funds		(37,354.00)	1,371.00	2,512.22	2,332.94	2,276.53	(103,024.69)		2,276.53
Federal Revenue		4,538.67	18,600.00	96,574.00	51,333.63	(5,897.35)	169,595.42	13,818.96	272,596.02
Other State Revenue			14,430.83	326,180.00	527,497.00	293,341.61	134,269.30	282,082.57	151,137.21
Other Local Revenue			0.00	40,944.33	151,826.31	241,520.79	98,521.02	(271.98)	39,537.00
Interfund Transfers In									
All Other Financing Sources									
<b>TOTAL RECEIPTS</b>		(118,588.45)	(99,149.63)	1,681,223.63	2,060,270.33	1,033,602.90	2,760,114.13	285,629.55	1,026,879.14
<b>C. DISBURSEMENTS</b>									
Certificated Salaries		105,759.31	627,811.06	656,310.74	714,326.97	703,810.99	121,481.22	1,096,718.46	705,310.00
Classified Salaries		114,495.82	188,470.73	178,870.49	174,183.50	176,914.81	211,567.28	180,629.24	180,629.24
Employee Benefits		95,444.77	363,904.23	352,041.26	347,457.43	248,432.88	72,519.58	278,360.37	278,360.37
Books and Supplies		126,377.35	257,229.40	149,210.56	464,981.19	232,691.15	123,711.83	169,745.00	169,745.00
Services									
Capital Outlay									
Other Outgo			38,148.73		905,299.44	(75,229.48)	25,842.69	26,958.04	541,746.96
Interfund Transfers Out									
All Other Financing Uses									
<b>TOTAL DISBURSEMENTS</b>		442,077.25	1,475,564.15	1,336,433.05	2,606,248.53	1,286,620.35	555,122.60	1,752,411.11	1,875,791.57
<b>D. BALANCE SHEET TRANSACTIONS</b>									
<b>Assets</b>									
Cash Not in Treasury									
Accounts Receivable		1,009,408.42	582,451.00	999,220.69	102,077.68	(516,807.44)	(70,332.00)		1,700,000.00
Due From Other Funds						0.00	34,619.18		
Stores									
Prepaid Expenditures									
Other Current Assets									
<b>SUBTOTAL ASSETS</b>		1,009,408.42	582,451.00	999,220.69	102,077.68	(516,807.44)	(35,712.82)	0.00	1,700,000.00
<b>Liabilities</b>									
Accounts Payable		318,181.38	225,093.48	676,038.65	(204,757.34)	18,682.01	(158,619.50)		
Due To Other Funds						0.00			
Current Loans									
Deferred Revenues									
<b>SUBTOTAL LIABILITIES</b>		318,181.38	225,093.48	676,038.65	(204,757.34)	18,682.01	(158,619.50)	0.00	0.00
Nonoperating									
Suspense Clearing									
<b>TOTAL BALANCE SHEET TRANSACTIONS</b>		691,227.04	357,357.52	323,182.04	306,835.02	(535,489.45)	122,906.68	0.00	1,700,000.00
<b>E. NET INCREASE/DECREASE</b>									
<b>TOTAL BALANCE SHEET</b>		130,561.34	(1,217,356.26)	667,972.62	(239,143.18)	(788,506.90)	2,327,898.21	(1,456,781.56)	851,087.57
<b>(B - C + D)</b>		524,989.14	(692,367.12)	(24,394.50)	(263,537.68)	(1,052,044.58)	1,275,853.63	(180,927.93)	670,159.64
<b>F. ENDING CASH (A + E)</b>									
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>									

Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
<b>ACTUALS THROUGH THE MONTH OF</b> (Enter Month Name)								
<b>A. BEGINNING CASH</b>	670,159.64	111,182.74	1,661,266.51	707,132.02				
<b>B. RECEIPTS</b>								
Revenue Limit Sources								
Principal Apportionment		90,848.00			1,124,254.89		4,101,418.84	
Property Taxes	492,149.70	2,395,288.00	190,834.67	0.00			6,035,245.16	
Miscellaneous Funds	2,276.53	2,276.53	2,276.53	82,659.89			0.00	
Federal Revenue	97,015.55	74,848.39	89,633.33	122,192.30	315,702.75		1,261,420.00	
Other State Revenue	152,369.62	248,670.33	33,190.00	35,919.47	310,010.89		2,513,268.00	
Other Local Revenue			65,616.93	15,398.17			672,062.07	
Interfund Transfers In							0.00	
All Other Financing Sources							0.00	
<b>TOTAL RECEIPTS</b>	743,811.40	2,811,931.25	381,551.46	256,169.83	1,749,968.53	0.00	14,583,414.07	0.00
<b>C. DISBURSEMENTS</b>								
Certificated Salaries	705,310.00	705,310.00	735,124.00	121,744.25	0.00		6,999,017.00	
Classified Salaries	180,629.24	180,629.24	180,629.24	214,495.07	10,640.82		2,172,784.72	
Employee Benefits	278,360.37	278,360.37	278,360.37	197,973.44	2,908.69		3,072,484.13	
Books and Supplies	111,530.65	70,589.83	114,614.30	122,775.82	956,302.69		3,069,504.77	
Services							0.00	
Capital Outlay							0.00	
Other Outgo	26,958.04	26,958.04	26,958.04	28,073.40			1,571,713.90	
Interfund Transfers Out				112,000.00			112,000.00	
All Other Financing Uses							0.00	
<b>TOTAL DISBURSEMENTS</b>	1,302,788.30	1,261,847.48	1,335,685.95	797,061.98	969,852.20	0.00	16,997,504.52	0.00
<b>D. BALANCE SHEET TRANSACTIONS</b>								
<b>Assets</b>								
Cash Not In Treasury							0.00	
Accounts Receivable							2,106,018.35	
Due From Other Funds							1,734,619.18	
Stores							0.00	
Prepaid Expenditures							0.00	
Other Current Assets							0.00	
<b>SUBTOTAL ASSETS</b>	0.00	0.00	0.00	0.00	0.00	0.00	3,840,637.53	
<b>Liabilities</b>								
Accounts Payable							874,618.68	
Due To Other Funds							0.00	
Current Loans							0.00	
Deferred Revenues							0.00	
<b>SUBTOTAL LIABILITIES</b>	0.00	0.00	0.00	0.00	0.00	0.00	874,618.68	
Nonoperating							0.00	
Suspense Clearing							0.00	
<b>TOTAL BALANCE SHEET TRANSACTIONS</b>	0.00	0.00	0.00	0.00	0.00	0.00	2,966,018.85	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>	(558,976.90)	1,550,083.77	(954,134.49)	(540,892.15)	780,116.33	0.00	551,928.40	0.00
<b>F. ENDING CASH (A + E)</b>	111,182.74	1,661,266.51	707,132.02	166,239.87				
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>							946,356.20	



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Monthly Board Report of Revenues and Expenditures

MEETING: January 16, 2013

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. This report reflects known changes in revenues and expenditures as of December 31, 2012. It is anticipated that the district will end with a small positive fund balance even though it will be deficit spending over \$2m this year. The positive ending fund balance was made possible due to the use of the loan money in prior years to offset annual deficit spending.

Recommendation:

Information Only

Fiscal Impact:

Submitted By:

  
Linda Grundhoffer, CBO

Approved:

  
Daniel Moirao, State Administrator

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 01 General Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered	
						Balance	%
<b>**** Total Adjusted Beginning Balance</b>	<b>\$2,252,973.95</b>	<b>\$2,928,692.27</b>	<b>\$2,928,692.27</b>	<b>\$2,928,692.27</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00</b>
801100 Revenue Limit State Aid - Current Year	\$5,317,067.00	\$5,317,067.00	\$2,618,928.00	\$2,618,928.00	\$0.00	\$2,698,139.00	50.74
801900 Revenue Limit State Aid - Prior Years	\$0.00	\$0.00	\$85,691.95	\$85,691.95	\$0.00	(\$85,691.95)	0.00
802100 Home Owners Exemption	\$26,000.00	\$26,000.00	\$4,443.30	\$4,443.30	\$0.00	\$21,556.70	82.91
804100 Secured Tax Rolls	\$4,397,809.00	\$4,397,809.00	\$2,427,835.79	\$2,427,835.79	\$0.00	\$1,969,973.21	44.79
804200 Unsecured Roll Taxes	\$165,000.00	\$165,000.00	\$183,215.63	\$183,215.63	\$0.00	(\$18,215.63)	(11.04)
804300 Prior Years' Taxes	\$160,000.00	\$160,000.00	(\$53,020.36)	(\$53,020.36)	\$0.00	\$213,020.36	133.14
804400 Supplemental Taxes	\$25,000.00	\$25,000.00	\$16,998.44	\$16,998.44	\$0.00	\$8,001.56	32.01
804700 Community Redevelopment Funds	\$28,309.00	\$28,309.00	\$0.00	\$0.00	\$0.00	\$28,309.00	100.00
804800 Penalties and Interest from Delinquent Taxes	\$0.00	\$0.00	(\$2,136.39)	(\$2,136.39)	\$0.00	\$2,136.39	0.00
809200 PERS Reduction Transfer	\$17,843.00	\$17,479.00	\$13,052.99	\$13,052.99	\$0.00	\$4,426.01	25.32
809600 Transfers to Charter Schools In-Lieu of Property Tax	\$0.00	\$0.00	(\$104,819.00)	(\$104,819.00)	\$0.00	\$104,819.00	0.00
818100 Special Education - Entitlement per UDC	\$389,076.00	\$389,076.00	\$80,433.94	\$80,433.94	\$0.00	\$308,642.06	79.33
829000 All Other Federal Revenues	\$533,820.00	\$872,344.00	\$195,178.76	\$195,178.76	\$0.00	\$677,165.24	77.63
831100 Other State Apportionments - Current Year	\$632,827.00	\$632,827.00	\$242,363.00	\$242,363.00	\$0.00	\$390,464.00	61.70
855000 Mandated Cost Reimbursements	\$0.00	\$0.00	\$50,194.00	\$50,194.00	\$0.00	(\$50,194.00)	0.00
856000 State Lottery Revenue	\$283,649.00	\$283,649.00	\$53,004.71	\$53,004.71	\$0.00	\$230,644.29	81.31
859000 All Other State Revenues	\$1,675,369.00	\$1,596,792.00	\$954,326.20	\$954,326.20	\$0.00	\$642,465.80	40.23
862500 Comm. Redevelop. Fds Not Sub. to RL Deduct.	\$26,700.00	\$26,700.00	\$0.00	\$0.00	\$0.00	\$26,700.00	100.00
865000 Leases and Rentals	\$22,000.00	\$22,000.00	\$8,071.43	\$8,071.43	\$0.00	\$13,928.57	63.31
866000 Interest	\$5,400.00	\$5,400.00	\$13,376.37	\$13,376.37	\$0.00	(\$7,976.37)	(147.71)
867700 Interagency Services Between LEAs	\$0.00	\$0.00	\$5,396.16	\$5,396.16	\$0.00	(\$5,396.16)	0.00
869900 All Other Local Revenues	\$99,200.00	\$99,362.07	\$73,285.13	\$73,285.13	\$0.00	\$26,076.94	26.24
879200 Transfers of Apportionments From County Offices	\$500,000.00	\$500,000.00	\$433,052.86	\$433,052.86	\$0.00	\$66,947.14	13.39

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance
			Current	Year To Date		
879900 Other Transfers In From All Others	\$0.00	\$18,600.00	\$18,600.00	\$18,600.00	\$0.00	\$0.00
891200 Between General Fund and Special Reserve Fund	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
898000 Contributions from Unrestricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>**** 8000 Totals</b>	\$15,805,069.00	\$14,583,414.07	\$7,317,472.91	\$7,317,472.91	\$0.00	\$7,265,941.16
<b>**** Total Income &amp; Beginning Balance</b>	\$18,058,042.95	\$17,512,106.34	\$10,246,165.18	\$10,246,165.18	\$0.00	\$7,265,941.16
110000 Teachers' Salaries	\$5,411,772.42	\$5,465,416.00	\$2,252,449.62	\$2,252,449.62	\$0.00	\$3,212,966.38
110010 Substitute Teachers	\$182,000.00	\$185,540.00	\$88,919.96	\$88,919.96	\$0.00	\$96,620.04
11( ) Teachers Salaries - Hourly	\$91,540.00	\$143,920.00	\$42,808.97	\$42,808.97	\$0.00	\$101,111.03
11( ) Teachers Salaries - Stipends	\$28,000.00	\$28,000.00	\$16,442.30	\$16,442.30	\$0.00	\$11,557.70
120000 Certificated Pupil Support Salaries	\$263,003.00	\$263,003.00	\$143,388.77	\$143,388.77	\$0.00	\$119,614.23
120030 Certificated Pupil Support Salaries - Hourly	\$0.00	\$0.00	(\$175.84)	(\$175.84)	\$0.00	\$175.84
130000 Certificated Supervisors' and Administrators' Salaries	\$854,695.00	\$828,138.00	\$286,791.69	\$286,791.69	\$0.00	\$541,346.31
130010 Certificated Supervisor and Administrator Salaries-Su	\$0.00	\$30,000.00	\$38,744.82	\$38,744.82	\$0.00	(\$8,744.82)
130060 Certificated Supervisors and Administrators Salaries-	\$4,500.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
190000 Other Certificated Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
190020 Other Certificated Salaries - Other	\$36,500.00	\$36,500.00	\$28,820.00	\$28,820.00	\$0.00	\$7,680.00
190030 Other Certificated Salaries - Hourly	\$2,000.00	\$2,000.00	\$26,810.00	\$26,810.00	\$0.00	(\$24,810.00)
190060 Other Certificated Salaries - Stipend	\$12,000.00	\$12,000.00	\$4,500.00	\$4,500.00	\$0.00	\$7,500.00
<b>**** 1000 Totals</b>	\$6,886,010.42	\$6,999,017.00	\$2,929,500.29	\$2,929,500.29	\$0.00	\$4,069,516.71
210000 Instructional Aides' Salaries	\$246,037.20	\$258,546.20	\$133,633.79	\$133,633.79	\$0.00	\$124,912.41
210010 Instructional Aides- Substitute	\$3,000.00	\$3,000.00	\$9,053.85	\$9,053.85	\$0.00	(\$6,053.85)
210030 Instructional Aides Salaries - Hourly	\$3,000.00	\$3,000.00	\$5,435.44	\$5,435.44	\$0.00	(\$2,435.44)
220000 Classified Support Salaries	\$761,819.52	\$797,350.52	\$369,470.39	\$369,470.39	\$0.00	\$427,880.13
220010 Substitute Classified Support Salaries	\$9,000.00	\$9,129.00	\$15,277.99	\$15,277.99	\$0.00	(\$6,148.99)

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 01 General Fund

	Approved	Working	Current	Expended		Encumbered	Unencumbered
				Year To Date	Balance		
220030 Classified Support Salaries - Hourly	\$29,110.00	\$28,981.00	\$8,036.30	\$8,036.30	\$0.00	\$20,944.70	72.27
220050 Classified Support Salaries - Overtime	\$34,200.00	\$34,300.00	\$16,967.76	\$16,967.76	\$0.00	\$17,332.24	50.53
230000 Classified Supervisors' and Administrators' Salaries	\$489,339.00	\$489,339.00	\$236,016.08	\$236,016.08	\$0.00	\$253,322.92	51.77
240000 Clerical & Office Salaries	\$406,771.00	\$403,079.00	\$205,337.28	\$205,337.28	\$0.00	\$197,741.72	49.06
240030 Clerical and Office Salaries - Hourly	\$2,000.00	\$16,560.00	\$3,608.20	\$3,608.20	\$0.00	\$12,951.80	78.21
240050 Clerical and Office Salaries - Overtime	\$0.00	\$0.00	\$214.97	\$214.97	\$0.00	(\$214.97)	0.00
290020 Other Classified Salaries - Other	\$129,500.00	\$129,500.00	\$41,450.58	\$41,450.58	\$0.00	\$88,049.42	67.99
290050 Other Classified Salaries - Overtime	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
<b>290050 ***** 2000 Totals</b>	<b>\$2,113,776.72</b>	<b>\$2,172,784.72</b>	<b>\$1,044,502.63</b>	<b>\$1,044,502.63</b>	<b>\$0.00</b>	<b>\$1,128,282.09</b>	<b>51.93</b>
310100 State Teachers' Retirement System. certificated	\$571,208.52	\$574,966.00	\$232,083.40	\$232,083.40	\$0.00	\$342,882.60	59.64
310160 STRS. certificated. stibend	\$2,769.00	\$2,769.00	\$0.00	\$0.00	\$0.00	\$2,769.00	100.00
310200 State Teachers' Retirement System. classified	\$0.00	\$0.00	\$469.85	\$469.85	\$0.00	(\$469.85)	0.00
320200 Public Employees' Retirement System. classified	\$238,275.00	\$236,871.00	\$107,882.70	\$107,882.70	\$0.00	\$128,988.30	54.46
330100 Social Security/Medicare/Alternative. certificated	\$99,768.85	\$100,610.00	\$39,837.01	\$39,837.01	\$0.00	\$60,772.99	60.40
330160 Soc Sec/Medicare/Alt Retire. certificated. stibend	\$476.00	\$476.00	\$0.00	\$0.00	\$0.00	\$476.00	100.00
330200 Social Security/Medicare/Alternative. classified	\$174,973.00	\$173,802.00	\$83,414.08	\$83,414.08	\$0.00	\$90,387.92	52.01
340100 Health & Welfare Benefits. certificated	\$867,438.75	\$871,709.00	\$472,283.38	\$472,283.38	\$0.00	\$399,425.62	45.82
340200 Health & Welfare Benefits. classified	\$531,522.00	\$516,693.00	\$219,572.32	\$219,572.32	\$0.00	\$297,120.68	57.50
350100 State Unemployment Insurance. certificated	\$75,901.42	\$76,607.00	\$31,176.68	\$31,176.68	\$0.00	\$45,430.32	59.30
350160 SUI. certificated. stibend	\$248.00	\$248.00	\$0.00	\$0.00	\$0.00	\$248.00	100.00
350200 State Unemployment Insurance. classified	\$27,750.00	\$27,134.00	\$11,353.09	\$11,353.09	\$0.00	\$15,780.91	58.16
360100 Worker's Compensation Insurance. certificated	\$146,874.67	\$147,674.13	\$62,645.38	\$62,645.38	\$0.00	\$85,028.75	57.58
360160 WC. certificated. stibend	\$803.00	\$803.00	\$0.00	\$0.00	\$0.00	\$803.00	100.00
360200 Worker's Compensation Insurance. classified	\$51,383.00	\$51,043.00	\$21,668.82	\$21,668.82	\$0.00	\$29,374.18	57.55

# Board Report

From 7/1/2012 thru 12/31/2012

und: 01 General Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
370100 Retiree Benefits. certificated	\$54,096.00	\$54,096.00	\$28,015.14	\$28,015.14	\$0.00	\$26,080.86	48.21
370200 Retiree Benefits. classified	\$69,504.00	\$69,504.00	\$27,518.26	\$27,518.26	\$0.00	\$41,985.74	60.41
380200 PERS Reduction. Classified	\$17,843.00	\$17,479.00	\$13,052.99	\$13,052.99	\$0.00	\$4,426.01	25.32
390100 Other Benefits. certificated	\$150,000.00	\$150,000.00	\$128,827.05	\$128,827.05	\$0.00	\$21,172.95	14.12
<b>**** 3000 Totals</b>	<b>\$3,080,834.21</b>	<b>\$3,072,484.13</b>	<b>\$1,479,800.15</b>	<b>\$1,479,800.15</b>	<b>\$0.00</b>	<b>\$1,592,683.98</b>	<b>51.84</b>
410000 Approved Textbooks and Core Curricula Materials	\$49,275.00	\$131,071.00	\$90,312.19	\$90,312.19	\$3,814.75	\$36,944.06	28.19
420000 Books and Reference Materials	\$9,855.63	\$12,554.63	\$3,086.89	\$3,086.89	\$0.00	\$9,467.74	75.42
430000 Materials and Supplies	\$631,813.24	\$507,754.85	\$164,032.52	\$164,032.52	\$69,388.91	\$274,333.42	54.03
430010 Materials and Supplies - Gasoline/Fuel	\$98,577.00	\$104,096.00	\$33,085.72	\$33,085.72	\$66,912.08	\$4,098.20	3.94
430011 Materials and Supplies - Tires	\$12,000.00	\$12,000.00	\$678.50	\$678.50	\$4,321.50	\$7,000.00	58.33
440000 Noncapitalized Equipment	\$57,870.00	\$95,119.00	\$71,282.39	\$71,282.39	\$5,330.25	\$18,506.36	19.46
<b>**** 4000 Totals</b>	<b>\$859,390.87</b>	<b>\$862,595.48</b>	<b>\$362,478.21</b>	<b>\$362,478.21</b>	<b>\$149,767.49</b>	<b>\$350,349.78</b>	<b>40.62</b>
511000 Contracted Services	\$200,000.00	\$174,685.00	\$51,866.25	\$51,866.25	\$122,818.75	\$0.00	0.00
520000 Travel and Conferences	\$59,612.00	\$100,862.34	\$30,553.26	\$30,553.26	\$4,554.53	\$65,754.55	65.19
520010 Travel and Conference - Stipends	\$0.00	\$27,600.00	\$11,500.00	\$11,500.00	\$0.00	\$16,100.00	58.33
530000 Dues and Memberships	\$24,313.00	\$20,447.00	\$10,931.07	\$10,931.07	\$50.00	\$9,465.93	46.29
540000 Insurance	\$11,000.00	\$11,000.00	\$11,000.00	\$11,000.00	\$0.00	\$0.00	0.00
545000 Other Insurance	\$120,000.00	\$120,000.00	\$121,049.00	\$121,049.00	\$0.00	(\$1,049.00)	(0.87)
550010 Gas	\$38,850.00	\$38,850.00	\$5,100.08	\$5,100.08	\$33,749.92	\$0.00	0.00
550020 Electricity	\$273,800.00	\$279,300.00	\$129,389.09	\$129,389.09	\$139,246.90	\$10,664.01	3.82
550030 Water	\$11,750.00	\$14,300.00	\$7,090.74	\$7,090.74	\$7,209.26	\$0.00	0.00
550040 Sewer	\$19,512.00	\$19,450.00	\$3,679.45	\$3,679.45	\$15,586.51	\$184.04	0.95

# Board Report

From 7/1/2012 thru 12/31/2012

und: 01 General Fund

	Approved	Working	Expend Current	Year To Date	Encumbered	Unencumbered Balance	%
550050 Garbage	\$64,500.00	\$64,641.00	\$23,789.82	\$23,789.82	\$40,850.66	\$0.52	0.00
550070 Pest Control	\$300.00	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	100.00
560010 Maintenance Agreements	\$18,575.00	\$18,333.00	\$10,456.94	\$10,456.94	\$2,493.17	\$5,382.89	29.36
560020 Repairs	\$85,750.00	\$76,776.00	\$33,978.06	\$33,978.06	\$22,694.91	\$20,103.03	26.18
560030 Leases and Rentals	\$48,100.00	\$66,369.00	\$34,082.98	\$34,082.98	\$21,809.78	\$10,476.24	15.78
571035 Direct Costs for Transfer of Services - Motor Pool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
580000 Professional/Consulting Services and Operating Expe	\$861,022.85	\$1,332,748.18	\$361,371.62	\$361,371.62	\$407,797.65	\$563,578.91	42.29
580010 Prof. Services & Operating Expenses- Legal	\$30,000.00	\$100,444.00	\$62,281.21	\$62,281.21	\$22,019.03	\$16,143.76	16.07
580020 Prof. Services & Operating Expenses - Transportatio	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	100.00
580030 Prof. Services & Operating Expenses - Advertising	\$1,160.00	\$2,059.00	\$900.00	\$900.00	\$0.00	\$1,159.00	56.29
580040 Prof. Services & Operating Expenses-Software Licens	\$36,500.00	\$59,493.00	\$40,067.32	\$40,067.32	\$0.00	\$19,425.68	32.65
580050 Prof Services and Operating Expenses - Fingerprint/	\$2,000.00	\$1,736.00	\$544.00	\$544.00	\$756.00	\$436.00	25.12
590010 Communications - Telephone	\$3,300.00	\$12,130.00	\$9,326.78	\$9,326.78	\$1,059.01	\$1,744.21	14.38
590030 Communications - Postage	\$30,010.00	\$30,155.00	\$28,518.94	\$28,518.94	\$1,625.37	\$10.69	0.04
590040 Communications - Cellular Phones	\$12,080.00	\$11,170.00	\$4,246.66	\$4,246.66	\$753.34	\$6,170.00	55.24
<b>**** 5000 Totals</b>	<b>\$1,952,934.85</b>	<b>\$2,583,448.52</b>	<b>\$991,723.27</b>	<b>\$991,723.27</b>	<b>\$845,074.79</b>	<b>\$746,650.46</b>	<b>28.90</b>
<b>**** 1000 - 5000</b>	<b>\$14,892,947.07</b>	<b>\$15,690,329.85</b>	<b>\$6,808,004.55</b>	<b>\$6,808,004.55</b>	<b>\$994,842.28</b>	<b>\$7,887,483.02</b>	<b>50.27</b>
713000 State Special Schools	\$13,930.00	\$13,930.00	\$0.00	\$0.00	\$0.00	\$13,930.00	100.00
714200 Other Tuition, Excess Costs, and/or Deficits Payment	\$350,000.00	\$292,879.90	\$14,604.63	\$14,604.63	\$0.00	\$278,275.27	95.01
728200 All Other Transfers to County Offices	\$27,560.00	\$27,560.00	\$0.00	\$0.00	\$0.00	\$27,560.00	100.00
731000 Transfers of Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
743800 Debt Service Interest	\$717,344.00	\$717,344.00	\$359,456.75	\$359,456.75	\$0.00	\$357,887.25	49.89
743900 Other Debt Service Payments	\$520,000.00	\$520,000.00	\$520,000.00	\$520,000.00	\$0.00	\$0.00	0.00
761600 From General Fund to Cafeteria Fund	\$0.00	\$112,000.00	\$0.00	\$0.00	\$0.00	\$112,000.00	100.00

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 01 General Fund

	Approved	Working	Expended Current	Year To Date	Encumbered	Unencumbered Balance	%
**** 7000 Totals	\$1,628,834.00	\$1,683,713.90	\$894,061.38	\$894,061.38	\$0.00	\$789,652.52	46.90
**** 1000 - 7000	\$16,521,781.07	\$17,374,043.75	\$7,702,065.93	\$7,702,065.93	\$994,842.28	\$8,677,135.54	49.94

# Board Report

From 7/1/2012 thru 12/31/2012

1/8/2013 11:30:43AM

Fund: 01 General Fund

	Approved	Working	Current	Expended		Encumbered	Unencumbered
				Year To Date	%		
Total: Beginning Balance	\$2,252,973.95	\$2,928,692.27	\$2,928,692.27	\$2,928,692.27	\$0.00	\$0.00	0.00
Total: Income Current Year	\$15,805,069.00	\$14,583,414.07	\$7,317,472.91	\$7,317,472.91	\$0.00	\$7,265,941.16	49.82
Total: 1000 - 5000	\$14,892,947.07	\$15,690,329.85	\$6,808,004.55	\$6,808,004.55	\$994,842.28	\$7,887,483.02	50.27
Total: 1000 - 6000	\$14,892,947.07	\$15,690,329.85	\$6,808,004.55	\$6,808,004.55	\$994,842.28	\$7,887,483.02	50.27
Total: 1000 - 7000	\$16,521,781.07	\$17,374,043.75	\$7,702,065.93	\$7,702,065.93	\$994,842.28	\$8,677,135.54	49.94
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)	\$1,536,261.88	\$138,062.59	\$2,544,099.25	\$2,544,099.25	(\$994,842.28)	(\$1,411,194.38)	(,022.15)
Total Income & Beginning Balance	\$18,058,042.95	\$17,512,106.34	\$10,246,165.18	\$10,246,165.18	\$0.00	\$7,265,941.16	41.49
Total Expenditures & Ending Balance	\$18,058,042.95	\$17,512,106.34	\$10,246,165.18	\$10,246,165.18	\$0.00	\$7,265,941.16	41.49



# Board Report

From 7/1/2012 thru 12/31/2012

and: 09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
<b>**** Total Adjusted Beginning Balance</b>	\$383,086.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00
801500 Charter Schools Gen Purpose Entitlement-State Aid	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00
801900 Revenue Limit State Aid - Prior Years	\$0.00	\$0.00	(\$38,551.00)	(\$38,551.00)	\$0.00	\$38,551.00 0.00
856000 State Lottery Revenue	\$0.00	\$0.00	\$2,881.90	\$2,881.90	\$0.00	(\$2,881.90) 0.00
859000 All Other State Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00
866000 Interest	\$0.00	\$0.00	\$445.10	\$445.10	\$0.00	(\$445.10) 0.00
891 Other Authorized Interfund Transfers In	\$0.00	\$0.00	\$35,807.00	\$35,807.00	\$0.00	(\$35,807.00) 0.00
<b>**** 8000 Totals</b>	\$0.00	\$0.00	\$583.00	\$583.00	\$0.00	(\$583.00) 0.00
<b>**** Total Income &amp; Beginning Balance</b>	\$383,086.51	\$0.00	\$583.00	\$583.00	\$0.00	(\$583.00) 0.00
240000 Clerical & Office Salaries	\$0.00	\$0.00	\$770.00	\$770.00	\$0.00	(\$770.00) 0.00
<b>**** 2000 Totals</b>	\$0.00	\$0.00	\$770.00	\$770.00	\$0.00	(\$770.00) 0.00
220200 Public Employees' Retirement Svstem. classified	\$0.00	\$0.00	\$87.91	\$87.91	\$0.00	(\$87.91) 0.00
330200 Social Security/Medicare/Alternative. classified	\$0.00	\$0.00	\$58.91	\$58.91	\$0.00	(\$58.91) 0.00
550200 State Unemployment Insurance. classified	\$0.00	\$0.00	\$8.47	\$8.47	\$0.00	(\$8.47) 0.00
660200 Worker's Compensation Insurance. classified	\$0.00	\$0.00	\$17.00	\$17.00	\$0.00	(\$17.00) 0.00
<b>**** 3000 Totals</b>	\$0.00	\$0.00	\$172.29	\$172.29	\$0.00	(\$172.29) 0.00
660030 Leases and Rentals	\$0.00	\$0.00	(\$359.29)	(\$359.29)	\$0.00	\$359.29 0.00
<b>**** 5000 Totals</b>	\$0.00	\$0.00	(\$359.29)	(\$359.29)	\$0.00	\$359.29 0.00
<b>**** 1000 - 5000</b>	\$0.00	\$0.00	\$583.00	\$583.00	\$0.00	(\$583.00) 0.00

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 09 Charter Schools Fund

	Approved	Working	Expended		Encumbered	Unencumbered %
			Current	Year To Date		
Total: Beginning Balance	\$383,086.51	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Income Current Year	\$0.00	\$0.00	\$583.00	\$583.00	\$0.00	0.00
Total: 1000 - 5000	\$0.00	\$0.00	\$583.00	\$583.00	(\$583.00)	0.00
Total: 1000 - 6000	\$0.00	\$0.00	\$583.00	\$583.00	(\$583.00)	0.00
Total: 1000 - 7000	\$0.00	\$0.00	\$583.00	\$583.00	(\$583.00)	0.00
Total: 9710 - 9719	\$0.00	\$0.00	\$0.00	\$0.00	(\$583.00)	0.00
Total: 9770 - 9780	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Estimated Fund Balance (9790)	\$383,086.51	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total Income & Beginning Balance	\$383,086.51	\$0.00	\$583.00	\$583.00	\$0.00	0.00
Total Expenditures & Ending Balance	\$383,086.51	\$0.00	\$583.00	\$583.00	(\$583.00)	0.00

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 13 Cafeteria Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
<b>**** Total Adjusted Beginning Balance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
822000 Child Nutrition Programs	\$332,000.00	\$243,540.00	\$119,093.57	\$119,093.57	\$0.00	\$124,446.43	51.10
852000 Child Nutrition	\$25,000.00	\$19,552.00	\$9,560.77	\$9,560.77	\$0.00	\$9,991.23	51.10
863400 Food Services Sales	\$65,000.00	\$79,753.00	\$0.00	\$0.00	\$0.00	\$79,753.00	100.00
866000 Interest	\$0.00	\$0.00	(\$217.66)	(\$217.66)	\$0.00	\$217.66	0.00
891600 To Cafeteria Fund. From General Fund	\$0.00	\$112,000.00	\$0.00	\$0.00	\$0.00	\$112,000.00	100.00
<b>**** 8000 Totals</b>	\$422,000.00	\$454,845.00	\$128,436.68	\$128,436.68	\$0.00	\$326,408.32	71.76
<b>**** Total Income &amp; Beginning Balance</b>	\$422,000.00	\$454,845.00	\$128,436.68	\$128,436.68	\$0.00	\$326,408.32	71.76
220000 Classified Support Salaries	\$75,000.00	\$75,937.00	\$38,084.02	\$38,084.02	\$0.00	\$37,852.98	49.85
230000 Classified Supervisors' and Administrators' Salaries	\$45,886.00	\$45,886.00	\$22,827.42	\$22,827.42	\$0.00	\$23,058.58	50.25
<b>**** 2000 Totals</b>	\$120,886.00	\$121,823.00	\$60,911.44	\$60,911.44	\$0.00	\$60,911.56	50.00
3320200 Public Employees' Retirement System. classified	\$7,150.00	\$7,150.00	\$3,304.35	\$3,304.35	\$0.00	\$3,845.65	53.79
3330200 Social Security/Medicare/Alternative. classified	\$9,300.00	\$9,300.00	\$4,645.27	\$4,645.27	\$0.00	\$4,654.73	50.05
340200 Health & Welfare Benefits. classified	\$9,100.00	\$16,092.00	\$8,762.67	\$8,762.67	\$0.00	\$7,329.33	45.55
350200 State Unemployment Insurance. classified	\$1,950.00	\$1,950.00	\$667.94	\$667.94	\$0.00	\$1,282.06	65.75
860200 Worker's Compensation Insurance. classified	\$2,950.00	\$2,950.00	\$1,340.70	\$1,340.70	\$0.00	\$1,609.30	54.55
<b>**** 3000 Totals</b>	\$30,450.00	\$37,442.00	\$18,720.93	\$18,720.93	\$0.00	\$18,721.07	50.00
430000 Materials and Supplies	\$2,700.00	\$2,367.00	\$958.25	\$958.25	\$441.75	\$967.00	40.85
470000 Food	\$261,764.00	\$410,455.00	\$200,716.99	\$200,716.99	\$46,477.95	\$163,260.06	39.78

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
<b>**** 4000 Totals</b>	<b>\$264,464.00</b>	<b>\$412,822.00</b>	<b>\$201,675.24</b>	<b>\$201,675.24</b>	<b>\$46,919.70</b>	<b>\$164,227.06 39.78</b>
520000 Travel and Conferences	\$1,200.00	\$1,200.00	\$643.80	\$643.80	\$0.00	\$556.20 46.35
560000 Rentals, Leases and Repairs	\$500.00	\$1,739.00	\$1,738.17	\$1,738.17	\$0.00	\$0.83 0.05
580000 Professional/Consulting Services and Operating Expe	\$4,500.00	\$3,594.00	\$1,489.26	\$1,489.26	\$1,266.46	\$838.28 23.32
<b>**** 5000 Totals</b>	<b>\$6,200.00</b>	<b>\$6,533.00</b>	<b>\$3,871.23</b>	<b>\$3,871.23</b>	<b>\$1,266.46</b>	<b>\$1,395.31 21.36</b>
<b>**** 1000 - 5000</b>	<b>\$422,000.00</b>	<b>\$578,620.00</b>	<b>\$285,178.84</b>	<b>\$285,178.84</b>	<b>\$48,186.16</b>	<b>\$245,255.00 42.39</b>

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 13 Cafeteria Fund

	Approved	Working	Expended		Encumbered	Unencumbered %
			Current	Year To Date		
Total: Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
Total: Income Current Year	\$422,000.00	\$454,845.00	\$128,436.68	\$128,436.68	\$326,408.32	71.76
Total: 1000 - 5000	\$422,000.00	\$578,620.00	\$285,178.84	\$285,178.84	\$245,255.00	42.39
Total: 1000 - 6000	\$422,000.00	\$578,620.00	\$285,178.84	\$285,178.84	\$245,255.00	42.39
Total: 1000 - 7000	\$422,000.00	\$578,620.00	\$285,178.84	\$285,178.84	\$245,255.00	42.39
Total: 9710 - 9719	\$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
Total: Estimated Fund Balance (9790)	\$0.00	(\$123,775.00)	(\$156,742.16)	(\$156,742.16)	\$81,153.32	(65.57)
Total Income & Beginning Balance	\$422,000.00	\$454,845.00	\$128,436.68	\$128,436.68	\$0.00	71.76
Total Expenditures & Ending Balance	\$422,000.00	\$454,845.00	\$128,436.68	\$128,436.68	\$326,408.32	71.76

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# Board Report

From 7/1/2012 thru 12/31/2012

and: 14 Deferred Maintenance Fund

	Approved	Working	Expended		Encumbered	Unencumbered Balance	%
			Current	Year To Date			
**** Total Adjusted Beginning Balance	\$562.67	\$2,687.20	\$2,687.20	\$2,687.20	\$0.00	\$0.00	0.00
866000 Interest	\$0.00	\$0.00	\$3.03	\$3.03	\$0.00	(\$3.03)	0.00
869900 All Other Local Revenues	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	0.00
**** 8000 Totals	\$0.00	\$35,000.00	\$35,003.03	\$35,003.03	\$0.00	(\$3.03)	(0.01)
**** Total Income & Beginning Balance	\$562.67	\$37,687.20	\$37,690.23	\$37,690.23	\$0.00	(\$3.03)	(0.01)
560020 Repairs	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	0.00
**** 5000 Totals	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	0.00
**** 1000 - 5000	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	0.00

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 14 Deferred Maintenance Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
Total: Beginning Balance	\$562.67	\$2,687.20	\$2,687.20	\$2,687.20	\$0.00	\$0.00
Total: Income Current Year	\$0.00	\$35,000.00	\$35,003.03	\$35,003.03	\$0.00	(\$3.03)
Total: 1000 - 5000	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00
Total: 1000 - 6000	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00
Total: 1000 - 7000	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00
Total: 9710 - 9719	\$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
Total: Estimated Fund Balance (9790)	\$562.67	\$2,687.20	\$2,690.23	\$2,690.23	\$0.00	(\$3.03)
Total Income & Beginning Balance	\$562.67	\$37,687.20	\$37,690.23	\$37,690.23	\$0.00	(\$3.03)
Total Expenditures & Ending Balance	\$562.67	\$37,687.20	\$37,690.23	\$37,690.23	\$0.00	(\$3.03)

# Board Report

From 7/1/2012 thru 12/31/2012

und: 17 Special Reserve Fund for Other than

	Approved	Working	Current	Expended		Encumbered	Unencumbered
				Year To Date	%		
<b>**** Total Adjusted Beginning Balance</b>	\$7,759,205.38	\$4,252,143.60	\$2,997,754.12	\$2,997,754.12	\$0.00	\$1,254,389.48	29.50
866000 Interest	\$0.00	\$0.00	\$2,819.65	\$2,819.65	\$0.00	(\$2,819.65)	0.00
<b>**** 8000 Totals</b>	\$0.00	\$0.00	\$2,819.65	\$2,819.65	\$0.00	(\$2,819.65)	0.00
<b>**** Total Income &amp; Beginning Balance</b>	\$7,759,205.38	\$4,252,143.60	\$3,000,573.77	\$3,000,573.77	\$0.00	\$1,251,569.83	29.43
761200 Between General Fund and Special Reserve Fund	\$1,500,000.00	\$0.00	\$35,807.00	\$35,807.00	\$0.00	(\$35,807.00)	0.00
<b>**** 7000 Totals</b>	\$1,500,000.00	\$0.00	\$35,807.00	\$35,807.00	\$0.00	(\$35,807.00)	0.00
<b>**** 1000 - 7000</b>	\$1,500,000.00	\$0.00	\$35,807.00	\$35,807.00	\$0.00	(\$35,807.00)	0.00



# Board Report

From 7/1/2012 thru 12/31/2012

und: 17 Special Reserve Fund for Other than

	Approved	Working	Expended		Encumbered	Unencumbered %
			Current	Year To Date		
Total: Beginning Balance	\$7,759,205.38	\$4,252,143.60	\$2,997,754.12	\$2,997,754.12	\$0.00	\$1,254,389.48
Total: Income Current Year	\$0.00	\$0.00	\$2,819.65	\$2,819.65	\$0.00	(\$2,819.65)
Total: 1000 - 5000	\$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
Total: 1000 - 7000	\$1,500,000.00	\$0.00	\$35,807.00	\$35,807.00	\$0.00	(\$35,807.00)
Total: 9710 - 9719	\$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
Total: Estimated Fund Balance (9790)	\$6,259,205.38	\$4,252,143.60	\$2,964,766.77	\$2,964,766.77	\$0.00	\$1,287,376.83
Total Income & Beginning Balance	\$7,759,205.38	\$4,252,143.60	\$3,000,573.77	\$3,000,573.77	\$0.00	\$1,251,569.83
Total Expenditures & Ending Balance	\$7,759,205.38	\$4,252,143.60	\$3,000,573.77	\$3,000,573.77	\$0.00	\$1,251,569.83

# Board Report

From 7/1/2012 thru 12/31/2012

und: 25 Capital Facilities Fund

	Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
<b>**** Total Adjusted Beginning Balance</b>	\$407,847.12	\$456,422.12	\$456,422.12	\$456,422.12	\$0.00	\$0.00	0.00
866000 Interest	\$0.00	\$0.00	\$522.45	\$522.45	\$0.00	(\$522.45)	0.00
868100 Mitigation/Developer Fees	\$5,000.00	\$5,000.00	\$5,192.51	\$5,192.51	\$0.00	(\$192.51)	(3.85)
869900 All Other Local Revenues	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	100.00
<b>**** 8000 Totals</b>	\$7,000.00	\$7,000.00	\$5,714.96	\$5,714.96	\$0.00	\$1,285.04	18.36
<b>**** Total Income &amp; Beginning Balance</b>	\$414,847.12	\$463,422.12	\$462,137.08	\$462,137.08	\$0.00	\$1,285.04	0.28
74: (B) Debt Service Interest	\$23,694.00	\$23,852.00	\$23,851.76	\$23,851.76	\$0.00	\$0.24	0.00
745>>> Other Debt Service Payments	\$80,979.00	\$84,821.00	\$84,821.00	\$84,821.00	\$0.00	\$0.00	0.00
<b>**** 7000 Totals</b>	\$104,673.00	\$108,673.00	\$108,672.76	\$108,672.76	\$0.00	\$0.24	0.00
<b>**** 1000 - 7000</b>	\$104,673.00	\$108,673.00	\$108,672.76	\$108,672.76	\$0.00	\$0.24	0.00

# Board Report

From 7/1/2012 thru 12/31/2012

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und: 25 Capital Facilities Fund

	Approved	Working	Current	Expended		Encumbered	Unencumbered
				Year To Date	%		
Total: Beginning Balance	\$407,847.12	\$456,422.12	\$456,422.12	\$456,422.12	\$0.00	\$0.00	0.00
Total: Income Current Year	\$7,000.00	\$7,000.00	\$5,714.96	\$5,714.96	\$0.00	\$1,285.04	18.36
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	\$104,673.00	\$108,673.00	\$108,672.76	\$108,672.76	\$0.00	\$0.24	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)	\$310,174.12	\$354,749.12	\$353,464.32	\$353,464.32	\$0.00	\$1,284.80	0.36
Total Income & Beginning Balance	\$414,847.12	\$463,422.12	\$462,137.08	\$462,137.08	\$0.00	\$1,285.04	0.28
Total Expenditures & Ending Balance	\$414,847.12	\$463,422.12	\$462,137.08	\$462,137.08	\$0.00	\$1,285.04	0.28

# Board Report

From 7/1/2012 thru 12/31/2012

and: 35 School Facility Program (Regular)

	Approved	Working	Current	Expended		Encumbered	Unencumbered
				Year To Date	%		
**** Total Adjusted Beginning Balance	\$2,699,961.51	\$1,848,328.47	\$1,848,328.47	\$1,848,328.47	\$0.00	\$0.00	0.00
866000 Interest	\$7,000.00	\$7,000.00	\$3,071.44	\$3,071.44	\$0.00	\$3,928.56	56.12
**** 8000 Totals	\$7,000.00	\$7,000.00	\$3,071.44	\$3,071.44	\$0.00	\$3,928.56	56.12
**** Total Income & Beginning Balance	\$2,706,961.51	\$1,855,328.47	\$1,851,399.91	\$1,851,399.91	\$0.00	\$3,928.56	0.21
580000 Professional/Consulting Services and Operating Expe	\$50,000.00	\$50,000.00	\$11,600.00	\$11,600.00	\$10,100.00	\$28,300.00	56.60
**** 5000 Totals	\$50,000.00	\$50,000.00	\$11,600.00	\$11,600.00	\$10,100.00	\$28,300.00	56.60
**** 1000 - 5000	\$2,607,967.00	\$1,805,328.47	\$1,237,481.21	\$1,237,481.21	\$8,150.00	\$559,697.26	31.00
620000 Buildings and Improvement of Buildings	\$2,607,967.00	\$1,805,328.47	\$1,237,481.21	\$1,237,481.21	\$8,150.00	\$559,697.26	31.00
**** 6000 Totals	\$2,607,967.00	\$1,805,328.47	\$1,237,481.21	\$1,237,481.21	\$8,150.00	\$559,697.26	31.00
**** 1000 - 6000	\$2,657,967.00	\$1,855,328.47	\$1,249,081.21	\$1,249,081.21	\$18,250.00	\$587,997.26	31.69

# Board Report

From 7/1/2012 thru 12/31/2012

und: 35 School Facility Program (Regular)

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			Balance
Total: Beginning Balance	\$2,699,961.51	\$1,848,328.47	\$1,848,328.47	\$1,848,328.47	\$0.00	\$0.00	0.00
Total: Income Current Year	\$7,000.00	\$7,000.00	\$3,071.44	\$3,071.44	\$0.00	\$3,928.56	56.12
Total: 1000 - 5000	\$50,000.00	\$50,000.00	\$11,600.00	\$11,600.00	\$10,100.00	\$28,300.00	56.60
Total: 1000 - 6000	\$2,657,967.00	\$1,855,328.47	\$1,249,081.21	\$1,249,081.21	\$18,250.00	\$587,997.26	31.69
Total: 1000 - 7000	\$2,657,967.00	\$1,855,328.47	\$1,249,081.21	\$1,249,081.21	\$18,250.00	\$587,997.26	31.69
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)	\$48,994.51	\$0.00	\$602,318.70	\$602,318.70	(\$18,250.00)	(\$584,068.70)	0.00
Total Income & Beginning Balance	\$2,706,961.51	\$1,855,328.47	\$1,851,399.91	\$1,851,399.91	\$0.00	\$3,928.56	0.21
Total Expenditures & Ending Balance	\$2,706,961.51	\$1,855,328.47	\$1,851,399.91	\$1,851,399.91	\$0.00	\$3,928.56	0.21

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 51 Bond Interest and Redemption Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
<b>**** Total Adjusted Beginning Balance</b>	<u>\$1,450,614.00</u>	<u>\$1,646,838.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>100.00</u>
	\$1,450,614.00	\$1,646,838.00	\$0.00	\$0.00	\$0.00	100.00

# Board Report

From 7/1/2012 thru 12/31/2012

1/8/2013 11:30:43AM

and: 51 Bond Interest and Redemption Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			
					Balance	%	
Total: Beginning Balance	\$1,450,614.00	\$1,646,838.00	\$0.00	\$0.00	\$0.00	\$1,646,838.00	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)	\$1,450,614.00	\$1,646,838.00	\$0.00	\$0.00	\$0.00	\$1,646,838.00	100.00
Total Income & Beginning Balance	\$1,450,614.00	\$1,646,838.00	\$0.00	\$0.00	\$0.00	\$1,646,838.00	100.00
Total Expenditures & Ending Balance	\$1,450,614.00	\$1,646,838.00	\$0.00	\$0.00	\$0.00	\$1,646,838.00	100.00

# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 56 Debt Service Fund

	Approved	Working	Expended		Encumbered	Unencumbered
			Current	Year To Date		
**** Total Adjusted Beginning Balance	\$0.00	\$0.00	\$1,254,389.48	\$1,254,389.48	\$0.00	0.00
	\$0.00	\$0.00	\$1,254,389.48	\$1,254,389.48	\$0.00	0.00



# Board Report

From 7/1/2012 thru 12/31/2012

Fund: 56 Debt Service Fund

	Approved	Working	Expended		Encumbered	Unencumbered	
			Current	Year To Date			Balance
Total: Beginning Balance	\$0.00	\$0.00	\$1,254,389.48	\$1,254,389.48	\$0.00	(\$1,254,389.48)	0.00
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)	\$0.00	\$0.00	\$1,254,389.48	\$1,254,389.48	\$0.00	(\$1,254,389.48)	0.00
Total Income & Beginning Balance	\$0.00	\$0.00	\$1,254,389.48	\$1,254,389.48	\$0.00	(\$1,254,389.48)	0.00
Total Expenditures & Ending Balance	\$0.00	\$0.00	\$1,254,389.48	\$1,254,389.48	\$0.00	(\$1,254,389.48)	0.00

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

**SUBJECT:** Board Policies

**MEETING:** January 16, 2013

**AGENDA SECTION:**

ACTION

**XX** INFORMATION

ACTION/CONSENT

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**GOVERNING BOARD**

Board Goals:

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

\_\_\_\_\_ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety

\_\_\_\_\_ 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 following Board Policies are presented for a first reading before final approval. The first reading is the time individual Board members should suggest changes and modifications to the Policies and Administrative Regulations presented. This allows the second reading to have only minimal adjustments, before the policies are published.

AR3514.1 Hazardous Substances

BP4119.42 Exposure Control Plan for Blood Borne Pathogens (new)

AR4119.42 Exposure Control Plan for Blood Borne Pathogens (new)

AR4154 Health and Welfare Benefits

E4319.21 Personnel Administration

BP5142 Student Safety (new)

AR 5142 Student Safety (new)

BP5112.3 Student Leave of Absence (new)

AR5112.3 Student Leave of Absence (new)

BP5117 Interdistrict Attendance

AR5117 Interdistrict Attendance

Recommendation:

It is recommended that the board accept the first reading of the Board Policies

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao Ed.D.  
State Administrator

Approved:



Daniel R. Moirao Ed.D.  
State Administrator

AR 3514.1 Business and Noninstructional Operations

**Hazardous Substances**

**This administrative regulation is intended to provide guidance to control the types and quantities of hazardous substances purchased, stored, handled, or removed from work areas, including chemicals purchased for use in science classrooms throughout the school district. This policy establishes guidelines for these types of uses and includes a description of the District Hazard Communication Program.**

**This regulation governs all requests for chemical purchases for science-related curriculum in the school district.**

The disposal of chemicals may be accomplished in accordance with removal and disposal systems established by the County Office of Education or by permission of the County Superintendent of Schools. (Education Code 49411)

Hazard Communication Program

**The district is required to have a written hazard communication program. This AR details the requirements of maintain compliance with local, state and federal laws and guidelines related to the purchase, handling, and disposal of hazardous substances.**

The written hazard communication program shall be available upon request to all employees and their designated representatives. (8 CCR 5194)

The following materials are exempted from the hazard communication program and this district regulation: hazardous wastes; tobacco products; wood and wood products; manufactured articles; food, drugs and cosmetics intended for personal consumption by employees while in the workplace; and substances used in compliance with regulations issued by the Department of Pesticide Regulation pursuant to Food and Agricultural Code 12981.

1. Container Labeling

Except for consumer products, pesticides, alcoholic beverages, and food, drug and additive products which are already labeled in compliance with federal law, no container of hazardous substance shall be accepted by schools or the district unless labeled by the supplier with the following information:

- a. Identity of the hazardous substance(s)
- b. Hazard warning statements
- c. Name and address of the chemical manufacturer or importer

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement.

## 2. Material Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent or designee shall ensure that the manufacturer has also furnished a Material Safety Data Sheet (MSDS) as required by law. If the MSDS is missing or obviously incomplete, the Superintendent or designee shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a complete MSDS is not received.

- a. The Superintendent or designee shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees during working hours. He/she shall review each incoming MSDS for new and significant health or safety information and shall disseminate this information to affected employees.

## 3. Employee Information and Training

Employees shall receive inservice training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. This training shall include but is not limited to: (8 CCR 5194)

- a. An overview of the requirements of California's Hazard Communication Regulation (8 CCR 5194), including employee rights described therein
- b. The location, availability and content of the district's written hazard communication program
- c. Information as to any operations in the employees' work area where hazardous substances are present
- d. The physical and health effects of the hazardous substances in the work area
- e. Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area
- f. Methods by which employees can lessen or prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls
- g. Steps the district has taken to lessen or prevent exposure to these substances

- h. Instruction on how to read labels and review the MSDS for appropriate information
- i. Emergency and first aid procedures to follow if exposed to the hazardous substance(s)

In addition, employees shall receive training on how to operate the computers or fax machines that provide access to MSDS files.

#### 4. List of Hazardous Substances

For specific information about the hazardous substances known to be present in the district and schools, employees may consult the MSDS.

#### 5. Hazardous Nonroutine Tasks

When employees are required to perform hazardous nonroutine tasks, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measures which must be used. They shall also receive information about emergency procedures and the measures the district has taken to lessen the hazards, including ventilation, respirators, and the presence of another employee.

#### 6. Hazardous Substances in Unlabeled Pipes

Before starting to work on unlabeled pipes, employees shall contact their supervisors for information as to the hazardous substance(s) contained in the pipes, the potential hazards, and safety precautions which must be taken.

*(cf. 3514 - Environmental Safety)*

#### 7. Informing Contractors

To ensure that outside contractors and their employees work safely in district buildings and schools, the Superintendent or designee shall inform these contractors of hazardous substances which are present on the site and precautions that employees may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

#### 8. Classroom Materials

**The potential hazards, special storage methods, and high disposal costs associated with some chemical products outweighs the educational value of the material.**

Therefore:

- a. All employees involved in the purchase of chemicals for related curriculum will be trained as to the content of this policy.
  - b. Before a request for a chemical purchase is made, the requesting employee must check the chemical for inclusion on the Prohibited Chemicals. The list follows the guidelines of the most current Science Safety Handbook for California Schools. If the chemical is listed as prohibited, the employee must seek an alternative or substitute chemical not on the Prohibited Chemicals Lists. A requesting employee may appeal to the District Safety Committee if there is no alternative and the educational value of using the chemical outweighs the hazards association with it.
  - c. All requests for District purchases of chemicals for science classrooms will follow the standard District purchasing process that includes approval by the Department Chair, Principal, and the District Purchasing Office.
  - d. Prohibited Chemicals Lists: The criteria for determining the acceptance of a chemical purchase will be based on the most current Science Safety Handbook for California Public Schools ([www.cde.ca.gov/ci/SciSafety.pdf](http://www.cde.ca.gov/ci/SciSafety.pdf)).
  - e. Chemicals included in Tables 1 (Explosives) and 2 (Extremely Hazardous Chemicals) are strictly prohibited from purchase. Purchases listed in the Science Safety Handbook as “hazard risk outweighs educational value” and “those known to the State to cause cancer and “those known of the State to cause cancer or reproductive toxicity” are prohibited.
    - a. Appeal Process A requestor who has had a chemical purchase request denied may appeal the denial to the District Safety Committee or appropriate Science Safety Sub Committee as prescribed by the Business Manager. The instructor will appear before the Safety Committee to state their case for the purchase. Information as to why the need for the purchase may outweigh the intent of this policy must be presented. Issues to consider should include educational value versus the potential hazards of the material, the use/handling/storage of the material, and costs associate with purchase and disposal. The ruling of the committee may be appealed to the State Administrator/Superintendent or his/her designee.
9. Hazardous Material Disposal  
The removal and disposal of chemicals shall be accomplished by the district Maintenance Department to ensure compliance with local, state, and federal safety laws and guidelines.

10. **Notifications**

The district maintenance department shall annually notify parents and staff of certain hazardous materials information (Healthy Schools Act 200). Two specific letters will be distributed annually:

**Record Retention**

**MSDS Sheet: Discard once material is no longer on premises**

**Waste Manifest Form: Maintain for five years**

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

First Reading: January 16, 2013

Adopted: ~~October 12, 2011~~

King City, California

Personnel

Exposure Control Plan For Bloodborne Pathogens

~~\*\*\*Note: Pursuant 29 CFR 1910.1030 and 8 CCR 5193(e), districts must identify employees who have occupational exposure to bloodborne pathogens and must establish a written exposure control plan to eliminate or minimize employee exposure to these pathogens. The exposure control plan must be consistent with the district's Injury and Illness Prevention Program and may be incorporated into that program; see BP/AR 4157/4257/4357—Employee Safety. The district may want to consult legal counsel regarding whether components of its exposure control plan are subject to collective bargaining.\*\*\*~~

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with bloodborne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)  
(cf. 4157/4257/4357 - Employee Safety)

The Superintendent or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the district's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

~~\*\*\*Note: The following optional paragraph may be implemented only if the district complies with specific conditions; see AR 4119.42/4219.42/4319.42—Exposure Control Plan for Bloodborne Pathogens.\*\*\*~~

The Superintendent or designee may exempt designated first aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations. (8 CCR 5193(f))

~~\*\*\*Note: The following optional paragraph allows for employees to be included in the training and vaccination program without being classified as having occupational exposure.\*\*\*~~

Any employee not identified by the Superintendent or designee as having occupational exposure may submit a request to the Superintendent or designee to be included in the training and hepatitis B vaccination program. The Superintendent or designee may deny a request when there is no reasonable anticipation of contact with any infectious material.



Legal Reference:

LABOR CODE

142.3 Authority of Cal/OSHA to adopt standards

144.7 Requirement to amend standards

CODE OF REGULATIONS, TITLE 8

3204 Access to employee exposure and medical records

5193 California bloodborne pathogens standards

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.1030 OSHA bloodborne pathogens standards

Management Resources:

CDE PROGRAM ADVISORIES

1016.89 Guidelines for Informing School Employees about Preventing the Spread of Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings

WEB SITES

OSHA: <http://www.osha.gov>

Cal/OSHA: [http://www.dir.ca.gov/occupational\\_safety.html](http://www.dir.ca.gov/occupational_safety.html)

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

(3/93) 7/99

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 13, 2013

Adopted:

King City, CA

## Exposure Control Plan For Bloodborne Pathogens

~~Note: The following sample regulation summarizes Cal/OSHA's key requirements for preventing and handling exposure to bloodborne pathogens (8 CCR 5193), as amended by emergency regulations adopted January 1999 and subsequent permanent regulations effective July 30, 1999, pursuant to Register 99, No. 31. The Cal/OSHA standards are detailed and lengthy, and districts are encouraged to examine the full content of 8 CCR 5193 to determine any additional requirements applicable to their circumstances.~~

~~Districts may wish to consider including the following optional regulation in their employee handbooks.~~

### Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193(b))

Exposure incident means a specific eye, mouth, other mucous membrane, nonintact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee's duties. (8 CCR 5193 (b))

Parenteral contact means piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions. (8 CCR 5193(b))

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident. (8 CCR 5193(b))

A sharps injury is any injury caused by a sharp, including but not limited to cuts, abrasions or needlesticks. (8 CCR 5193(b))

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed. (8 CCR 5193(b))

Engineering controls are controls, such as sharps disposal containers, needleless systems, and sharps with engineered sharps injury protection, that isolate or remove the bloodborne pathogens hazard from the workplace. (8 CCR 5193(b))

Engineered sharps injury protection is a physical attribute built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident. (8 CCR 5193(b))

### Exposure Control Plan

The district's exposure control plan shall contain at least the following components: (8 CCR 5193(c))

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials

The district's exposure determination shall be made without regard to the use of personal protective equipment and shall include a list of:

- a. All job classifications in which all employees have occupational exposure
- b. Job classifications in which some employees have occupational exposure
- c. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #b above

2. The schedule and method of implementing:

a. Methods of compliance required by 8 CCR 5193(d), such as universal precautions, general and specific engineering and work practice controls, and personal protective equipment

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

- b. Hepatitis B vaccination
- c. Bloodborne pathogen post-exposure evaluation and follow-up
- d. Communication of hazards to employees, including labels, signs, information and training
- e. Recordkeeping

3. The district's procedure for evaluating circumstances surrounding exposure incidents

~~Note: 8 CCR 5193(c), effective July 30, 1999, as amended in Register 99, No. 31, requires that the exposure control plan contain items #4-8 below.~~

4. An effective procedure for gathering information about each exposure incident involving a sharp, as required for the log of sharps injuries

5. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents documented in the sharps injury log
6. An effective procedure for identifying currently available engineering controls and selecting such controls as appropriate for the procedures performed by employees in their work areas or departments
7. An effective procedure for documenting instances when a licensed healthcare professional directly involved in a patient's care determines, in the reasonable exercise of clinical judgment, that the use of an engineering control would jeopardize an individual's safety or the success of a medical, dental or nursing procedure involving the individual
8. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to: (8 CCR 5193(c))

~~Note: As amended in Register 99, No. 31, effective July 30, 1999, Items #2 and #5 below were added to 8 CCR 5193(c) to expand the situations in which the exposure control plan must be reviewed and updated.~~

1. Reflect new or modified tasks and procedures affecting occupational exposure
2. To the extent that sharps are used in the district, reflect progress in implementing the use of needleless systems and sharps with engineered sharps injury protection
3. Include new or revised employee positions with occupational exposure
4. Review and evaluate the exposure incidents which occurred since the previous update
5. Review and respond to information indicating that the exposure control plan is deficient in any area

The district's exposure control plan shall be accessible to employees upon request. (8 CCR 3204(e))

#### Preventive Measures

~~Note: The implementation of universal precautions is another preventive measure that should be utilized by the district. See BP/AR 4119.43/4219.43/4319.43 - Universal Precautions.~~

The Superintendent or designee shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness. (8 CCR 5193(d))

### Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series shall be made available at no cost to all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons. (8 CCR 5193(f))

~~Note: If the employee declines to accept hepatitis B vaccination offered by the district, the district must ensure that he/she signs the statement reproduced as E-4119.42/4219.42/4319.42.~~

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement. (8 CCR 5193(f))

The Superintendent or designee may exempt designated first aid providers from the pre-exposure hepatitis B vaccine in accordance with 8 CCR 5193 (f).

### Information and Training

The Superintendent or designee shall ensure that all employees with occupational exposure participate in a training program containing the elements required by state regulations, during working hours and at no cost to the employee. This program shall be offered at the time of initial assignment to tasks where occupational exposure may take place, at least annually thereafter, and whenever a change of tasks or procedures affects the employee's exposure. (8 CCR 5193(g))

Designated first aid providers shall receive training that includes the specifics of reporting first-aid incidents which involve blood or body fluids which are potentially infectious. (8 CCR 5193(g))

### Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Superintendent or designee.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an

exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident. (8 CCR 5193(f))

~~Note: Requirements of 8 CCR 5193 related to designated first aid providers do not apply to employees who assist in nonemployment related first aid situations as "good Samaritans." Although employees are not covered by the bloodborne pathogen standards if their exposure is unrelated to their job duties, Cal/OSHA encourages employers to offer post-exposure evaluation and follow-up to all employees.~~

### Sharps Injury Log

~~Note: Pursuant to 8 CCR 5193(e), as amended in Register 99, No. 31, employers are required to establish and maintain a log recording each exposure incident involving a sharp. Item #3 below is effective July 30, 1999.~~

The Superintendent or designee shall establish and maintain a log recording each exposure incident involving a sharp. The exposure incident shall be recorded within 14 working days of the date the incident is reported to the district. (8 CCR 5193(c))

The information recorded shall include the following, if known or reasonably available: (8 CCR 5193(c))

1. Date and time of the exposure incident
2. Type and brand of sharp involved in the exposure incident
3. A description of the exposure incident, including:
  - a. Job classification of the exposed employee
  - b. Department or work area where the exposure incident occurred
  - c. The procedure that the exposed employee was performing at the time of the incident
  - d. How the incident occurred
  - e. The body part involved in the incident
  - f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during or after the protective mechanism was activated

- g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury
- h. The employee's opinion about whether any other engineering, administrative or work practice could have prevented the injury

#### **Post-Exposure Evaluation and Follow-up**

Following a report of an exposure incident, the Superintendent or designee shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. The Superintendent or designee shall, at a minimum: (8 CCR 5193(f))

1. Document the route(s) of exposure and the circumstances under which the exposure incident occurred
2. Identify and document the source individual, unless that identification is infeasible or prohibited by law
3. Provide for the collection and testing of the employee's blood for hepatitis B, hepatitis C and HIV serological status
4. Provide for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
5. Provide for counseling and evaluation of reported illnesses

The Superintendent or designee shall provide the health care professional with a copy of 8 CCR 5193; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the district relevant to the appropriate treatment of the employee, including vaccination status. (8 CCR 5193(f))

The district shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation. (8 CCR 5193(f))

~~Note:—Districts should obtain permission from the source individual before disclosing confidential information about that source individual, in accordance with law.—Legal counsel should be consulted regarding current rules for the contents and format of consent forms.~~

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

**Information)**

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

**Records**

Upon an employee's initial employment and at least annually thereafter, the Superintendent or designee shall inform employees with occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records. (8 CCR 3204)

**(cf. 1340 - Access to District Records)**

**(cf. 3580 - District Records)**

Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law. (8 CCR 5193(h))

Upon request by an employee, or a designated representative with the employee's written consent, the Superintendent or designee shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made. (8 CCR 3204(e))

Records shall be maintained as follows: (8 CCR 3204(d), 5193(h))

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.

**Note:** Pursuant to 8 CCR 5193(h), as amended, the sharps injury log must be maintained for five years as described in item #3 below.

3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for at least 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

(3/93) 7/99

**Policy Reference UPDATE Service**

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

**First Reading: January 16, 2013**

**Adopted:**

**King City, CA**

AR 4154, 4254, 4354 Personnel

## **Health And Welfare Benefits**

### **Retired Certificated Employees**

Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district or was, at the time of death, employed by the district and a member of the State Teachers' Retirement System. (Education Code 7000)

A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing active employee coverage. **If he/she does not enroll during this initial enrollment period, he/she may be denied further opportunity to do so.** (Education Code 7000)

### Continuation Coverage

Covered district employees, and their qualified beneficiaries shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.21, 1366.23, 1373; Insurance Code 10128.51, 10128.53, 10277; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Death of the covered employee
2. Termination or reduction in hours of the covered employee's employment, other than termination by reason of the employee's gross misconduct

*(cf. 4117.4 - Dismissal)*

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

3. Divorce or legal separation of the covered employee
4. Covered employee's becoming entitled to Medicare benefits
5. A dependent child ceasing to be a dependent child of the covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2, or 4 above, within 30 days of the event. A covered

employee or qualified beneficiary shall notify the service plan administrator of a qualifying event listed in item #3 or 5 above within 60 days of the event or of the date that the beneficiary would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163, 1166; 26 CFR 54.4980B-6)

Continuation coverage shall be terminated in accordance with the district's insurance plan and federal and state law. (26 USC 4980B; 26 CFR 54.4980B-6; Health and Safety Code 1373.621; Insurance Code 10116.5)

**The Superintendent or designee shall notify covered employees and qualified beneficiaries of the availability of conversion and continuation coverage. This notification shall include the statement in Labor Code 2800.2 encouraging individuals to examine their options carefully before declining such coverage. (Labor Code 2800.2)**

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

### **Disability Insurance**

The Superintendent or designee shall give notice of disability insurance rights and benefits to each new employee and each employee leaving work due to pregnancy, nonoccupational illness or injury, or the need to provide care for any sick or injured family member, or the need to bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption. (Unemployment Insurance Code 2613)

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*

*(cf. 4161/4261/4361 - Leaves)*

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

*(cf. 4261.1 - Personal Illness and Injury Leave)*

Note: Education Code 7008, reflected below, does not apply to employees of districts that have contracted for health care coverage through PEMHCA, Government Code 22750-22944.

When disabled by an injury resulting from a violent act sustained while performing duties within the scope of employment and performing creditable employment, a certificated or classified employee may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

(3/06 7/09) 3/10

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

First Adopted: January 16, 2013

Adopted: January 11, 2012

King City, California

E 4319.21 Personnel

Professional Standards

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Preamble

The administrator(s) at a school site have numerous responsibilities that ultimately lead to the improvement of the performance of all students in the school. By acquiring the skills, attitudes and behaviors as outlined in the following Professional Standards for School Leaders, students have the best opportunity to achieve the mission and vision of the district and to meet the expectations of high standards for student learning.

Standards

~~A school administrator is an educational leader who promotes the success of all students by:~~

- ~~1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community~~
- ~~2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth~~
- ~~3. Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment~~
- ~~4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources~~
- ~~5. Modeling a personal code of ethics and developing professional leadership capacity~~
- ~~6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context~~

~~Source: California Professional Standards for Educational Leaders, 2001  
(3/91)11/01~~

**Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.**

**A school administrator is an educational leader who promotes the success of all students by:**

**Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community**

- 1. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.**
- 2. Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.**
- 3. Use the influence of diversity to improve teaching and learning.**
- 4. Identify and address any barriers to accomplishing the vision.**
- 5. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.**
- 6. Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.**

**Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**

- 1. Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.**
- 2. Promote equity, fairness, and respect among all members of the school community.**
- 3. Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.**
- 4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.**
- 5. Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.**
- 6. Create an accountability system grounded in standards-based teaching and learning.**
- 7. Utilize multiple assessments to evaluate student learning in an ongoing process**

focused on improving the academic performance of each student.

**Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment**

1. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
2. Utilize effective and nurturing practices in establishing student behavior management systems.
3. Establish school structures and processes that support student learning.
4. Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
5. Align fiscal, human, and material resources to support the learning of all subgroups of students.
6. Monitor and evaluate the program and staff.
7. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

**Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources**

1. Recognize and respect the goals and aspirations of diverse family and community groups.
2. Treat diverse community stakeholder groups with fairness and respect.
3. Incorporate information about family and community expectations into school decision-making and activities.
4. Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
5. Communicate information about the school on a regular and predictable basis through a variety of media.
6. Support the equitable success of all students and all subgroups of students by

**mobilizing and leveraging community support services.**

**Standard 5: Modeling a personal code of ethics and developing professional leadership capacity**

- 1. Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.**
- 2. Protect the rights and confidentiality of students and staff.**
- 3. Use the influence of office to enhance the educational program, not personal gain.**
- 4. Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.**
- 5. Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.**
- 6. Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.**
- 7. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.**
- 8. Engage in professional and personal development.**
- 9. Encourage and inspire others to higher levels of performance, commitment, and motivation.**
- 10. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.**

**Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context**

- 1. Work with the Governing Board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.**
- 2. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.**
- 3. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.**

4. **Generate support for the school by two-way communications with key decision-makers in the school community.**
5. **Collect and report accurate records of school performance.**
6. **View oneself as a leader of a team and also as a member of a larger team.**
7. **Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.**

~~Source: California Professional Standards for Educational Leaders by California School Leadership Academy at WestEd and the Association of California School Administrators. Reprinted with permission. Intended for use with the descriptions of practice in Moving Standards into Everyday Work, available from WestEd.~~

Exhibit: ~~KING CITY~~ SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
First Reading: January 16, 2013  
Adopted: ~~April 20, 2011~~

King City, CA



## Students

### Safety

~~\*\*\*Note: The California Tort Claims Act (Government Code 810-996.6) provides that a district may be held liable for personal injuries caused by dangerous conditions on school property and could be liable for its employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. Within the scope of their employment, school staff must exercise the degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." (Dailey v. Los Angeles Unified School District) In Wiener v. Southeast Childcare Centers, the California Supreme Court found that a childcare center was not liable for the failure to install a sturdier fence against a criminal act that was not foreseeable. With regards to sports activities, schools have no legal duty to eliminate risks inherent in the sport itself because students assume those risks by participating in the activity, but schools do have a duty to use due care not to increase the risks over and above those inherent in the sport. (Kahn v. East Side Union High School District)\*\*\*~~

~~\*\*\*Note: The following optional policy should be modified to reflect district practice. \*\*\*~~

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 3514 - Environmental Safety)
- (cf. 3514.1 - Hazardous Substances)
- (cf. 3514.2 - Integrated Pest Management)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3530 - Risk Management/Insurance)
- (cf. 3542 - School Bus Drivers)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
- (cf. 4119.43/4219.43/4319.43 - Universal Precautions)
- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5142.1 - Identification and Reporting of Missing Children)
- (cf. 5143 - Insurance)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145.2 - Athletic Competition)  
(cf. 6161.3 - Toxic Art Supplies)  
(cf. 6163.2 - Animals at School)  
(cf. 7111- Evaluating Existing Buildings)

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using district transportation to and from school.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

(cf. 5141.7 - Sun Safety)  
(cf. 6142.8 - Comprehensive Health Education)

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program

17280-17317 Building approvals (Field Act)

17365-17374 Fitness of school facilities for occupancy

32001 Fire alarms and drills

32020 School gates; entrances for emergency vehicles

32030-32034 Eye safety

32040 First aid equipment

32225-32226 Two-way communication devices in classrooms

32240-32245 Lead-free schools

32250-32254 CDE school safety and security resources unit

32280-32289 Safety plans

44807 Duty of teachers concerning conduct of students

44808 Exemption from liability when students are not on school property

44808.5 Permission for students to leave school grounds; notice (high school)

45450-45451 Crossing guards

48900 Hazing

49300-49307 School safety patrol

49330-49335 Injurious objects

49341 Hazardous materials in school science laboratories

51202 Instruction in personal and public health and safety

GOVERNMENT CODE

810-996.6 California Tort Claims Act

HEALTH AND SAFETY CODE

115725-115735 Playground safety

115775-115800 Wooden playground equipment

115810-115816 Playground safety and recycling grants

PENAL CODE

245.6 Hazing

PUBLIC RESOURCES CODE

5411 Purchase of equipment usable by physically disabled persons

VEHICLE CODE

21100 Rules and regulations; crossing guards

21212 Use of helmets

42200 Fines and forfeitures, disposition by cities

42201 Fines and forfeitures, disposition by counties

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease

570-576 School safety patrols

5531 Supervision of social activities

5552 Playground supervision

5570 When school shall be open and teachers present

14103 Bus driver; authority over pupils

COURT DECISIONS

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138

Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990

Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508

Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Management Resources:

AMERICAN SOCIETY FOR TESTING AND MATERIALS

F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2005

U.S. CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS

Handbook for Public Playground Safety, Pub. No. 325, 1994, rev. 1997

WEB SITES

American Society for Testing and Materials: <http://www.astm.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/l/s/ss>

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

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

Environmental Protection Agency: <http://www.epa.gov>

U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>

U.S. Department of Education, Safe Schools:

<http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

(7/00 11/02) 7/06

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 16, 2013

Adopted:

King City, CA

## Students

### Safety

~~\*\*\*Note: The following optional administrative regulation may be revised to reflect district practice.\*\*\*~~

Each principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and shall be readily available at the school at all times.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

### Release of Students

~~\*\*\*Note: The following optional section may be revised to reflect district practice. For release of students during an emergency, see AR 3516 - Emergencies and Disaster Preparedness Plan.\*\*\*~~

Students shall be released during the school day only to the custody of an adult if:

1. The adult is the student's custodial parent/guardian.

(cf. 5021 - Noncustodial Parents)

2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. The adult is an authorized law enforcement officer acting in accordance with law.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

4. The adult is taking the student to emergency medical care at the request of the principal or designee.

(cf. 5141 - Health Care and Emergencies)

### Supervision of Students

~~\*\*\*Note: The following optional section may be revised to reflect district practice.\*\*\*~~

~~\*\*\*Note: 5 CCR 5570 states that, unless otherwise provided by rule of the Board, teachers are required to be present at their rooms and admit students not less than 30 minutes before school starts. Supervision of students also may be addressed in the district's collective bargaining agreement. The following paragraph may be revised to specify a longer or shorter time period.\*\*\*~~

**Teachers shall be present at their respective rooms and shall open them to admit students not less than 15 minutes before the time when school starts. (5 CCR 5570)**

**Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during passing periods. (Education Code 44807)**

**The principal or designee shall require all individuals supervising students to remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions as appropriate.**

**(cf. 3530 - Risk Management/Insurance)**

**In arranging for appropriate supervision on school grounds, the principal or designee shall:**

- 1. Where supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the activities, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)**
- 2. Clearly identify supervision zones on the school grounds and require all campus supervisors to remain outside at a location from which they can observe their entire zone of supervision**
- 3. Consider the size of the campus area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students**

**The Superintendent or designee shall ensure that teachers, teacher aides, campus supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts. Such training shall be documented and kept on file.**

**(cf. 1240 - Volunteer Assistance)**

**(cf. 3515.2 - Disruptions)**

**(cf. 4131 - Staff Development)**

**(cf. 4231 - Staff Development)**

(cf. 5131.4 - Student Disturbances)  
(cf. 5138 - Conflict Resolution/Peer Mediation)

**Activities with Safety Risks**

~~\*\*\*Note: The following optional section lists activities that might be prohibited by the district because of high risk to student safety and should be revised to reflect district practice.\*\*\*~~

Because of concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Snow trips
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Other activities determined by the principal to have a high risk to student safety

(cf. 5143 - Insurance)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6153 - School-Sponsored Trips)

Students who operate or ride as a passenger on a bicycle, nonmotorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates. (Vehicle Code

21212)

### Laboratory Safety

~~\*\*\*Note: The following optional section reflects the Legislature's intent as stated in Education Code 49341.\*\*\*~~

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

### Hearing Protection

~~\*\*\*Note: The following optional section may be revised to reflect district practice.\*\*\*~~

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee also may provide hearing conservation education to teach students ways to protect their hearing.

### Eye Safety Devices

~~\*\*\*Note: Education Code 32031 addresses circumstances under which eye protection devices must be used.\*\*\*~~

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to the district. (Education Code 32030, 32031, 32033)

(cf. 3260 - Fees and Charges)

### Protection Against Insect Bites

~~\*\*\*Note: The following optional section may be revised to reflect district practice.\*\*\*~~

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, under the supervision of school personnel, and in accordance with the manufacturer's directions, when engaging in outdoor activities.

(11/02 7/06) 7/07

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 16, 2013

Adopted:

King City, CA



## Students

### Student Leave Of Absence

\*\*\*Note: Pursuant to Education Code 48232 and 48416, the Governing Board is mandated to adopt policy if it wishes to allow student leaves of absence for students age 15 or higher, or continuation education students ages 16-18, under the conditions described in the accompanying administrative regulation.\*\*\*

The Governing Board recognizes the importance of regular school attendance in promoting student achievement. However, the Board also recognizes that, in rare circumstances, it may be beneficial for a student to participate in opportunities outside the school which contribute to his/her educational experience.

The Superintendent or designee may grant student leaves of absence for the purpose of supervised travel, study, training, or work not available to the student under another educational option. Such leave may be granted to a student 15 years of age or older in the regular program and to a student age 16-18 in the continuation education program. (Education Code 48232, 48416)

(cf. 6184 - Continuation Education)

No more than one percent of the students enrolled and attending a school shall be granted a leave of absence during any school year. (Education Code 48232, 48416)

When feasible, students shall be encouraged to instead enroll in the district's independent study program to allow for greater contact and coordination with district staff.

(cf. 6158 - Independent Study)

#### Legal Reference:

##### EDUCATION CODE

48232 Leave of absence for students age 15 at time of commencement of leave

48410 Exemption from continuation education

48416 Leave of absence for students age 16 to 18 inclusive

##### FAMILY CODE

7000-7002 Emancipation of minors law

7050 Purposes for which emancipated minor considered an adult

(12/88) 7/12

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 16, 2013

Adopted:

King City, CA

## Students

### Student Leave Of Absence

~~\*\*\*Note: The following administrative regulation is for use by districts maintaining high schools whose Governing Board has authorized student leaves of absence pursuant to Education Code 48232 and 48416; see the accompanying Board policy.\*\*\*~~

Upon request, the Superintendent or designee may grant a student a leave of absence from school for the purpose of supervised travel, study, training, or work. To be eligible for such leave, the student shall, at the time the leave of absence is to begin, be at least 15 years of age or, if he/she is enrolled in continuation education classes or exempted from continuation education classes pursuant to Education Code 48410, be 16-18 years of age. (Education Code 48232, 48416)

A written agreement shall be entered into that is signed by the student's parent/guardian, the principal or designee of the school which the student would otherwise attend, a classroom teacher familiar with the student's academic progress, and the district's supervisor of child welfare and attendance. In the case of a continuation education student, the student also shall sign the written agreement. The agreement shall include: (Education Code 48232, 48416)

1. The purpose of the leave
2. The length of the leave
3. Provision for a meeting or contact between the student and a designated school official at least once a month while the student is on leave
4. A statement that the leave is for the purpose of supervised travel, study, training, or work not available to the student under another educational option

The length of the leave may be up to one semester, or up to two semesters for a continuation education student. The leave may be extended for an additional semester upon approval of all parties to the written agreement and the local school attendance review board. No leave of absence may be taken that would continue past the end of the school year in which the leave is taken. (Education Code 48232, 48416)

(cf. 5113.1 - Chronic Absence and Truancy)

The student shall be permitted to return to school at any time and shall not be prevented from completing his/her academic requirements within a time period equal to that of his/her classmates who did not take leave, plus a period of time equal to the leave of absence. If the student reenrolls at a time other than the beginning of a semester, the school shall not be required to provide make-up sessions for classes missed. (Education Code 48232, 48416)

If the student does not contact the designated school official as required by the written

**AR 5112.3 (a)**

agreement, the leave shall be nullified. The agreement also may be nullified for cause at any time by any party to the agreement. (Education Code 48232, 48416)

(12/88) 7/12

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
First Reading: January 16, 2013  
Adopted: King City, CA

Students

## INTERDISTRICT ATTENDANCE

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

The Board desires to communicate with parents/guardians and students regarding the district's educational programs and services. .

### Interdistrict Attendance Permits

~~Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.~~

~~The interdistrict attendance permit shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)~~

~~The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.~~

### Legal Reference:

#### EDUCATION CODE

~~46600-46611 Interdistrict attendance agreements  
48204 Residency requirements for school attendance  
48300-48315 Student attendance alternatives  
48915 Expulsion; particular circumstances  
48915.1 Expelled individuals: enrollment in another district  
48918 Rules governing expulsion procedures  
48980 Notice at beginning of term  
52317 ROP, enrollment of students, interdistrict attendance~~

#### GOVERNMENT CODE

~~6250-6270 Public Records Act~~

#### ATTORNEY GENERAL OPINIONS

~~84 Ops. Cal. Atty. Gen. 198 (2001)  
87 Ops. Cal. Atty. Gen. 132 (2004)~~

#### COURT DECISIONS

~~Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275~~

### Management Resources:

#### WEB SITES

CSBA: <http://www.csba.org>  
 California Department of Education: <http://www.cde.ca.gov>  
 (2/95-7/04) 11/07

~~Note: The Education Code provides a number of options under which a student may attend school in a district other than the district where he/she resides. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46611, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Under the "school district of choice program," pursuant to Education Code 48300-48316, the Governing Board may declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult legal counsel.~~

~~Note: In addition, Education Code 48204 authorizes a student in a participating district to be deemed a "resident" in order to attend a school in the district where his/her parent/guardian is employed (Allen bill transfer); see AR 5111.12—Residency Based on Parent/Guardian Employment. A student attending a school identified as low achieving on the state's Open Enrollment List may transfer to a school in any other district in the state, pursuant to Education Code 48350-48361; see BP/AR 5118—Open Enrollment Act Transfers.~~

~~(cf. 0520.3—Title I Program Improvement Districts)~~

~~(cf. 5111.12—Residency Based on Parent/Guardian Employment)~~

~~(cf. 5116.1—Intradistrict Open Enrollment)~~

~~(cf. 5118—Open Enrollment Act Transfers)~~

#### **OPTION 1: Interdistrict Attendance Permits**

~~Note: The following section is for use by districts that have entered into an agreement with one or more other districts to accept transfers through interdistrict attendance permits pursuant to Education Code 46600-46611. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.~~

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

~~Note: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. In addition, pursuant to Education Code 46600, students who have been granted an interdistrict attendance permit must be allowed to continue to attend the school without having to reapply unless the agreement between the two districts contains specific agreed-upon standards for reapplication; see the accompanying administrative regulation. Districts also may include in the agreement their agreed-upon standards for revocation of students' interdistrict attendance. Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.~~

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Note: Pursuant to Education Code 46600, it is the responsibility of the attendance supervisor of the district of residence, subject to Board policies of the district of residence and terms of the agreement, to issue an individual permit verifying the district's approval of an interdistrict transfer out of the district. The permit shall become valid when endorsed by the board's designee in the district of proposed attendance.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The Superintendent or designee shall maintain a record of requests for admittance that contains all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred out of and transferred into the district pursuant to this program
3. The race, ethnicity, gender, self-reported socio-economic status, and the district of residence for each student in item #2 above
4. The number of students in item #2 above who are classified as English learners or students with disabilities

The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-4 above. By May 15 of each year, the Superintendent or designee shall provide the same information, as well as information

regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, the California Department of Education, and the Department of Finance. (Education Code 48313)

The report to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)

### **Transportation**

~~Note: The following optional section is for use by all districts and should be revised to reflect district practice. Districts are not required to provide transportation or transportation assistance to students admitted under an interdistrict attendance permit pursuant to Education Code 46600-46611 or through the school district of choice program pursuant to Education Code 48300-48316.~~

The district shall not provide transportation beyond any school attendance area. Upon request, the Superintendent or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area if space is available.

### **Limits on Student Transfers Out of the District to a School District of Choice**

~~Note: The following optional section is for use by all districts. Even if a district has not designated itself as a school district of choice, it has the authority pursuant to Education Code 48307 to limit the number of students transferring out of the district into other districts that have designated themselves as school districts of choice. A district with an average daily attendance (ADA) of more than 50,000 may annually limit the number of such transfers to one percent of its current year estimated ADA. A district with less than 50,000 ADA may limit the number of such transfers to three percent of its current estimated ADA and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. In *Walnut Valley Unified School District v. Superior Court of Los Angeles County*, the appellate court held that the 10 percent cap on outbound transfers "for the duration of the program" should be based on the district's ADA over the entire life of the district of choice program (i.e., from the program's inception in 1994 until the present day).~~

~~Note: The district may revise the following paragraph to reflect the applicable percentage in Education Code 48307 based on its ADA.~~

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.

**Note: Education Code 48307 authorizes a district of residence that has a negative status on the most recent budget certification made by the County Superintendent of Schools to limit the number of student transfers out of the district during that fiscal year to other districts that have designated themselves as a school district of choice. In addition, when a County Superintendent has determined that the district would not meet the state's standards and criteria for fiscal stability for the subsequent fiscal year exclusively as a result of the impact of student transfers under the school district of choice program, Education Code 48307 allows the district of residence to limit the number of transfers out of the district. The limitation is based on the County Superintendent's determination of the number of additional transfers that would exclusively result in a qualified or negative fiscal certification. However, Education Code 48307 provides that these limitations do not apply to students who, prior to June 30, 2009, had already transferred out and were already attending a school district of choice.**

**In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)**

**(cf. 3100 - Budget)**

**(cf. 3460 - Financial Reports and Accountability)**

**Legal Reference:**

**EDUCATION CODE**

**41020 Annual district audits**

**46600-46611 Interdistrict attendance agreements**

**48204 Residency requirements for school attendance**

**48300-48316 Student attendance alternatives, school district of choice program**

**48350-48361 Open Enrollment Act**

**48900 Grounds for suspension or expulsion; definition of bullying**

**48915 Expulsion; particular circumstances**

**48915.1 Expelled individuals: enrollment in another district**

**48918 Rules governing expulsion procedures**



48980 Notice at beginning of term

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

**ATTORNEY GENERAL OPINIONS**

87 Ops.Cal.Atty.Gen. 132 (2004)

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

**COURT DECISIONS**

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Policy: ~~KING CITY SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT~~

First reading: January 16, 2013

~~Adopted: January 13, 2010~~ \_\_\_\_\_

King City, California

Students

## INTERDISTRICT ATTENDANCE

~~The Superintendent or designee may approve interdistrict attendance permits for the following reasons:~~

**The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:**

1. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance
2. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year
3. To allow students to remain with a class graduating that year from a senior high school
4. To let high school seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year
5. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district
6. **To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.**
7. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence

*(cf. 5113.1 - Truancy)*

8. When there is valid interest in a particular educational program not offered in the district of residence
9. To provide a change in school environment for reasons of personal and social adjustment

~~\*\*\*Note: AB 1156 (Ch. 732, Statutes of 2011) amended Education Code 46600 to require districts to give priority for interdistrict attendance permits to a student who is a victim of an act of bullying, as provided below. For this purpose, Education Code 48900(r) defines bullying to include, but not be limited to, bullying committed by means of an electronic act directed specifically toward the student; see AR 5144.1 - Suspension~~

~~and Expulsion/Due Process.~~\*\*\*

10. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 - Bullying)

11. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.

12. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

13. When the student will be living out of the district for one year or less.

**Interdistrict attendance permits or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)**

**Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)**

The Superintendent or designee may deny initial requests for interdistrict attendance permits if school facilities are overcrowded at the relevant grade level or based on other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

The Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district may revoke a student's interdistrict enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)**

**Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)**

**The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)**

**(cf. 6146.3 - Reciprocity of Academic Credit)**

**The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)**

Transportation

The district shall not provide transportation outside the school's attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.

(7/04 11/05) 11/07

Regulation ~~KING CITY~~ SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 16, 2013

Adopted: January 13, 2010

King City, California

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

**SUBJECT:** CSEA Sunshine Proposals

**MEETING:** January 16, 2013

**AGENDA SECTION:**

**ACTION**

**INFORMATION**

**ACTION/CONSENT**

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**GOVERNING BOARD**

Board Goals:

- \_\_\_\_\_ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- \_\_\_\_\_ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- \_\_\_\_\_ 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 Classified School Employee's Association has submitted their proposals to be considered in negotiations.

Recommendation:

It is recommended that the State Administrator accept the CSEA proposals for negotiations.

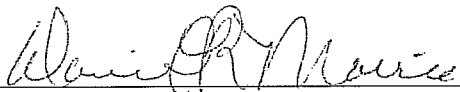
Fiscal Impact:

No impact to accept the proposal.

Submitted By:

Daniel R. Moirao, Ed.D. State Administrator

Approved:

  
Daniel R. Moirao Ed.D.  
State Administrator

December 12, 2012

Daniel Moirao, State Administrator  
South Monterey County High School District  
800 Broadway St.  
King City, CA 93930

Dear Dr. Moirao,

The California School Employees Association and its King City Chapter 529 intend to open the following articles during negotiations of a successor agreement for 2013-2016. In addition, we reserve the right to open additional sections/articles within scope.

- **Article 1: Recognition**  
CSEA is interested in eliminating section 1.3
- **Article 3: Organizational Rights**  
CSEA is interested in elimination the five day notice requirement for negotiations in that the schedule of negotiations is subject to agreement between the district and CSEA (3.1.9). In addition, CSEA is interested in allowing for district-paid release time for the CSEA President, within limits (3.1.10)
- **Article 5: Hours and Overtime**  
CSEA is interested in adding language to allow for compensatory time to be earned and taken off, within specific limits and guidelines (5.11). This will eliminate the “under the table” time that is currently being earned. CSEA is also interested in establishing a set work year for each classification and addressing out of class issues related to any classified employees
- **Article 6: Pay and Allowances**  
CSEA is interested in adding a professional growth incentive program that will assist in maintaining a competitive, highly qualified work force. CSEA is also interested in offering the option for deferred pay to each employee, and adding language to allow employees to draw unemployment when their work year is less than 12 months.
- **Article 9: Vacation**  
CSEA is interested in changing the way that vacation is paid to school year employees from a monthly payment to accrue and be used like all other CSEA employees.
- **Article 12: Layoff and Reemployment**  
CSEA is interested in updating the 45 day layoff notice to 60 days to be in compliance with recent legislation, including employee rehire rights under the Tucker v. Grossmont decision, and adding language in compliance with recent

legislation that allows for an employee who is rehired into a position which they did not previously hold to be returned to the rehire list if the new probationary period is not satisfactorily completed.

- **Article 13: Grievance Procedure**

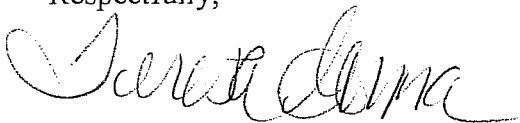
CSEA is interested in clarifying response time between steps in the grievance procedure, adding language to account for time to request arbitration through CSEA, and to add binding arbitration (13.2.2.A, 13.2.5.A,13.2.5.G).

- **Article 19: Duration**

CSEA is interested in creating a new three year agreement with no reopeners

We look forward to working with you to resolve these issues in a timely and collaborative manner. If you have any questions, please feel free to contact President Teresa Gama or Labor Relations Representative Valarie Davis at 831-262-8475.

Respectfully,

A handwritten signature in cursive script, appearing to read "Teresa Gama".

Teresa Gama  
President Chapter 529

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

**SUBJECT:** Grant Application

**MEETING DATE:** January 16, 2013

**AGENDA SECTION**

**ACTION**

**INFORMATION**

**ACTION/CONSENT**

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Board Goals:

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

Summary:

Resolution to authorize the application for Grant Funded Projects to Lower Emissions School Bus Program. This program would fund retrofitting of our buses to a lower emissions level.

Recommendation:

Approve resolution 15:12-13

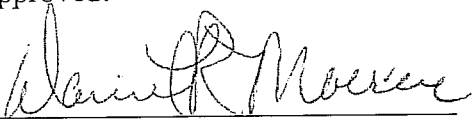
Fiscal Impact:

None

Submitted By:

  
\_\_\_\_\_  
John Sims, Director MOTF

Approved:

  
\_\_\_\_\_  
Daniel R. Moirao, State Administrator



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

**RESOLUTION #15:12-13**

**Authorizing Application for Grant Funded Projects To  
Lower Emissions School Bus Program**

WHEREAS, the State Administrator authorizes South Monterey County Joint Union High School District to apply for, accept, and implement grant funded projects under the Lower Emissions School Bus Program (LESBP) administered by the Monterey Bay Unified Air Pollution Control District.

WHEREAS, Local, State and Federal laws and regulations allow public and non-profit school bus transportation providers to apply for, accept, administer, and implement grants for their capital and operational expenses;

WHEREAS, the Lower Emission School Bus Program (LESBP), administered by the Monterey Bay Unified Air Pollution Control District (MBUAPCD), has issued a call for applications for funding to replace older school buses and/or retrofit school buses owned and operated by Public Schools, School Districts and/or Joint Powers Authorities in the North Central Coast Air Basin;

THEREFORE, the South Monterey County Joint Union High School District State Administrator hereby authorizes the Chief Business Official to apply for said grant(s), and, if a grant is offered, to accept and implement that grant.

PASSED AND ADOPTED by the State Administrator of the South Monterey County Joint Union High School District at the January 16, 2013 Governing Board meeting.

\_\_\_\_\_ Date \_\_\_\_\_  
Daniel R. Moirao Ed.D., State Administrator

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

**SUBJECT:** School Accountability Report Card:  
King City High School

**MEETING:** January 16, 2013

**AGENDA SECTION:**

**ACTION**

**INFORMATION**

**ACTION/CONSENT**

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**GOVERNING BOARD**

Board Goals:

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

Summary:

Annually each school must produce a School Accountability Report Card (SARC) to report to the community various aspects of the schools programs including student achievement, qualifications of staff, etc. etc. These must be posted on the district website by February 1 of each school year for the year prior.

Recommendation:

It is recommended that the State Administrator approve the School Accountability Report Card for King City High School

Fiscal Impact:

None

Submitted By:

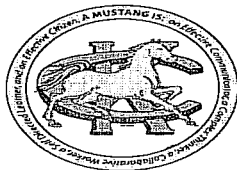
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Approved:



Daniel R. Moirao Ed.D.  
State Administrator

**2011-12**  
**SCHOOL ACCOUNTABILITY REPORT CARD**



**King City High School**  
**South Monterey County High School District**

**Published During**

**2012-13**

**Principal:**

**Janet Sanchez Matos**

**Address:**

**720 Broadway St.**

**King City, California 93930-3311**

**Phone:**

**831-385-5461**

**Email:**

**[jmatos@kingcity.k12.ca.us](mailto:jmatos@kingcity.k12.ca.us)**

**Website:**

**[www.kingcityhighschool.com](http://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 2011-12)

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

#### School Profile

King City High school is located in Southern Monterey County and is a part of the Southern Monterey County Joint Unified High School District. It is a comprehensive 9-12 grade high school that has a total enrollment of 935 students, 469 females and 466 males. The ethnicity of the student body is primarily Hispanic or Latino (84.7%) with the second largest population being White/Non-Hispanic (11.5%). King City High School has many English language learners with and as many as 56.2 percent identified as ELL.

The school first opened its doors on its current one hundred acre site in 1911. King City High School is in its second century of educating the students of King City and its surrounding communities. The 2010 United States Census reported that King City has a population of 12,874 with a population density is 3,231.8 people per square mile and the racial makeup of 87.5% claiming Hispanic or Latino origin, 47.9% White, 1.2% African American, 2.7% Native American, 1.3% Asian, 0.1% Pacific Islander, 42.3% from other races, and 4.5% from two or more

There were 3,218 housing units at an average density of 807.8 per square mile (311.9/km<sup>2</sup>), of which 1,394 (46.3%) were owner-occupied, and 1,614 (53.7%) were occupied by renters. The homeowner vacancy rate was 3.2%; the rental vacancy rate was 3.4%. 5,586 people (43.4% of the population) lived in owner-occupied housing units and 7,229 people (56.2%) lived in rental housing units.

#### District Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to life-long educational success.

#### District Mission Statement

South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

#### King City High School Vision Statement:

King City High School, including staff, parents, 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 implementations of the Expected School-wide Learning Results and teaching to the California State Content Standards.

King City High School  
Principal's Goals 2012-2013

#### School Culture / Environment:

1. To create a school culture focused on student learning build on trust, mutual respect and camaraderie. (The idea that it takes a village to raise a child.)

- a. Shape leadership with staff, students, parent (subgroups) and community
- b. Promote a collaborative learning culture of inclusion
- c. Involve parents (subgroups) and community in improving student learning and school culture

2. Create a shared vision and clear goals

- a. WASC Focus On Learning Process
- b. Teachers share decision making

Learning Goal:

3. To create safety nets for the at risk student

- a. Increasing graduation rate
- b. Decreasing drop-out rate
- c. Helping to close the achievement gap
- d. Opportunity for credit recovery

4. To move from California Content Standards to high quality Common Core State Standards through the implementation of scientific proven researched based teaching strategies.

- a. Professional Learning Communities (PLC)
- b. Professional Staff Development Plan

Compliance / Resources

5. To develop a process where required documents, policies, and procedures are followed and monitored for implementation and compliance.

- a. WASC
- b. SSC
- c. ELAC
- d. EL reclassification
- e. DELAC
- f. SPFSA
- g. SARC
- h. FCMAT
- i. ASB

Expected School-wide Learning Results (ESLRs)

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 2011-12)

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

King City High 2011-12  
 School Accountability Report Card

**Contact Person:**

Janet Sanchez Matos

**Contact Phone No.**

(831)385-5461 Ext 32

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](http://www.kingcity.k12.ca.us/kchs)) provides a variety of resources and information for parents, staff, students, and community members. Additionally, there is an Aieres portal accessible through the website that allows parent real time access to their child's grades, course work and instructors.

King City high school is committed to involving parents and community members in its effort to increase student achievement. We have created many opportunities for parent and community involvement and are in the process of developing more. The following are examples of current opportunities for parent involvement at King City High School.

- School Board Meetings
- Back to School Night
- Freshman Orientation
- Progress reports
- Report Cards
- Parent Grade Checks
- Individual Education Plan Meetings
- Parent Teacher Conferences
- School Guidance Counselor
- Parent Meetings
- School Website
- School Marquee
- Mailings
- Auto call information
- Print Media
- English Learners Advisory Committee (ELAC )
- Migrant Parent Advisory Council
- WASC Focus Groups
- Regional Occupation Program
- Vocational Education Advisory Committee
- Sober Grad Committee
- Mustang Bench Athletic Booster Organization
- Rotary
- Lions Clubs
- Young Farmers
- FFA
- School Site Council

King City High School has a legally constituted school site council that consists of The site principal, three certificated staff, one classified employee, three parents and three secondary students. The council meets a minimum of five times per year to discuss categorical budgets, the single school plan for student achievement a school safety plan, data analysis, and other topics within their purview. This body provides parents an active role in school governance and a critical say in the allocation of fiscal resources.

**Student Enrollment by Grade Level (School Year 2011-12)**

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

Grade Level	Number of Students
Grade 9	239
Grade 10	249
Grade 11	229
Grade 12	171
<b>Total Enrollment</b>	<b>889</b>

**Student Enrollment by Group (School Year 2011-12)**

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	0.1	White	11.5
American Indian or Alaska Native	0.3	Two or More Races	0.00
Asian	0.9	Socioeconomically Disadvantaged	76.3
Filipino	1.8	English Learners	56.2
Hispanic or Latino	84.7	Students with Disabilities	12.6
Native Hawaiian/Pacific Islander	0.2		

**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	2009-10			2010-11			2011-12				
		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	27	10	8	15	25.1	21	13	15	25.4	15	24	9
Mathematics	30	1	9	10	28.4	3	19	8	28	6	15	12
Science	30	2	8	9	30.8		7	6	30.1	1	6	7
Social Science	28	2	13	6	28.2	4	13	4	28.6	3	12	5

### III. School Climate

#### School Safety Plan (School Year 2011-12)

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

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

Key elements of the school safety plan include, emergency phone numbers, operations/organizations list and procedures for:

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

#### Suspensions and Expulsions

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

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	37.8	51	40	24.2	36.29	
Expulsions	1.3	11	10	0.8	2.66	

### IV. School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2012-13)

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.

To ensure student safety, supervision is provided on campus at all times during the school day. Supervision is a responsibility shared by site administration (2), 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 ,A, B, C, E, K, O, J wings, and the addition of 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.



The safety of students and staff are a primary concern of King City High School .The school is in compliance with all laws, rules, and regulations . 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 site administration (2), 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.

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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 2012-13)**

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

Inspected On: 4/4/2012	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	—	Girls Restroom Exhaust fan not working. Rm. 112 Heating unit is very loud (distractive to students and teacher)
Interior: Interior Surfaces	—	✔	—	—	Rm. 103 Water stains ceiling tiles around electrical cover. Rm. 111 Extension cord running from back office area to room. Rm 144 water stains ceiling around vent. Rm. 173 Floor worn at door entry, water stains in light panel. Cafeteria: Drinking fountain is leaking at west entry. Gymnasium Water stains ceiling/ ceiling tiles missing and loose. Lockers Bent,Broken, metal protruding (injury hazard).
Cleanliness: Overall Cleanliness, Pest/Vermis Infestation	—	✔	—	—	Rm. 191 Termites in baseboard.
Electrical: Electrical	—	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—	—	Boys Restroom Damaged sinks. Girls Restroom Faucets are damaged.
Safety: Fire Safety, Hazardous Materials	—	✔	—	—	Boys P.E. Paint chipping on ceiling.
Structural: Structural Damage, Roofs	—	✔	—	—	Rm. 122 Damaged room divider. Rm 150 Inadequate lighting / 1 panel is out. Rm. 184 Dry rot on exterior beams. Rm.193/Shop Dry rot header and walls. Note: Guards missing on grinders

King City High 2011-12  
School Accountability Report Card

Inspected On: 4/18/12	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	Rm. 144 Locker outside room bent/broken (injury hazard). Rm. 184 Hole in window.
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 2011-12
	2009-10	2010-11	2011-12	
Teachers with Full Credential	33	36	36	
Teachers without Full Credential	4	0	0	
Teachers Teaching Outside Subject Area of Competence	4	0	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	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)**

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	94.53	5.47
All Schools in District	88.29	11.71
High-Poverty Schools in District	92.99	7.01
Low-Poverty Schools in District	42.86	57.14

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2011-12)**

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	935
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	1	N/A
Other	1	N/A

**VI. 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 2012-13)**

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	Textbooks and Instructional Materials Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
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) Cenage Leraning: Financial Algebra (2011)		0 %

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
<p><b>Science</b></p>	<p>McDougal-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)                      Pearson/Prentice Hall: Ag Earth Science (2006)</p>		<p>0 %</p>
<p><b>History-Social Science</b></p>	<p>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 &amp; Choices (2007)                      Prentice Hall: Magruder's American Government (2006)                      Cenage Learning: American Pagent (2013)</p>		<p>0 %</p>
<p><b>Foreign Language</b></p>	<p>Glencoe: Nosotros y Nuestro Mundo (1997) Levels 1&amp;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)</p>	<p>Alma Publishing:Chiro (2010)                      Sign Media: Master ASL ! (2006)</p>	<p>0 %</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
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)**

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).

0 %

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Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Visual and Performing Arts	Photo & Digital Imaging: Wilcox Co. (2002) Intro to Drama: The Stage and School (1997) Theater Arts in Action (2005) Cenage Learning: Ag Mechanics(2010)		0 %



## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$6,327.90	\$1,716.57	\$5,111.33	\$70,812.00
District	N/A	N/A		\$77,437.00
Percent Difference - School Site and District	N/A	N/A		-8.56
State	N/A	N/A	\$5,455.00	\$69,265.00
Percent Difference - School Site and State	N/A	N/A	-6.3	2.23

### Types of Services Funded (Fiscal Year 2011-12)

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

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

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

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	\$36,058	\$41,866
Mid-Range Teacher Salary	\$73,581	\$66,197
Highest Teacher Salary	\$102,188	\$85,232
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$115,765	\$116,591
Superintendent Salary	\$201,606	\$151,264
Percent of Budget for Teacher Salaries	33	36
Percent of Budget for Administrative Salaries	8	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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	40	41	41	36	34	33	52	54	56
<b>Mathematics</b>	24	34	27	15	22	19	48	50	51
<b>Science</b>	33	33	32	30	30	30	54	57	60
<b>History-Social Science</b>	43	45	48	34	40	37	44	48	49

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	33	19	30	37
All Students at the School	41	27	32	48
Male	38	26	32	57
Female	43	29	32	40
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	29	36	0	58
Hispanic or Latino	36	26	27	44
Native Hawaiian or Pacific Islander	0	0	0	0
White	80	45	63	75
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	34	26	29	44
English Learners	4	11	0	7
Students with Disabilities	17	10	42	22
Students Receiving Migrant Education Services	35	27	25	40

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.

Grade Level	Reading			Writing			Mathematics		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
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	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English-Language Arts	41	40	54	45	42	59	34	32	56
Mathematics	42	38	54	52	42	56	43	37	58

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	68	18	13	63	30	7
All Students at the School	66	17	17	57	34	9
Male	71	13	15	57	34	9
Female	59	21	20	57	34	9
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	69	18	13	61	33	6
Native Hawaiian or Pacific Islander						
White	42	15	42	31	47	22
Two or More Races						
Socioeconomically Disadvantaged	69	17	14	60	33	7
English Learners	100	0	0	97	3	0
Students with Disabilities	90	3	7	83	14	3
Students Receiving Migrant Education Services	71	7	21	67	33	0

### California Physical Fitness Test Results (School Year 2011-12)

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/pl/>. 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	24.1	23.6	13.2

**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	2009	2010	2011
Statewide	3	4	4
Similar Schools	5	9	8

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	41	21	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	45	24	-8
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	48	33	-11
English Learners	39	17	-23
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	646	730	1,381	676	4,664,264	788
Black or African American	1		3		313,201	710
American Indian or Alaska Native	3		4		31,606	742
Asian	4		7		404,670	905
Filipino	14	771	17	791	124,824	869
Hispanic or Latino	543	709	1,250	663	2,425,230	740
Native Hawaiian or Pacific Islander	1		1		26,563	775
White	80	851	97	826	1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged	498	702	1,125	657	2,779,680	737
English Learners	368	656	900	626	1,530,297	716
Students with Disabilities	79	522	167	494	530,935	607

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 2011-12)

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	No	No
Graduation Rate	No	Yes

## Federal Intervention Program (School Year 2012-13)

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 4	Year 3
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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5.2	16.4	14.2	5.4	18.2	13.9	5.7	16.6	14.4
Graduation Rate	81.74	77.57	80.87	78.66	71.61	77.42	78.59	74.77	76.26

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 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 2012		
	School	District	State
All Students	89.5		
Black or African American			
American Indian or Alaska Native			
Asian	1		
Filipino	1		
Hispanic or Latino	85		
Native Hawaiian/Pacific Islander	1		
White	11		
Socioeconomically Disadvantaged	34		
English Learners	27		
Students with Disabilities	9		
Two or More Races	11		

### Career Technical Education Programs (School Year 2011-12)

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 2011-12)**

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 2010-11)**

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	57
Graduates Who Completed All Courses Required for UC/CSU Admission	7.4

**Advanced Placement Courses (School Year 2011-12)**

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	2.3
English	2	2.3
Fine and Performing Arts	0	2.3
Foreign Language	0	2.3
Mathematics	1	2.3
Science	0	2.3
Social Science	2	2.3
All courses	5	2.3

## XI. Instructional Planning and Scheduling

### Professional Development

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

The Southern Monterey County Joint Union High School District is committed to increase student achievement. As part of that commitment a summer Professional Learning Community academy was offered to train staff in the establishment of PLC's. On the first day of the 2012-2013 school year the district provided an all staff PLC training and assigned members to Professional Learning groups. Additionally, 92% of all King City High School staff have been trained in Constructing Meaning and its implementation.

During the 2012/2013 school year King City High School has scheduled weekly collaboration days. Newly established Professional Learning Communities meet each Wednesday, after school, throughout the school year. Stakeholders use this time to share best practices, plan for instruction and work on WASC goals.

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.

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

**SUBJECT:** School Accountability Report Card:  
Greenfield High School

**MEETING:** January 16, 2013

**AGENDA SECTION:**

**ACTION**

**INFORMATION**

**ACTION/CONSENT**

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**GOVERNING BOARD**

Board Goals:

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

Summary:

Annually each school must produce a School Accountability Report Card (SARC) to report to the community various aspects of the schools programs including student achievement, qualifications of staff, etc. etc. These must be posted on the district website by February 1 of each school year for the year prior.

Recommendation:

It is recommended that the State Administrator approve the School Accountability Report Card for Greenfield High School

Fiscal Impact:

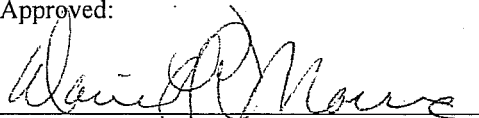
None

Submitted By:

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Approved:

  
Daniel R. Moirao Ed.D.  
State Administrator

**2011-12  
SCHOOL ACCOUNTABILITY REPORT CARD**



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

**Published During  
2012-13**

**Principal:  
Lisa Mazza**

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

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831-674-2751**

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

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[www.kingcity.k12.ca.us](http://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 2011-12)

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

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, farmland, small businesses and residential housing.

Greenfield High School provides instruction to approximately students in grades nine through twelve on a traditional school schedule. As of 2011-12, the Greenfield High School student population was .4% Filipino, 98% Hispanic and .4% African American, 1% White, and .2% Other. 13.2% are students with disabilities, 70% are English Learners, and 87% are socio-economically disadvantaged.

Greenfield High School offers a well-rounded program for its students, including but not limited to FFA, AVID, music, art, drama computer technology, ASB, Leadership, CAHSEE Prep, credit recovery and AP courses. Students have opportunities to participate in clubs and extra-curricular activities such as football, wrestling, baseball, soccer, volleyball, basketball, rallies, Future Farmers of America, drama club, physics club, recycling club, art club and book club. After school and Saturday classes include English Language Arts, Algebra, Geometry, and Credit Recovery. Greenfield High School follows a progressive discipline plan and offers positive incentives. Prominent community supporters are the Greenfield Rotary Club and the Greenfield Lions Club.

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 2011, there were 16,611 people residing in the city of Greenfield. There are 3,100 families residing in the city of Greenfield and the average family size is 4.71 people. 53% of the housing units are owner occupied. The median income for a household in the city was \$47,379. In recent years, the town has seen a sizable influx of immigrants from the Mexican state of Oaxaca. Many Oaxacans speak the indigenous languages of Triqui or Misteco. 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 2012 was \$165,000. Many households consist of extended families. 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. 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 this family-centered community for its affordable housing, moderate climate, and good employment opportunities here and in nearby areas.

Greenfield High School's vision, mission and goals of 2011-12 support those of the school district.

# Greenfield High 2011-12

## School Accountability Report Card

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### Greenfield High School Vision Statement:

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.

### South Monterey County Joint Union High School Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to life-long educational success.

### Greenfield High School Mission Statement:

The Greenfield High School mission is to provide all students with a standards-based curriculum to achieve success, work collaboratively with staff and parents, and provide resources and opportunities to reach individual potential through academic preparation and personal responsibility.

### South Monterey County Joint Union High School Mission Statement:

South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potentials as responsible, productive citizens.

### Greenfield High School Expected Schoolwide Learning Results (ESLRs):

Greenfield High School will prepare its students to be . . .

#### ESLR 1. Academic achievers with effective technology and communication skills who

- Meet or exceed California state standards in English, mathematics, science, and social studies
- 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.

#### Greenfield High School's overarching goals are:

1. Improve schoolwide student achievement in English-Language Arts and Mathematics as measured by the CAHSEE and CST.
2. Increase English Language Development Level of English Language Learners as measured by the CELDT.
3. Refine, modify or create benchmarks and curriculum maps across all subject areas.
4. Provide sufficient and meaningful collaboration time for vertical and horizontal articulation of staff to increase opportunities for professional development and increase engagement in professional learning communities to enhance instructional strategies.
5. Increase sense of ownership, responsibility, and belonging for staff, students and community.

#### Goals for the South Monterey County Joint Union High School District:

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

### Opportunities for Parental Involvement (School Year 2011-12)

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

**Contact Person:**

**Contact Phone No.**

Lisa Mazza, Principal

831-674-2751

**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
- \* 4 year plan
- \* Single Plan for Student Achievement presentations to parents
- \* Grade checks
- \* Counselor appointments
- \* Home-School Compact
- \* Parent newsletter at least four times a year
- \* Quarterly report cards
- \* Progress reports
- \* E-mails
- \* Greenfield High School web site
- \* School Marquee
- \* AlertNow telephone outreach
- \* College Counselor CSUMB
- \* 8th grade parent meeting in January
- \* 9th grade Orientation in August
- \* Parent Involvement Policy
- \* SSC
- \* ELAC
- \* Parent workshops
- \* Supplementary Educational Services (SES)
- \* FOLT WASC 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
- \* Athletics
- \* Fundraisers
- \* Migrant Education Program
- \* Volunteering
- \* Classroom visitation

**Parent / Community Organizations**

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

**School Site Council**

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

### Student Enrollment by Grade Level (School Year 2011-12)

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	244
Grade 11	190
Grade 12	190
<b>Total Enrollment</b>	<b>864</b>

### Student Enrollment by Group (School Year 2011-12)

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	0.1	White	1.4
American Indian or Alaska Native	0.1	Two or More Races	0.00
Asian	0.2	Socioeconomically Disadvantaged	87.2
Filipino	0.3	English Learners	69.6
Hispanic or Latino	97.6	Students with Disabilities	12.6
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	2009-10			2010-11			2011-12					
	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	28	3	20	3	22.9	23	17	6	28	8	17	13
Mathematics	29	1	17	6	29.9	8	12	11	26.9	8	16	10
Science	28	2	19		27	5	9	7	28.6	2	11	10
Social Science	30		15	1	28.7	3	9	5	26.5	4	11	5



## III. School Climate

### School Safety Plan (School Year 2011-12)

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. Greenfield High School, now 12 years old, 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, two art classrooms, an agriculture facility, and a music room with soundproof practice rooms. There is a football stadium, soccer fields, baseball fields and softball fields. Fifteen of the classrooms are portable classrooms.

The school is in compliance with all laws, Ca Ed Code, the Williams Act, and abides by district mandates and board policies. The school's safety plan is reviewed yearly with the staff and approved by School Site Council. Safety drills are conducted monthly and procedures are reviewed. The school handbook outlines the school rules and enforcement procedures. A full time campus supervisor assists with campus supervision of the daily school activities. Administration consists of one principal and one assistant principal. A Greenfield Police Officer serves as a full time 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 are prioritized. The school has one full time maintenance employee during the day and three at night. According to the parent surveys, most parents/guardians believe the school is a safe and clean environment.

### 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	16.2	30.1	32	24.2	36.29	
<b>Expulsions</b>	0.7	3.57	270	0.8	2.66	

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2012-13)

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.

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 campus supervisor and a school resource officer. The high school has an open relationship with the local police department and officers are willing to come onto campus when needed. Probation officers also frequently come on campus to monitor their assigned students' progress.

Greenfield High School has a closed campus policy 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. During lunch, students remain in the central quad area and in the student union. Administrators, the athletic director, Leadership teacher and staff members who have adjunct duties are present for evening school activities such as dances, plays and sporting events.

Greenfield High 2011-12  
 School Accountability Report Card

Throughout the year, Greenfield conducts earthquake, lock-down 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) 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. Collaboration is scheduled every Wednesday afternoon and rotates between Departmental PLC, Inter-Departmental PLC, school committees and WASC FOLTs for staff to work together to develop assessments, analyze data design lessons and receive professional development. A strong culture of staff teamwork exists at Greenfield High School, with efforts focused on improving teaching strategies, student engagement and student success at school. 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 2012-13)**

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

Inspected On 3/14/2012	Repair Status				Repair Needed and Action Taken or Planned
	System Inspected	Exemplary	Good	Fair	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	—	✓	—	—	

**V Teachers**

**Teacher Credentials**

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

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	37	33	33	
Teachers without Full Credential	2	3	0	
Teachers Teaching Outside Subject Area of Competence	2	0	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	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	1	0	0

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)**

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	94.53	5.47
All Schools in District	88.29	11.71
High-Poverty Schools in District	92.99	7.01
Low-Poverty Schools in District	42.86	57.14

## VI Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

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	900
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	0.33	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.33	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

Greenfield High School has met all Williams Settlement requirements. The most recent William Settlement visit occurred in August of 2012.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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.

Greenfield High 2011-12  
 School Accountability Report Card

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Quality is good. Text books are replaced as needed.	English Support 2 American Books California Language Arts Review 2007 English Support 2 American Books California Grammar & Conventions Review 2007 English Support 2 American Books California Writing Review 2007 English 1A Glencoe Literature: The Readers Voice - Course 4 2002 English 1B Glencoe Literature: The Readers Voice - Course 4 2002 English 1B Support - REACH SRA McGraw-Hill Reasoning and Writing; Skill Applications; Spelling Through Morphagrams 2001; 1999; 2001 English 2A Glencoe Literature: The Readers Voice - Course 5 2002 English 2B Glencoe Literature: The Readers Voice - Course 5 2002 English 3AP Glencoe American Literature: The Readers Voice 2002 English 3B Glencoe American Literature: The Readers Voice 2002 English 4AP Glencoe British Literature: The Readers Voice 2002 English 4B Glencoe British Literature: The Readers Voice 2002 ELD 1 Pearce Longman Word-by-Word; Side-by-Side 2001 ELD 2 Pearce Longman Side-by-Side - Levels 2/3 2001 Transitional English Northstar Focus on Reading and Writing 2002 Special Ed. Language Arts McGraw-Hill Literature: REACH; Basic English Skills 2004; 2001 Special Ed. Language Arts Globe Fearon Pacemaker English Composition 2002 / National Geographic Edge by Hampton Brown, 2008 Gr. 9 Read 180	0 %

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
<b>Mathematics</b>	Quality is good. Text books are replaced as needed.	Consumer Math AGS Mathematics 2001 Algebra 1 Prentice-Hall California Algebra I 2008 Algebra 1 SDAIE Prentice-Hall California Algebra I 2008 Algebra Support American Books Passing the California Algebra I State Exam; California Math Review 2007 Geometry McDougall-Littell California Geometry 2007 Algebra 2/Trigonometry McDougall-Littell Algebra & Trigonometry - Structure & Method - 2nd edition 2007 Pre-Calculus McDougall-Littell Pre-Calculus with Limits 2007 Calculus AP Prentice-Hall Calculus - Graphical, Numerical, Algebraic 2007 Special Ed. Algebra 1A/1B AGS Algebra 2002 Special Ed. Math Support AGS Basic Math Skills 2002 Special Ed. Pre-Algebra AGS Pre-Algebra 2005	0 %
<b>Science</b>	Quality is good. Text books are replaced as needed.	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	0 %

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
History-Social Science	Quality is good. Text books are replaced as needed.	World History SDAIE AGS Experiencing World History 2006 World History Houghton Mifflin The Modern Era 2006 Special Ed. World History AGS World History 2005 US History AP Houghton Mifflin Making America 2006 US History McDougall-Littell The Americans 2006 Special Ed. US History AGS United States History 2001 Economics Glencoe Economics: Principles and Practices 2006 Civics Prentice Hall Magruder's American Government 2006 Special Ed. Economics AGS Economics 2003 Special Ed. Civics AGS American Government 2006	0 %
Foreign Language	Quality is good. Text books are replaced as needed.	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 - 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	0 %

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Health	Quality is good. Text books are replaced as needed.	Holt - Lifetime Health (2004) Globe Fearon - Health - 2nd edition (1994)	0 %
Science Laboratory Equipment (grades 9-12)	Quality is good. Text books are replaced as needed.	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 hot plates 12 human anatomy model 1	0 %



		<p>human brain model 1  human skeleton model 1  incubator 1  lab supplies  large forceps 36  magnet sets 8  mammalian skulls 30  meter sticks 24  microscope slides 2 gross  microtome 1  microwave 1  motar/pestle 6  non sterile transfer pipettes 375  nutrient agar powder 1lb  omnitron electronic kits 12  osmosis/diffusion biokit 1  pig fetus 1  power packs 4  protien synthesis kit 1  refrigerator/freezer 1  rna simulation biokit 2  rock sets 24  rolling carts 3  sand 3 lbs  scanning electron microscope 0  slide box with trays 1  spec 20's 6  sterile pipettes 200  stereoscopes 9  string 1 meter  table top magnifiers 6  teaching microscope 1  test tube cleaners 12  test tube racks 12  GHS Science Lab Supplies 2010-2011  test tubes 144  thermometers 24  triple beam balance 16  tweezers 2  Van de Graff generator 1  various animal specimens 40  various rock samples 75lbs  video sets assorted titles 25  volt meters 12  water bottles (empty) 12</p>	
<p><b>Visual and Performing Arts</b></p>	<p>Quality is good. Text books are replaced as needed.</p>		<p>0 %</p>

**VIII School Finances**

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)**

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	\$7,152.82	\$1,599.31	\$5,553.51	\$75,388.00
District	N/A	N/A		\$77,437.00
Percent Difference - School Site and District	N/A	N/A		-2.65
State	N/A	N/A	\$5,455.00	\$69,265.00
Percent Difference - School Site and State	N/A	N/A	1.81	8.84

**Types of Services Funded (Fiscal Year 2011-12)**

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**

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:

- 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)

**Teacher and Administrative Salaries (Fiscal Year 2010-11)**

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	\$36,058	\$41,866
Mid-Range Teacher Salary	\$73,581	\$66,197
Highest Teacher Salary	\$102,188	\$85,232
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$115,765	\$116,591
Superintendent Salary	\$201,606	\$151,264
Percent of Budget for Teacher Salaries	33	36
Percent of Budget for Administrative Salaries	8	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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	34	33	30	36	34	33	52	54	56
Mathematics	8	11	11	15	22	19	48	50	51
Science	28	29	29	30	30	30	54	57	60
History-Social Science	28	39	33	34	40	37	44	48	49

**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	33	19	30	37
All Students at the School	30	11	29	33
Male	24	11	36	37
Female	37	12	22	30
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	30	11	29	33
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	11	27	31
English Learners	4	6	2	5
Students with Disabilities	16	20	0	11
Students Receiving Migrant Education Services	22	4	21	19

**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	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English-Language Arts	40	40	54	42	42	59	31	32	56
Mathematics	35	38	54	33	42	56	33	37	58

### 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	68	18	13	63	30	7
All Students at the School	69	21	10	67	27	5
Male	70	23	7	66	29	5
Female	68	18	14	69	25	6
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	69	21	11	67	27	5
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	70	20	10	71	24	5
English Learners	99	1	0	90	10	0
Students with Disabilities	96	4	0	90	10	0
Students Receiving Migrant Education Services	81	14	5	74	26	0

### California Physical Fitness Test Results (School Year 2011-12)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	17	16.6	9.4

**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	2009	2010	2011
Statewide	1	3	3
Similar Schools	1	3	6

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	60	14	-39
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	59	20	-40
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	52	15	-49
English Learners	72	10	-54
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	632	643	1,381	676	4,664,264	788
Black or African American	1		3		313,201	710
American Indian or Alaska Native	1		4		31,606	742
Asian	2		7		404,670	905
Filipino	3		17	791	124,824	869
Hispanic or Latino	614	641	1,250	663	2,425,230	740
Native Hawaiian or Pacific Islander			1		26,563	775
White	9		97	826	1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged	555	630	1,125	657	2,779,680	737
English Learners	463	614	900	626	1,530,297	716
Students with Disabilities	82	446	167	494	530,935	607

## 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 2011-12)

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	No	No
Graduation Rate	Yes	Yes

## Federal Intervention Program (School Year 2012-13)

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 3
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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	3.5	11.9	7.5	5.4	18.2	13.9	5.7	16.6	14.4
Graduation Rate	82.52	76.29	86.57	78.66	71.61	77.42	78.59	74.77	76.26



### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 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 2012		
	School	District	State
All Students	86.57		
Black or African American	100		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	86.17		
Native Hawaiian/Pacific Islander			
White	100		
Socioeconomically Disadvantaged	86.23		
English Learners	80.43		
Students with Disabilities	88.46		
Two or More Races			

### Career Technical Education Programs (School Year 2011-12)

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.

#### Technical Education Advisory Committee.

Greenfield High School students may participate in the Regional Occupational Program (ROP), which offers 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 needed to prepare for further education and for careers in current or emerging employment sectors.

### Career Technical Education Participation (School Year 2011-12)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	374
Percent of pupils completing a CTE program and earning a high school diploma	99
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 2010-11)

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	58.3
Graduates Who Completed All Courses Required for UC/CSU Admission	24.9

### Advanced Placement Courses (School Year 2011-12)

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	4.1
English	3	4.1
Fine and Performing Arts	0	4.1
Foreign Language	2	4.1
Mathematics	1	4.1
Science	0	4.1
Social Science	3	4.1
All courses	9	4.1

## 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.

#### Minimum Days & Instructional Minutes

Greenfield High School offered 180 days of instruction with six minimum days that were used for administering mid-terms and final examinations. For the 2011-2012 school year Greenfield High School offered 64,824 minutes of instructional time, which exceeded the state minimum requirement of 64,800. Every Wednesday afternoon is minimum day for students. Teachers engage in professional development and structured collaboration on Wednesday afternoons.



## NCBI Monterey County

### Proposal to South County Joint School District

#### I. Build Ally Team

Meet with administrators	State Administrator, administrators of Greenfield and King City High Schools	December or early January
Develop Ally Team at Greenfield HS	Identify individuals and invite to initial meeting.	Early January
	Convene Ally Team and conduct training	Mid-January
	Ally Team continues to meet; develops recommendations for ongoing actions.	January - April

#### II. Develop Faculty and Staff Safety and Ally Skills

Staff in-service Ally training (3 hours) at Greenfield, King City High School	<p>Focus on student and staff safety; impact of LGBT harassment on wide range of individuals (both gay and heterosexual) and the school; skills and techniques for addressing homophobic behavior and language.</p> <p>Note: This training should include information from legal authority (e.g., ACLU) on responsibilities and consequences specific to prevention of LGBT harassment.</p>	February
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#### III. Increase Student Awareness and Sensitivity

Student Ally training at Greenfield, King City High School	Large group training may include a keynote speaker known to students (sports, media, etc.) to talk about anti-gay violence and the importance of <u>heterosexual</u> allies. Discuss the importance of language and ways to interrupt homophobic remarks in a constructive way. Make it cool to be an ally. May also include a panel of students, staff and community members discussing impact of LGBT harassment.	March
	2-3 hour training for groups of 20-30 students (could allow students to volunteer, or select grade levels, health classes, leadership classes, etc.) focusing on developing "ally skills" to interrupt homophobic slurs and harassment. Get individual commitments to not participate in LGBT teasing/harassment.	April
	Follow-up lunch or after-school meetings for students interested in joining the Ally team and participating in next steps (which may at some point be formation of a Respect Club, Gay-Straight Alliance, etc.).	May

Estimated Cost, December, 2012 through May, 2013 for training, meeting facilitation, telephone support for staff and administrators, materials, travel: \$8,000 (may vary depending on number of student workshops). Note this estimate does NOT include cost (if any) for keynote speaker for student assembly or attorney speaker for faculty training.