

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

Wednesday, August 14, 2013

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

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Alex Hernandez - KCHS  
TBD - GHS

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

- E. PUBLIC COMMENT: *The public may address the Board regarding general school district topics or a specific agenda item. The person wishing to speak is asked to complete a Request to be Heard Form prior to the meeting, indicating whether they wish to address a non-agenda item or a specific item and present it to the Executive Assistant. This is an opportunity to address the Board when that item is acted upon. Unless otherwise determined by the Board/State Administrator, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item. For matters that are not listed on the agenda, the Board may refer the matter to the Superintendent or designee, or take it under advisement, but shall not take action at that time except as allowed by law.*

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

F. REPORT FROM STATE ADMINISTRATOR

G. STUDENT BOARD MEMBER REPORT

H. PRESENTATION

1. Presentation from the KCHS FFA Students

I. BOARD MEMBER COMMENTS

J. EMPLOYEE ORGANIZATIONS

K. CONSENT AGENDA

1. Approval of Minutes: June 11, 2013 and June 25, 2013 (Pages 1-13)
2. Approval of Personnel Report Dated August 14, 2013 (*Daniel Moirao, Ed.D., State Administrator*)
3. Approval of Contract with Lincoln Hatch (*Duane Wolgamott, Business Manager*) (Pages 14-16)
4. Approval for Professional Services with Dannis, Woliver, Kelley Attorneys at Law (*Daniel Moirao, Ed.D., State Administrator*) (Pages 17-19)
5. Approval for Regional Operation of Special Education Programs (*Daniel Moirao, Ed.D., State Administrator*) (Pages 20-27)
6. Approval of Contract for Consulting Services with Sandra Madrid (*Duane Wolgamott, Business Manager*) (Pages 28-30)
7. Approval of Contract for Consulting Services with Susan Brooks – Food Service Consultant (*Duane Wolgamott*) (Pages 31-33)
8. Approval Contract with MCOE for Professional Development Services (*Candy McCarthy, Technical Assistance Provider*) (Pages 34-35)
9. Approval of Williams Quarterly Report (*Daniel Moirao, Ed.D., State Administrator*) (Pages 36-37)
10. Approval of Williams and Valenzuela County Report (*Daniel Moirao, Ed.D., State Administrator*) (Pages 38-42)
11. Approval of Contract with MCOE for School Services of California (*Duane Wolgamott, Business Manager*) (Pages 43-45)
12. Approval of Contract with NTD Architecture for the KCHS Gymnasium Modernization (*Daniel Moirao, Ed.D., State Administrator*) (Pages 46-49)
13. Approval of National FFA Convention Out of State Travel (*Janet Sanchez-Matos, Principal, King City High School*) (Pages 50-51)
14. Approval of Calendar of Events for KCHS FFA (*Janet Sanchez-Matos, Principal*) (Pages 52-53)

L. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

M. INFORMATION ITEMS

1. 45 Day Budget Revision Reporting (*Duane Wolgamott, Business Manager*) (Pages 54-57)
2. Board Policies (First Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 58-96)  
BP 1325 – Advertising and Promotion  
E 4312.0 – Employee Notifications

BP 5131.2 – Bullying  
BP 5145.3 – Nondiscrimination/Harassment  
BP 6112 – School Day  
AR 6112 – School Day  
BB 9220 – Governing Board Elections

N. ACTION ITEMS

1. Approval of Contract with Wendy Pospichal, Assistant Superintendent Administrative Services (*Daniel Moirao, Ed.D., State Administrator*) (Pages 97-103)
2. Approval of Resolution #01:13/14 Designating Authorized Agent to Sign School Orders (*Daniel Moirao, Ed.D., State Administrator*) (Pages 104-105)
3. Approval of Declaration of Need for Fully Qualified Teachers (*Claudia Arellano, Human Resources Administrator*) (Pages 106-109)
4. Approval of Employment of Marisol Cisneros on the Basis of a Provisional Internship Permit (*Claudia Arellano, Human Resources Administrator*) (Page 110)
5. Approval of Revised Greenfield High School and King City High School Single Plans (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 111-166)
6. Approval of Consolidated Application (*Duane Wolgamott, Business Manager*) (Pages 167-177)
7. Approval of Resolution #27:12/13 Layoff of Classified Staff Due to Lack of Funds and/or Lack of Work (*Daniel Moirao, Ed.D., State Administrator*) (Pages 178-179)

O. FUTURE AGENDA ITEMS/MEETING DATES

September 12, 2013 – Regular Board Meeting at Greenfield High School  
October 9, 2013 – Regular Board Meeting at the District Office  
November 13, 2013 – Regular Board Meeting at Greenfield High School  
December 11, 2013 – Regular Board Meeting at the District Office

P. SIGNING OF PAPERS

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

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

Tuesday, June 11, 2013

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:32 PM.

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

Paulette Bumbalough called the meeting to order at 6:30 PM.

Flag Salute

Paulette Bumbalough led in the flag salute.

Report of Closed Session Actions

Paulette Bumbalough reported the acceptance of the personnel report.

Approval of Agenda

Dr. Moirao said Action Item #7 is being removed from the agenda. The agenda is approved excluding item #7.

Public Comment

Beatrice Diaz said today there were 20 students who arrived at school to participate in the Odyssey Ware Program for credit recovery. Three of the students, including her grandson, were not able to log in because the district has only 100 licenses and between Greenfield High School and King City High School there were already 100 students using the program. There are now more students than the district has a license to cover.

Ms. Diaz inquired why King City High School has one counselor and Greenfield High School only has a half time counselor. She now understands there are times when Ms. Botello has not been able to return her calls.

Ms. Diaz also said she has had issues with the dress code and how it was handled in the student/parent handbook for this year. The current policy indicated a student cannot wear one

blue or one red item of clothing at the same time. After school started that policy was verbally changed to reflect no red or blue could be worn, but the handbook was never changed. She added it is difficult to find clothing with either of these colors.

She felt those students who wore baggy pants or baggy shirts should be monitored.

Ms. Virginia Figueroa said her concern is her son received a "D" in P.E. Her son was frustrated with the grade and wanted to find out why he received a low grade and how he could improve it. He tried to contact his teacher but was not able to get a response. Her husband wrote a letter to the teacher requesting a response. Ms. Figueroa said they received a call from Maria Villagomez from Greenfield High School who said the reason for the low grade was because he missed 17 classes. Ms. Figueroa said her son has severe allergies, sometimes his medication works and other times it does not. If he felt a rash coming on he did not participate in PE. Ms. Figueroa said she does not feel this is fair. The teacher told her she was following the board policy and only the Board could make changes.

Rayetta Sharif said her son will be a senior next year and is a very gifted student in football. There are college coaches who have seen him perform and are approaching him to attend their college and play football, he is a Division 1 prospect. His current coach at King City High School has been very supportive and helped him in the last 3 years including the summers. It is now her understanding the students will not be able to practice during the summer. She said students need to practice now to be ready for football when school starts. She said her son has come 2 days in a row anticipating practicing only to be told there would not be any practice. She feels her son is now at a disadvantage in competition.

She said she saw the volleyball coach was practicing in the gym. She does not understand why the football athletes are not allowed to play when the coaches are volunteering their time.

Her son is one of the top receivers in the state. She felt football practice was important for students during the summer. If students are recognized as good athletes it opens door for them. King City High School could also benefit and be recognized if an athlete succeeds in college sports or beyond.

Paulette Bumbalough said the Board cannot make any decision at the meeting. He also complimented Ms. Figueroa on her English. Dr. Moirao requested Ms. Figueroa give a copy of the letter to Ms. Mazza, principal at GHS. Ms. Mazza said once she received the letter she would follow up.

#### Report from State Administrator

Dr. Moirao said he would like to give a graduation report. 57 students graduated from Portola-Butler; 180 from Greenfield High School; and 174 from King City High School. There were 27 students who received the Golden State Seal Merit recognition. To receive this award the student must earn a scale score of 370 or above on six qualifying California Standards Tests (CST's).

There were a total of 46 biliteracy seals awarded to seniors.

Paulette Bumbalough said this information should be given to the newspaper.

Dr. Moirao said that ROP was capped at 128 for this year. This afternoon we were informed there will be 136 students, there may be an increase in funding for next year.

Ms. Bumbalough felt this is important information and should be shared with the public.

The ASL teacher has notified the district she will not be returning for next school year. There are students who need to have the second level of ASL to meet college requirements. The district is currently working on a plan. When students go on to college they must have completed 2 years of another language. The district is looking at several options to remedy the situation.

The money which was left over from the gym modernization last year will be used to upgrade the boys' locker room during the summer. Because of the project, the gym will be closed during the summer.

Dr. Moirao said the FCMAT report is now available on line. He was pleased to report all of the scores have gone up.

Paulette Bumbalough said this is also good information which should be shared with the public.

Dr. Moirao said the teachers ratified their contract. It will be on the June 25 special board meeting agenda. He said they are still at impasse with CSEA.

#### Board Member Comments

Paulette Bumbalough said she attend the King City High School graduation, it was wonderful. She thanked the high school administration for the wonderful program. She did regret she was not able to attend the graduation at Greenfield High School since it was held at the same time.

Dr. Moirao said they are working on graduation being held on separate days for this next school year.

Ms. Bumbalough said she attend the Portola-Butler graduation and complimented Linda Benway for such a wonderful program. She had read the letter to the editor, in the local newspaper, from two students who were graduating from Portola-Butler and complimented the students them on their letters.

Ms. Bumbalough complimented Dr. Moirao and Linda Grundhoffer for their negotiations with the teachers and having the contract ratified. She felt the teachers have confidence in the administration and budget.

The comment was made; it was great having such a good working relationship between the district and teachers.

#### Employee Organizations

There were not any comments from the employee organizations.

#### CONSENT AGENDA

1. Approval of Minutes: May 15, 2013 and June 4, 2013
2. Approval of Personnel Report Dated June 11, 2013
3. Approval of MOU Between the SMCJUHSD and MCOE for Vision Screening for Special Ed Students
4. Approval of Contract for Sale of Declared Surplus Property
5. Approval of MOU for Internet Access Agreement with MCOE
6. Approval of Contract with Linda Grundhoffer

Dr. Moirao approved the items on the consent agenda.

Consent Items Removed for Comment/Questions

There were not any items pulled for further discussion.

INFORMATION ITEMS

Update on Common Core Standards

Students have taken a sample test. Students commented after they took they test they were not taught the information they were tested only. Dr. Moirao said this demonstrates the teaching technique needs to be shifted. We have one more year (2014-2015) before we will have to test in the Common Core.

Ms. Bumbalough agreed this needs to come to the forefront. She was concerned how the public may react. Dr. Moirao said we are ahead of other districts.

School Enrollment, Attendance, and Referral Statistics

Dr. Moirao said this is information for all three sites. Ms. Bumbalough said the comparison of the percentage of student attendance is lower for Greenfield High School. She suggested looking at incentives for students to increase the percentage.

Dr. Moirao said one incentive we offer is the credit recovery program.

Dr. Moirao said he has been attending meetings at Fort Hunter Liggett encouraging families to have their children attend King City High School.

ACTION ITEMS

Approval of Third Interim Report

Linda Grundhoffer said the third interim report is required because we had a negative certification at the first and second interim reports. She said the board does not need to approve the report; they only have to acknowledge it was completed. The district does have a positive ending balance.

Page 69 is a summary of the fund balance. The ending fund balance will be around 1 million dollars.

Dr. Moirao approved the third interim report.

Approval of 2011-2012 Annual Financial Audit

Linda Grundhoffer said the district has finally received the audit report. It is not nearly as bad as it has been in the past.

Page 127 shows 3 years of findings and the costs related to the findings. The costs have gone down. We have appealed past findings and continue to appeal the current findings. When findings are made we meet with staff on areas that need to be improved or changed.

Dr. Moirao said an outside auditor had been approved at the last board meeting. The district has been released from the State Controller's office to conduct the audits. It should be easier to work with the new auditors.

Dr. Moirao approved the 2011-12 annual financial audit.

Approval of Early Retirement Incentive MOU with CSEA

Dr. Moirao said after negotiating with CTA on an early retirement incentive CSEA was interested in a retirement incentive as well. There are a couple of employees who expressed an interest in retiring. There would be a cost savings.

Dr. Moirao approved the early retirement incentive MOU with CSEA.

Approval of Contract with Duane Wolgamott, Business Manager

Dr. Moirao said this is an ongoing contract with Mr. Wolgamott. Last month a resolution was approved for this position to be considered as a senior classified administrator. The main distinction is he is under different regulations according to Ed Code.

Paulette Bumbalough asked if this position is usually a classified position. Dr. Moirao responded yes.

Dr. Moirao approved Duane Wolgamott's contract.

Approval of Donation from a Parent toward the GHS Music Program

Dr. Moirao said this is a private donation which the school and district greatly appreciates.

Dr. Moirao approved the parent donation.

Approval of the Donation from Greenfield Rotary to the GHS Music Program

Dr. Moirao said Greenfield Rotary had a campaign to get the music department at Greenfield High School up and running. Thanks to their generous donation they will have a band next year.

Dr. Moirao approved the donation. He said he would be sending a letter of appreciation.

Approval of Resolution #27:12/13 Layoff of Classified Staff Due to Lack of Funds and/or Lack of Work

Dr. Moirao said, as noted earlier in the meeting, this resolution was pulled from the agenda.

Approval of Resolution #29:12/13 Resolution for District Representatives to the Joint Powers Authority

Dr. Moirao said this is a resolution we do each year. With Linda Grundhoffer leaving the district our representative needed to be changed.

Dr. Moirao approved Resolution 29:12/13

Approval of Course Renaming: Freshman Seminar

Dr. Moirao said this item and the following are linked together. The state has terminated funding AVID for the next school year. The district can have an AVID like program.

Dr. Moirao approved the Freshman Seminar course.

Approval of Course Renaming: Link Crew Elective

Dr. Moirao said the Link program will start one day before school. Upper class students will be buddies to lower class students to assist them during the course of the year.



Paulette Bumbalough inquired if the freshman course is for one day or all semester. Dr Moirao responded it is for the semester.

Dr. Moirao approved the Link Crew Elective.

Board Policies (second reading)

- BP 6161.1 – Selection and Evaluation of Instructional Materials
- AR 6161.1 – Selection and Evaluation of Instructional Materials
- BP 6161.11 – Supplementary Instructional Materials
- AR 6173.1 – Education for Foster Youth
- BP 6174 – Education for English Language Learners
- AR 6174 – Education for English Language Learners
- E 6174 – Education for English Language Learners
- AR 6183 – Home and Hospital Instruction
- BB 9322 – Agenda/Meeting Materials
- BB 9323.2 – Actions By the Board
- E 9323.2 – Actions By the Board

Paulette Bumbalough said, in the previous minutes, it was noted these are the last policies to be reviewed.

Dr. Moirao responded that was correct. This completes all of the policies from CSBA which needed to be updates. The only policies needing to be brought forward will be the changes made by CSBA and any the district would like to change.

Dr. Moirao approved the second reading of the board policies.

Future Agenda Items/Meeting Dates

- June 25, 2013 – Special Board Meeting at King City
- July 10, 2013 – Board Meeting at King City (If needed)
- August 14, 2013 – Regular Board Meeting at King City
- September 12, 2013 – Regular Board Meeting at Greenfield
- October 9, 2013 – Regular Board Meeting at King City
- November 13, 2013 – Regular Board Meeting Greenfield
- December 11, 2013 – Regular Board Meeting King City

Signing of Papers

Adjournment

Paulette Bumbalough adjourned the meeting at 7:12 P.M.

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Daniel R. Moirao, State Administrator

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Date

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

Tuesday, June 25, 2013

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Raul Rodriguez called the meeting to order at 8:00 A.M.

Flag Salute

Raul Rodriguez led in the flag salute.

Public Comment

There were not any comments from the public.

PUBLIC HEARING

2013-2014 Budget

Raul Rodriguez opened the public hearing at 8:01 A.M. There were not any comments, the public hearing closed at 8:01 A.M.

Report from State Administrator

Dr. Moirao said the District Office staff is being surveyed; he is considering closing the office on Friday, July 5.

Dr. Moirao said he has contacted CSEA asking if they were available to meet on July 1 for a settlement meeting on the PERB hearing. He is waiting for their response.

Raul Rodriguez said he has observed students on campus. Dr. Moirao responded the students were attending the credit recovery program. He will be meeting with the administrator this afternoon for an update on the program.

Those students who are attending are making up courses they failed during the school year.

Board Member Comments

Raul Rodriguez said the Greenfield High School graduation on June 8 went very well, the entire program was approximately 1 ½ hours. Vista Verde had their graduation ceremony last week in the Greenfield High School stadium. Their program started at 10:00 A.M., there were 5 valedictorians. They did not have the high school receiving the students on the program. He said it worked out fine because the program was rather long and the audience started to leave before the program was over because it got very warm. He said he understand Vista Verde will be getting a new principal.

Mr. Rodriguez inquired who the region consultants are for the athletic programs. He would like to brainstorm with them about our athletic program.

Paulette Bumbalough inquired what the purpose was of the meeting. Mr. Rodriguez indicated the parents of athletes at Greenfield High School High stating they are not doing well in competition and wondering why. He said the Greenfield High School JV team dropped out of competition because they did not have enough members.

Dr. Moirao said we are monitoring the students grades more closely, that may be a reason some of the students dropped. Mr. Rodriguez inquired what the school can do to make sure the students stay on track, as far as grades are concerned, so they can continue to participate in sports.

Paulette Bumbalough suggested contacting coaches from Salinas for suggestions on how it is being handled in their district.

Mr. Rodriguez said the Greenfield High School seniors, who participated in baseball, were not recognized. Since this was their last year he felt they should have been acknowledged.

#### CONSENT AGENDA

1. Approval of Agricultural Career Technical Education Incentive Grant, for King City and Greenfield High School
2. Approval of Contract with Candace McCarthy
3. Approval of Contract with Noli-Porter & Associates
4. Approval of Resolution #30:12/13 Education Protection Account Fiscal Year 2013-2014
5. Approval of Contract with the King City Union School District – Food Service

Paulette Bumbalough said she would like to pull items #3 and #5 for further discussion.

Dr. Moirao approved the consent agenda excluding #3 and #5.

Paulette Bumbalough inquired if Noli-Porter & Associates contract was for a new principal. Dr. Moirao responded this is to facilitate the entire administrative team. He added this contract is for only two day in the 2013-2014 school year. These two days are more for training than coaching. We were using their coaching services this school year.

Ms. Bumbalough said she understand we have cancelled the food service contract with Preferred Meals. She asked if the KCUSD will be providing meals for all of the high schools. Dr. Moirao responded yes.

Raul Rodriguez said, in the past we were using the elementary district food service, he thought the reason we did not continue to use their services is because their meals did not meet the nutrition standards.

Dr. Moirao responded, when the two district split the decision was made to contract with Preferred Meals. They did provide the meals to meet the nutritional standards, but were expensive. The elementary district has the same nutritional requirements as the high school; we will have a balanced meal with their service for a much lower rate than Preferred Meals.

Duane Wolgamott said the one difference when the districts were combined was the elementary district provided the staff. This time the high school district will have the food service staff at the high schools, but with reduced hours for the next school year. The cafeteria manager position has also been eliminated. The district is still working with CSEA on adjusting the hours. There will be a lead worker at each site. It is not anticipated the district will be hiring additional staff.

Paulette Bumbalough said currently at King City High School some students are allowed off campus during lunch. She asked if that would change next year. Dr. Moirao responded no.

Dr. Moirao approved items #3 and #5 from the consent agenda.

#### ACTION ITEMS

##### Approval of 2013-2014 Budget

Dr. Moirao said Linda Grundhoffer and Duane Wolgamott should be commended with the switch to the new software program. There were numerous issues in the ESCAPE program in preparing the budget. They got the budget done in spite of obstacles. He commended them for the extra hours they put in to make sure the budget was completed on time.

Things are looking more promising, but we are not out of the woods yet.

Paulette Bumbaough asked if the ESCAPE program will make it easier to manage. Duane Wolgamott said FMS is a very old and labor intensive program on the county level. ESCAPE is a more modern system. There are 3 districts who have been working with the system for a year now.

Duane Wolgamott said the state school funding is changing next year. The state had not made the final decision on how it will be implemented. The 2013-2014 budget was based on the old process, as instructed by the state, since it is not certain what the final decision will be. The federal sequestered cuts are affecting the state decision. We will receive a COLA from the state next year, which will be the first in a long time.

We hope with the funding being given to the districts for local control, the budget will be different and show more revenue.

Raul Rodriguez said there is reference of districts getting more funding. Duane Wolgamott said because of our socioeconomic and English Language Learners situation we should be receiving 30% more funding. Students in this category in the district are between 60% and 70%. We should be getting additional dollars, but we are not certain.

Dr. Moirao said, at the bottom of page 134 is an explanation of the ending balance.

Duane Wolgamott said page 133 has the combined multiyear ending balance. Mr. Wolgamott said there is still a negative balance in the 2014-2015 school year. Dr. Moirao added we have had a higher negative balance in other years.

Paulette Bumbalough said we had faculty retire this year. She inquired if those cost saving figures were applied to the 2013-2014 budget. Mr. Wolgamott responded yes. Dr. Moirao said to keep in mind the district continues to negotiate with CSEA.

Raul Rodriguez inquired where the remaining balance of the loan is shown. The response was, the loan balance in the amount of 2.9 million dollars is listed on Pages 134 E2 as a separate fund.

Raul Rodriguez said it appears the beginning and ending fund balance does not include the loan. The response was that was correct.

Linda Grundhoff said the reason why the budget was done excluding the remaining balance from the loan is because this is one time monies and if it were applied it would not give a true picture of the deficit.

Raul Rodriguez inquired if the money can be paid back. Linda Grundhoffer responded it cannot be paid back until after the first 10 years and cannot be refinanced. After 10 years then the money can be paid back. Mr. Rodriguez said the bargaining units need to realize this is not really our money it is only a loan which needs to be paid back.

Paulette Bumbalough agreed the money left from the loan should not be used as a crutch when the budget is established.

The comment was made to keep in mind we pay 2.5 million dollars per year on the interest on the loan.

Paulette Bumbalough inquired about the reserve. The comment was made it is not as high as we would like it, but we do meet the 3% requirement. Duane Wolgamott said our reserve should be at the 15% level.

Raul Rodriguez asked about future years and the new formula proposed by the state. The response was it is still unclear what the formula will be. Duane Wolgamott said we continue to only receive 77% of the revenue the district is entitled to. We are anticipating an increase which will be the first increase we have had in a long time.

Raul Rodriguez said there is nothing hidden in the budget. He inquired, when our financial problems started, was there anything hidden. Linda Grundhoffer responded the numbers were there, bad decisions were made.

Linda Grundhoffer said the district is still in the process of appealing audit findings in the amount approximately \$500,000.

Raul Rodriguez mentioned the Salinas Union High School District has a huge reserve, but understands our district is doing better.

Paulette Bumbalough said as long as everyone understands we still have a deficit, reductions will still need to be made. The comment was made a lot has been done; the employees are now feeling the effects of the reductions.

Dr. Moirao approved the 2013-2014 budget.

#### Approval of District Local Educational Agency Plan (LEAP)

Dr. Moirao said kudos go to Candy McCarthy. She came to the district in last April and has completed many outstanding things which included the LEAP. We knew a plan needed to be written. She met with the School Site Council as well as parents to finalize the plan in a short time frame.

Ms. McCarthy said she is impressed with the plan. If the plan is followed we will be out of Program Improvement. Greenfield High School has completed their School Site Plan. King City High School is working on theirs.

Ms. McCarthy had several additional pages distributed to the Board for items which were added to plan. Those items were a table of contents from the student handbook, another page showed how the plan was structured, and consultants who are assisting the district to get out of Program Improvement, which included herself.

Paulette Bumbalough inquired what Ms. McCarthy's background was. She said she had worked in the Salinas Union School District for 17 years, which included a principal position. She is a DAIT provider, which means she has assisted schools who are not meeting their targets. She has been involved in the Professional Learning Communities. She has also volunteered at Rancho Cielo. Which she said was one of her favorite things she does.

Paulette Bumbalough said she now understands why she is so good and thorough. Dr. Moirao said we have extended her contract for a few days in the next school year. We are hoping to have an Assistant Superintendent soon.

Raul Rodriguez inquired about the school site plan and Single Plan for Student Achievement. The response was they need to be aligned. We now have the same 5 goals as the state. Greenfield High School has completed theirs. King City High School and Portola-Butler will be completing theirs. Revisions will not need to be done until January when we know our funding.

Raul Rodriguez asked who the key person is to drive this is. Dr. Moirao said a lot will fall on him and the Assistant Superintendent to make sure the sites are following the plan and goals. Everything needs to be in alignment. The Administrative Council meets every two weeks, and the plan will be the topic at each meeting to see where everyone is at. The Professional Learning Communities are now in place, a lot of ground work has been completed. One thing administrators had to do this year was to be in a classroom for at least 45 minutes a day.

Duane Wolgamott added expenditures will be built around the plan.

Dr. Moirao said he is confident about the systems we have put in place.

Paulette Bumbalough said Common Core will be addressed at each board meeting. This should help keep the Board informed on the progress. Common Core was featured in the schools weekly bulletins during the school year. There was also emphasis and focus on PLC's. Dr. Moirao said the school site plan will be aligned with the LEAP.

Raul Rodriguez said, as a board member, if asked what we are doing to improve the high school, we can say we are following the LEAP.

Raul Rodriguez said to be successful there needs to be tight coordination, tracking success, accountability and tight targets. Information needs to be analyzed and there may be need to go back and make adjustments if something is not working. Teachers must believe in the program for it to be successful, accountability is also very important.

Raul Rodriguez said on page 181 it talks about ethnic break down and it references limited English proficiency, high rates of mobility, geographic isolation and poverty. He asked if that could be explained.

The comment was made in the FCMAT review teachers are trained in the techniques but did not practice the techniques. Approximately 79% of the student population qualifies for free and reduced lunch, this is what references poverty.

Geographic isolation is attributed to our location and choice of hiring. Candidates may apply for a job in the district, and the fact we are in Monterey they think King City is close to Monterey. Individuals may not apply for a position with the district because of our location, therefore limiting who may apply for vacant positions we may have.

Ms. Bumbalough said she had the same issue with people who lived in King City and had to travel to Hartnell in Salinas.

Raul Rodriguez said some teachers may use the word poverty as an excuse in their teaching. He said he was not comfortable with the word.

Paulette Bumbalough said she liked seeing it in the plan because the plan goes to the state; it may put us in a category which may help us financially. Mr. Rodriguez said some of the current staff may need to change their beliefs.

Paulette Bumbalough asked about the high rates of mobility. Ms. McCarthy said this references the migrant population although migrants are decreasing in the United States. In January approximately 80 students moved out of the area to other another location in California or to another state. These students may come back next year.

Candy McCarthy said approximately 79% of the students are socio-economic disadvantaged.

Raul Rodriguez said he noted on page 183 it indicates the dropout rate increased from 5.4% in 2009-10 to 13.9% in 2011-12 but yet there was an increase in the School Accountability. Dr. Moirao said part of the increase in the dropout rate was attributed to when we changed from a 7 period day to a 6 period day and back to a 7 period day. Changes were made but we did not plan for the impact on students.

Dr. Moirao approved the LEAP.

#### Approval of Contract Agreement with KCJUHS DTA

Dr. Moirao said CTA approved their contract on the last day of school. He said Linda Grundhoffer has volunteered to type the new contract. The teachers did agree to 4 furlough days. There has been an adjustment in the schedule allowing 4 minutes for passing time. There was an MOU, all but 4 people will be seeing a salary adjustment this next year.

Paulette Bumbalough said she felt the faculty trusted administration and this helped with negotiations. Dr. Moirao said Linda Grundhoffer did provide the teachers any information they requested.

Raul Rodriguez said there are 2 salary schedules. The one being \$100,000 lower. The comment was made that was because of the furlough days the teachers took. The comment was made there was a substantial savings by the teachers who chose to retire.

Dr. Moirao said we were very careful not to touch the benefits because of other cuts the teachers took. Their medical benefits will be hit because of the MCSIG rate increase.

Raul Rodriguez asked what the advantage was for a one year contract. In the past it has been a 3 year contract. Dr. Moirao said with a three year contract you lock yourself in to any salary reduction. With a one year contract if changes are needed it is easier to renegotiate. A multi-year is desirable but in our uncertain financial times a one year contract can work in favor of both parties.

Dr. Moirao said most of the contract has been reviewed this year.

Raul Rodriguez said he noted if a teacher has been employed for the district 10 years or more the teacher only needs to be evaluated every 5 years. Dr. Moirao said that was correct, but if there is an issue the employee can be evaluated earlier.

Raul Rodriguez said teachers use to have to be at work at 7:30 AM, now they only have to be there 15 minutes before school starts. Dr. MP. 12 said the change was made because of the bell schedule.

Paulette Bumbalough asked about the difference in the columns and the requirements on the salary schedule. Dr. Moirao explained the differences.

Raul Rodriguez inquired if the teachers' salaries are still at the top of the salary schedule for the county. Dr. Moirao said the Salinas Union School District is getting competitive with us. Our teachers could move to that district and because they allow more years of services, the individual could be making more money than with us.

Raul Rodriguez said it appears to be a generous contract even with the furlough days the teachers took.

Adjournment

Raul Rodriguez adjourned the meeting at 9:16 AM.

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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 Contract with Lincoln Hatch

**MEETING:** August 14, 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
- X   \_\_\_\_\_ Ensure that Facilities are Safe for Staff and Students
- \_\_\_\_\_ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Mr. Hatch provides direct support for the protection, upkeep and operation of the sound, audio-visual, lighting equipment, and its use, owned by the Southern Monterey County Center for the Performing Arts at the Robert Stanton Theatre (auditorium) located at King City High School.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with Lincoln Hatch.

Fiscal Impact:

The total amount of the contract will not exceed \$3,500 which will come from the General Fund.

Submitted By:

Duane Wolgamott  
Business Manager

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

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

**AGREEMENT TO FURNISH CONSULTANT SERVICES**

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

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

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

**I. TERM:**

The effective date of the agreement is June 1, 2013 and it terminates June 30, 2014 unless sooner terminate as provided herein.

**II. PAYMENT LIMIT**

- Consultant shall be compensated at the annual rate of \$3,500
- Payment shall be made upon presentation of invoice properly completed by Consultant.
- Total payment(s) to Consultant, under this contract shall not exceed \$3,500.00

**III. DISTRICT OBLIGATION:**

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

**IV. CONSULTANT'S OBLIGATION**

- The consultant shall provide service(s) as described in the Consultant Service Description.
- Because the Consultant may work with students in a school-sponsored student activity program, the Consultant shall obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024). If the Consultant possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, the Consultant shall have satisfied district requirements for the criminal background check. (Education Code 49024)

**V. CONSULTANT SERVICE DESCRIPTION**

In support of the goals of maintaining safe and secure facilities, improving the school climate, and improving community relations, the Consultant will provide direct support to the protection, upkeep and operation of the sound, audio-visual, and lighting equipment, and its use, owned by the Southern Monterey County Center for the Performing Arts at the Robert Stanton Theater (auditorium) located at King City High School. The Consultant, when providing support and technical services to an organization that is using the Stanton Theater, may receive compensation from the organization for the

services provided. Addition services will include auditorium management, presence at performance rehearsals and events, and working with Southern Monterey County Center for the Performing Arts in sponsoring up to two (2) workdays at the auditorium for minor repairs and maintenance-related tasks.

**VI. ASSIGNMENT**

This agreement is for personal services to be performed by Consultant.

**VII. TERMINATION OF AGREEMENT**

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

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

**VIII. DISTRICT'S RIGHT OF RETENTION**

Upon request, the District shall have copies of any records.

**IX. EXTENSION OF TERM**

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

**X. SIGNATURES**

These signatures attest the parties' agreement hereto:

*Theresa Coarviant*  
\_\_\_\_\_  
CONSULTANT / TITLE

\_\_\_\_\_  
STATE ADMINISTRATOR or CBO  
South Monterey County Joint Union High School District

*August 5 2013*  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*032 34 9447*  
\_\_\_\_\_  
Social Security Number of Consultant \*

*[Signature]*  
\_\_\_\_\_

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

**SUBJECT:** Agreement for Professional Services with  
Dannis, Woliver and Kelley Attorney's at Law

**MEETING:** August 14, 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 South Monterey County Joint Union High School District has previously used the services of Dannis, Woliver and Kelley. This agreement provides the opportunity to use the services of the attorney's based on the specific needs of the school district.

Recommendation:

It is recommended that the State Administrator sign the Agreement for professional services with Dannis, Woliver, and Kelley.

Fiscal Impact:

The amount will depend of services actually utilized.

Submitted By:



Daniel R. Moirao Ed. D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This Agreement is made and entered into this 1st day of July, 2013, by and between the South Monterey County Joint Union High School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District appoints Attorney to represent, advise, and counsel it from July 1, 2013, through and including June 30, 2014, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

Except as hereinafter provided, District agrees to pay Attorney two hundred twenty-five dollars (\$225) to three hundred dollars (\$300) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars (\$185) to two hundred twenty-five dollars (\$225) per hour for associates; and one hundred twenty dollars (\$120) to one hundred forty dollars (\$140) per hour for paralegals and law clerks. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of three-tenths (.3) of an hour. In addition, reasonable travel time will be charged at the regular hourly rate. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request.

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

Because Attorney represents many school and community college Districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. Because Attorney does not represent many private entities or non-school public entities, Attorney will encounter fewer conflicts of interest than the District would encounter with law firms that represent those types of entities. If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.


IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.


SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

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

\_\_\_\_\_  
Date

DANNIS WOLIVER KELLEY

  
\_\_\_\_\_  
Sandra Woliver  
Attorney at Law

  
\_\_\_\_\_  
Date

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

**SUBJECT:** Agreement for Regional Operation of Special Education Programs

**MEETING:** August 14, 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 Agreement for Regional Occupation of Special Education Programs is an annual agreement that the school district and the County Office of Education enter for programs to serve students with special needs that are not offered within the school district.

Recommendation:

It is recommended that the State Administrator sign the Agreement for Regional Occupation of Special Education Programs with the Monterey County Office of Education.

Fiscal Impact:

The amount will vary depending on the needs of students.

Submitted By:

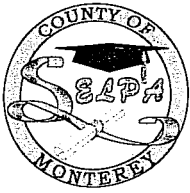


Daniel R. Moirao Ed. D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator



# Monterey County Special Education Local Plan Area

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## Regional Collaboration for Student Success

### Agreement for Regional Operation of Special Education Programs

THIS AGREEMENT is entered into pursuant to the provisions of Part 30 of the Education Code of the State of California (commencing with Section 56000 et seq.) concerning the statewide operation of the Master Plan for Special Education, and in accordance with the provisions of the Individuals with Disabilities Education Act and Section 504 of Public Law 93-112, as amended, and state and federal regulations relating thereto. This Agreement is made by and between the Monterey County Office of Education, hereinafter referred to as LEA of operation, and the South Monterey County Joint Union High School District, hereinafter referred to as the LEA/s of residence, participants in the Monterey County Special Education Local Plan Area, hereinafter referred to as SELPA.

The governing board of each participating LEA has approved this Agreement, and has authorized the execution of this Agreement by an authorized agent.

WHEREAS, each participating LEA's governing board has approved the *Monterey County Special Education Local Plan* and WHEREAS, this Agreement is written in furtherance of, and in accordance with said plan.

NOW THEREFORE, the aforesaid parties do hereby agree as follows:

#### 1. Period Of Agreement

This Agreement is effective for the period beginning July 1, 2013 and ending June 30 2014. This Agreement may be renewed at the end of that period. This agreement may be amended by mutual consent of the parties.

#### 2. Purpose Of Agreement

This Agreement governs the maintenance of a system for delivery of specified services to individuals with exceptional needs whose primary disability is Emotionally Disturbed (ED) and who reside within the SELPA, and in accordance with the requirements of Education Code Section 56300 et seq.

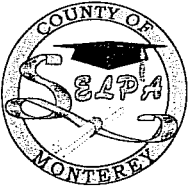
This Agreement establishes the vehicle for the education of individuals with the above exceptional needs who reside within the SELPA in programs and classes conducted by the LEA of operation without any additional attendance agreements.

This Agreement defines the duties and responsibilities of each district for all program activities as specified in Education Code Section 56200 et seq.

#### 3. Definitions

For the purposes of this Agreement the following definitions shall apply:





# Monterey County Special Education Local Plan Area

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## Regional Collaboration for Student Success

- a. LEA of operation – the LEA within the SELPA conducting special education programs and classes for individuals with exceptional needs on behalf of all LEAs within the SELPA or on behalf of several LEAs within a geographical region within the SELPA.
- b. LEA of residence – the LEA where the pupils attending classes conducted by the LEA of operation reside.

#### 4. Compliance Assurances

Each of the SELPA's participating LEAs, by signature to the SELPA local plan has already certified that the LEA will comply with the provisions of state and federal laws and regulations related to special education, participation in state program reviews, and participation in state-wide assessments. The provisions of any new laws that may become effective during the period of this Agreement which relate to special education program delivery shall be incorporated herein. In addition, the LEA of residence agrees to utilize the appropriate resources of regular education in accordance with California Education Code 56303 and California Code of Regulations, Title 5, Section 3021 et seq., prior to referral for special education services as specified herein.

#### 5. Individual Services Agreement

In addition to this agreement, the LEA of operation and the LEA of residence shall enter into an Individual Services Agreement (ISA) for each student served by the LEA of operation for the LEA of Residence. A separate ISA shall be required for the Extended School Year (ESY). The purpose of the ISA is to outline the specific services that shall be provided to the student and the projected cost for those services.

#### 6. Responsibilities of the LEA of Operation

The South Monterey County Joint Union High School District, as the LEA of operation, shall be responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in Part II, Chapter 8 of the *Monterey County SELPA Procedural Handbook*;
- b. Administrative support for the purposes of developing and implementing the regional program;
- c. Preparation of all required federal, state and local reports, and related accounting services;
- d. Provision of classrooms and other facilities as required to appropriately house the programs and classes;



# Monterey County Special Education Local Plan Area

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## Regional Collaboration for Student Success

- e. Identifying which students intend to participate in ESY no later than April 30 and notifying the LEA of residence prior to May 10 regarding student intent to participate in ESY;
- f. Initiating an ISA for each student to be served for both the regular school year and the extended school year and presenting the proposed ISA(s) to the district of residence for approval;
- g. Providing for the coordination of investigation and response to compliance and due process complaints; and
- h. Provision of food services to pupils attending regional programs conducted hereunder consistent with food services provided to all students within the LEA of operation.

### 7. Responsibilities Of The LEA Of Residence

The LEA of residence is responsible for the following:

- a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in chapter 8 of the *Monterey County SELPA Procedural Handbook, Administrative Procedures*;
- b. Arranging and providing for special transportation for those pupils with exceptional needs who are enrolled in classes conducted hereunder;
- c. Signing and returning all ISAs for both the regular school year and ESY to the district of operation by the due date specified by the LEA of operation;
- d. Cooperation and collaboration with the LEA of operation in investigating and responding to compliance and due process complaints; and
- e. Retaining ultimate authority and responsibility for the provision of educational programs and services to its pupils regardless of who provides the programs and services.

### 8. Suspensions And Expulsions

When a student is being considered for disciplinary action that may result in a change of placement (suspension in excess of 10 days or expulsion), the LEA of operation shall notify the LEA of residence immediately. The LEA of operation will complete the manifestation determination, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior plan. Beginning on the 11<sup>th</sup> day of suspension, the LEA of residence will offer an alternative interim placement pending the outcome of any expulsion hearing. The LEA of residence will hold the expulsion hearing within 30 days. If the student is expelled, the



# Monterey County Special Education Local Plan Area

## Regional Collaboration for Student Success

LEA of residence must provide for the student's educational needs during the period of expulsion

In the case of an expulsion, the LEA of residence shall notify the LEA of operation when the student has served the terms of his or her expulsion. The two LEAs will collaboratively schedule a re-entry IEP team meeting prior to the student returning to school. A representative from the LEA of residence will be required to attend the re-entry IEP meeting.

### 9. Payment For Services

#### Regional Programs Operated by Monterey County Office of Education

Each participating LEA of residence shall be responsible for its portion of the excess cost of operating the regional program. Determination of excess cost and method of payment for students being placed in a Monterey County Office of Education special education program shall be determined as outlined in the *Memorandum of Agreement Regarding MCOE Provided Special Education Programs and Transportation*.

#### Regional Programs Operated by a District

Payment for placement of students enrolled in a regional program operated by a district within the SELPA shall be based upon the following:

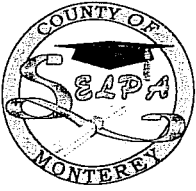
##### *Special Class*

Excess cost shall be based upon the revenue specific to the class (including AB 602 allocation, Federal Local Assistance Entitlement allocation, ADA, other state or federal grants, and any one-time funds) minus the total expenses for operation of the class (including salaries; benefits; specialized materials and equipment; personnel development; travel and conference; mileage; and an indirect cost equal to that charged to LEAs by the Monterey County Office of Education for regional services, unless otherwise agreed to by both parties). A per pupil amount will then be determined by dividing the excess cost by the total average enrollment of special education students in the regional program for the year. Each district with students served in the regional program will be responsible for the per pupil rate multiplied by the number of its students placed in the class.

##### *Related Services*

The operating expense for each related service provider assigned to the regional class shall be calculated (including salaries, benefits, specialized materials and equipment, personnel development, travel and conference, mileage).

An average hourly rate shall be established for each type of related service based upon



# Monterey County Special Education Local Plan Area

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## Regional Collaboration for Student Success

the prior year's actual expenditures. Each district with students enrolled in the class and provided with a related service, will be responsible for the hourly rate for each related service multiplied by the number of hours of service provided.

### *Individual Services*

Each LEA of residence will be responsible for the full cost of services to an individual student, as outlined in the IEP. The decision to add a one-to-one instructional assistant to a student's IEP will only be made following the SELPA-approved process for determining need and with participation of a special education administrator/designee from the student's LEA of residence.

Using the three methods identified above, the LEA of operation will invoice each LEA of residence on a  monthly,  quarterly, or  semi-annual basis. The LEA of operations shall provide the LEA of residence with the projected excess cost billback in the Individual Service Agreement for each student. Two times per year, the amount per student will be adjusted to reflect student exits and entries, changes in services required by the IEP, and actual expenditures for special classes and individual services. Adjustments to the billback charge for any of these reasons shall be pro-rated based on a daily per student rate. Final adjustments required following the last regular invoice of the school year must be submitted prior to September 30 of the subsequent year. Backup for adjusted costs will include relevant IEP pages or entry and exit dates. The LEA of residence shall remit payment to the LEA of operation within 30 days.

### 10. Hold Harmless and Indemnification

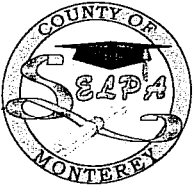
In compliance with the provisions of Section 895.4 of the Government Code of the State of California, each party hereto agrees to indemnify and hold the other party harmless from any and all liability, claims, loss, damages, judgments, penalties, costs, or expenses (including, without limitations, attorney's fees and court costs which are imposed upon or incurred by, or asserted against the Operating District) to persons or property arising out of, or resulting from, negligence acts or omissions of the indemnifying party.

### 11. Insurance

The LEA of operation shall maintain a program of liability, property damage, worker's compensation and auto insurance in amounts adequate to protect the LEAs of residence as their interests may appear.

### 12. Dispute Resolution

For disputes between the parties related to this Agreement, said dispute shall be resolved by using the following dispute resolution process, also provided in the *Monterey County SELPA Procedural Handbook*:



## Monterey County Special Education Local Plan Area

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### Regional Collaboration for Student Success

If an LEA disagrees with a decision or practice of another LEA or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party or parties directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, or his/her designee. In the event the issue has not been resolved, either party may request review by the Superintendent's Executive Committee. If either party disagrees with the recommendation of the SELPA Executive Committee, either party may request that the issue be placed on the SELPA Governance Council agenda for a decision.

In the event the initiating or other affected agencies disagree with a decision of the Governing Council, the dispute will be resolved through the following alternative dispute resolution procedure.

1. The dissatisfied party shall issue a written request for formal dispute resolution as described herein. The written request shall include a description of the concerns to be addressed, with sufficient specificity as to permit the receiving party to clearly comprehend the disagreement and to formulate a response to the disagreement. The written request shall be submitted to the SELPA Executive Director.
2. Within 5 days of receipt of the request, the SELPA Executive Director will request that a mediator be appointed. Mediation shall be offered through a neutral individual or agency as determined appropriate by the Monterey County SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. Costs for mediation shall be assessed equally between all participating parties.
3. If the parties are unable to resolve their disagreement through mediation, the parties will request binding arbitration. Request for appointment of an arbitrator shall be made within 15 days following conclusion of the mediation process.

Arbitration shall be provided through neutral staff from American Arbitration Association (AAA) or another neutral agency as determined appropriate by the SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. The decision of the arbitrator shall be final and binding upon all parties. The arbitration costs shall be assessed equally between all participating parties.

#### 13. Severability/Waiver

- a. If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision in this Agreement.
- b. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any



# Monterey County Special Education Local Plan Area

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## Regional Collaboration for Student Success

such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by an agent authorized by each party's governing board as set forth below.

Executed this 14 day of August, 2013

Monterey County Office of Education  
LEA OF OPERATION

South Monterey County JUHSD  
LEA OF RESIDENCE

By:

By:

\_\_\_\_\_  
Typed or Printed Name

Daniel R. Moirao, Ed.D.  
Typed or Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

State Administrator  
Title

\_\_\_\_\_  
Date

August 14, 2013  
Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

**SUBJECT:** Approval of Contract for Consulting Services –  
Sandra Madrid

**MEETING:** August 14, 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 District is requesting approval of the consulting contract with Sandra Madrid, who will be providing valuable user and system administrator training on Aeries and state reporting.

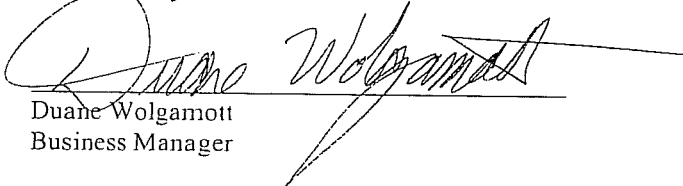
Recommendation:

The recommendation is being made for the State Administrator to approve the contract with Sandra Madrid.

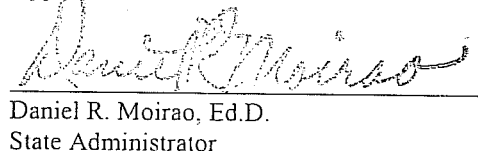
Fiscal Impact:

The contract will not exceed \$6,000 (Technology Budget).

Submitted By:

  
Duane Wolgamott  
Business Manager

Approved:

  
Daniel R. Moirao, Ed.D.  
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Sandy Madrid*, an independent contractor, hereinafter called "Consultant," for the period specified in Article 1. "TERM."

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

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

I. TERM:

The effective date of the agreement is July 1, 2013 and it terminates June 30, 2014 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$80 per hour
- Not to exceed a total of 75 hours of service
- Total payment(s) to Consultant, under this contract shall not exceed \$6,000.00

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

- The consultant shall provide service(s) as described in the Consultant Service Description.
- Because the Consultant may work with students in a school-sponsored student activity program, the Consultant shall obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024). If the Consultant possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, the Consultant shall have satisfied district requirements for the criminal background check. (Education Code 49024)

V. CONSULTANT SERVICE DESCRIPTION

The contractor shall provide professional development and tutoring as needed throughout the year on the District's student information system.

VI. ASSIGNMENT

This agreement is for personal services to be performed by Consultant.



**VII. TERMINATION OF AGREEMENT**

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

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

**VIII. DISTRICT'S RIGHT OF RETENTION**

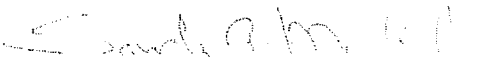
Upon request, the District shall have copies of any records.

**IX. EXTENSION OF TERM**

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

**X. SIGNATURES**

These signatures attest the parties' agreement hereto:



\_\_\_\_\_

CONSULTANT / TITLE

STATE ADMINISTRATOR or CBO  
South Monterey County Joint Union High School District

7-24-2013

\_\_\_\_\_

Date

Date

\_\_\_\_\_  
Social Security Number of Consultant \*

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

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

**SUBJECT:** Approval of Contract for Consulting Services –  
Susan Brooks

**MEETING:** August 14, 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 District is requesting approval of the consulting contract with Susan Brooks, who will be providing valuable food service compliance, state reporting and required staff training.

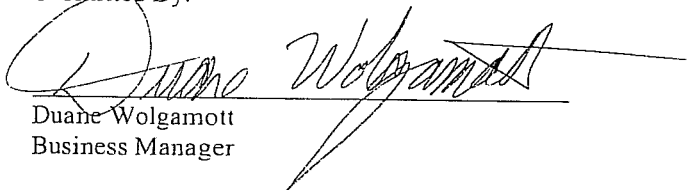
Recommendation:

The recommendation is being made for the State Administrator to approve the contract with Susan Brooks.


Fiscal Impact:

The contract will not exceed \$2,500 (Food Service Budget).

Submitted By:

  
Duane Wolgamott  
Business Manager

Approved:

  
Daniel R. Moirao, Ed.D.  
State Administrator

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

**AGREEMENT TO FURNISH CONSULTANT SERVICES**

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Susan Brooks*, an independent contractor, hereinafter called "Consultant," for the period specified in Article 1. "TERM."

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

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

**I. TERM:**

The effective date of the agreement is July 1, 2013 and it terminates June 30, 2014 unless sooner terminate as provided herein.

**II. PAYMENT LIMIT**

- Consultant shall be compensated at the rate of \$100 per hour
- Not to exceed a total of 25 hours of service
- Total payment(s) to Consultant, under this contract shall not exceed \$2,500.00

**III. DISTRICT OBLIGATION:**

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

**IV. CONSULTANT'S OBLIGATION**

- The consultant shall provide service(s) as described in the Consultant Service Description.
- Because the Consultant may work with students in a school-sponsored student activity program, the Consultant shall obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024). If the Consultant possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, the Consultant shall have satisfied district requirements for the criminal background check. (Education Code 49024)

**V. CONSULTANT SERVICE DESCRIPTION**

The contractor shall provide professional development and assistance with State and Federal Reporting as needed throughout the year for the District's food service program.

**VI. ASSIGNMENT**

This agreement is for personal services to be performed by Consultant.

**VII. TERMINATION OF AGREEMENT**

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

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

**VIII. DISTRICT'S RIGHT OF RETENTION**

Upon request, the District shall have copies of any records.

**IX. EXTENSION OF TERM**

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

**X. SIGNATURES**

These signatures attest the parties' agreement hereto:

\_\_\_\_\_  
CONSULTANT / TITLE

\_\_\_\_\_  
STATE ADMINISTRATOR or CBO  
South Monterey County Joint Union High School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Security Number of Consultant \*

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GOVERNING BOARD

**SUBJECT:** Approval of MOU with Monterey County  
Office of Education

**MEETING:** August 14, 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 Memorandum of Understanding with the Monterey County Office of Education provides for one day of training for the Greenfield High School Math Department in the Common Core State Standards for high school math.

Recommendation:

The recommendation is being made for the State Administrator to approve the Memorandum of Understanding with the Monterey County Office of Education for training for Greenfield High School math teachers in the Math Common Core State Standards.


Fiscal Impact:

Title II will be used to cover the contract.

Submitted By:

Candy McCarthy  
Technical Assistance Provider

Approved:

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



901 Blanco Circle • PO Box 80851 • Salinas, California 93912-0851  
Phone 831.755-0300 • Fax 831.753-7888

**AGREEMENT FOR PROFESSIONAL DEVELOPMENT/SERVICES**

- PARTIES.** The parties of this agreement are the Monterey County Superintendent of Schools, hereinafter referred to as Superintendent, and the South Monterey County Joint Union High School District, hereinafter referred to as the School.
- SERVICES.** The Superintendent agrees to provide Professional Development/Services to the School. This service does not include the purchase of materials.
- PAYMENT.** The School shall pay to the Superintendent, in consideration for such services, the amount of \$650 per day, for a total not to exceed \$650.00
- TIME OF PAYMENT.** The total sum to be paid under this agreement shall be made by fund transfer initiated by the Superintendent on or before June 30, 2014.
- TERM.** This agreement is effective for the 2013-2014 school year only.
- TERMINATION.** This agreement for services may be terminated on thirty (30) days written notice by either party.

**PROFESSIONAL DEVELOPMENT/SERVICES SUMMARY**

In accordance with the provisions of this agreement for the 2013-2014 school year, both parties agree upon the services to be performed:

| Dates of Service | Type of Service       | Personnel Providing Service | Total Cost |
|------------------|-----------------------|-----------------------------|------------|
| July 31, 2013    | CCSS High School Math | Linda Dilger                | \$650      |

Monterey County Superintendent of Schools

Garry P. Bousum, Associate Superintendent  
Finance & Business Services

8/2/13

Date

South Monterey County Joint Union High School District

Superintendent

July 19, 2013

Date

Credit to the following account(s):

|      |      |   |      |      |        |     |      |     |
|------|------|---|------|------|--------|-----|------|-----|
| 0100 | 0000 | 0 | 8600 | 0000 | 868900 | 000 | 0514 | 602 |
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**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL  
DISTRICT**

**SUBJECT:** Approval of Fourth Quarterly Williams Report

**MEETING:** August 14, 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:

By law, the South Monterey County Joint Union High School District must report quarterly during every academic year to the Board its compliance with the Williams-Valenzuela lawsuit. Attached is the fourth report for the 2012-2013 school year.

Recommendation:

The recommendation is being made for the State Administrator to approve the Williams-Valenzuela report as required by Education code.

Fiscal Impact:

No cost to the district.

Submitted By:



Daniel R. Moirao, Ed.D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

**QUARTERLY REPORT FORM**

***Valenzuela/CAHSEE Lawsuit Settlement***  
**Quarterly Report on *Williams* Uniform Complaints**  
 [Education Code § 35186(d)]

District: South Monterey County Joint Union High School District

Person completing this form: Daniel R. Moirao Title: State Administrator

Quarterly Report Submission Date:  October 2012  
 (check one)  January 2013  
 April 2013  
 July 2013

Date for information to be reported publicly at governing board meeting: August 14, 2013

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

| General Subject Area                      | Total # of Complaints | # Resolved | # Unresolved |
|---|-----------------------|------------|--------------|
| Textbooks and Instructional Materials     | 0                     | 0          | 0            |
| Teacher Vacancy or Misassignment          | 0                     | 0          | 0            |
| Facilities Conditions                     | 0                     | 0          | 0            |
| CAHSEE Intensive Instruction and Services | 0                     | 0          | 0            |
| <b>TOTALS</b>                             | 0                     | 0          | 0            |

Daniel R. Moirao, Ed.D.

Print Name of District State Administrator

*Daniel R. Moirao*  
 Signature of District Superintendent

July 8, 2013  
 Date



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

**SUBJECT:** Williams and Valenzuela County Report

**MEETING:** August 14, 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:

California *Education Code* Section 1240 requires that the County Superintendent of Schools visit schools scheduled for compliance review. The South Monterey County Joint Union High School District will be reviewed in March, 2014. The county has identified that the district SARC's are not posted on the website in Spanish.

The SARC's have now been translated in Spanish and are available on the district website.

Recommendation:

It is recommended that the State Administrator accept the County Superintendent's initial Williams report.

Fiscal Impact:

The SARC's were translated by AXIOM for a total cost of \$1,150 for all 3 schools. This was covered by the general fund.

Submitted By:

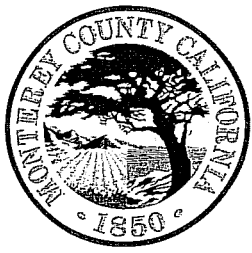


Daniel R. Moirao Ed. D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator



# Monterey County Office of Education

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

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*Dr. Nancy Kotowski*  
*County Superintendent of Schools*

July 15, 2013

Dr. Daniel Moirao  
State Administrator  
South Monterey County Joint UHSD  
800 Broadway Street  
King City, CA 93930

Dear Dr. Moirao:

California *Education Code* Section 1240 requires that the County Superintendent of Schools visit schools identified for compliance review in accordance with the *Williams and Valenzuela* Settlements and report to you the results. I am pleased to provide, for submission to your governing board at a regularly scheduled meeting, the **fourth** quarterly report for fiscal year 2012-2013 as required by *Education Code* section 1240(c)(2)(G) pursuant to the *Williams* and *Valenzuela* Settlements. This report presents the results of the review of the **South Monterey County Joint USD** for the period of **April through June, 2013**.

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

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

The law further requires that the County Superintendent:

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

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

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

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

Definitions of basic terms are as follows:

- “Sufficient textbooks or instructional materials” means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an “emergency or urgent threat” is a “condition that poses a threat to the health or safety of pupils or staff while at school.”
- “Good Repair” means the school facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction [the Facility Inspection Tool (FIT)] or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish a facilities inspection system to ensure that each of its schools is maintained in “good repair.”
- The meaning of each overall rating:
  - **Exemplary:** The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
  - **Good:** The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
  - **Fair:** The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.
  - **Poor:** The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

Findings are as follows:

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

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

Sincerely,

A handwritten signature in cursive script that reads "Nancy Kotowski". The signature is written in black ink and is positioned below the word "Sincerely,".

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

**WILLIAMS SETTLEMENT LEGISLATION**

**FOURTH QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

JULY 2013

**SCHOOL ACCOUNTABILITY REPORT CARD (SARC):**

The 2011-2012 School Accountability Report Card (SARC) (published during the 2012-2013 school year) for the following schools were reviewed to determine the accuracy of the information reported for sufficiency of textbooks and instructional materials and safety, cleanliness, and adequacy of school facilities, including "good repair."

| School          | SARC Review Date | Instructional Materials Discrepancies | Facility Conditions Discrepancies (Facility Inspection Tool) |
|-----------------|------------------|---------------------------------------|--|
| Greenfield High | 7/9/13           | SARC NOT POSTED IN SPANISH            |  |
| King City High  | 7/9/13           | SARC NOT POSTED IN SPANISH            |  |
|                 |                  |                                       |  |
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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval Contract with MCOE for School Services of California services

MEETING: August 14, 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 Monterey County Office of Education has a contract with School Services of California through which our District gets access to School Services of California financial news, projections and fiscal advice.

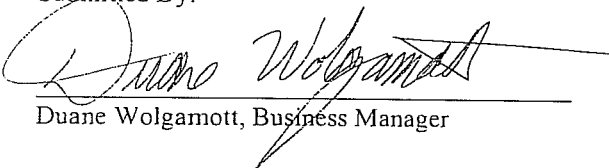
Recommendation:

The recommendation is to approve the contract with MCOE for School Services of California Services for the amount of \$2,376 annually (February 1, 2013 through January 31, 2014).

Fiscal Impact:

The annual amount is \$2,376 which will come from the general fund.

Submitted By:

  
Duane Wolgamott, Business Manager

Approved:

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



# Monterey County Office of Education

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

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*Dr. Nancy Kotowski  
County Superintendent of Schools*

June 18, 2013

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

Re: School Services of California – Agreement for Special Services

Dear Dr. Moirao:

I have enclosed one fully executed original of the Agreement between Monterey County Superintendent of Schools and South Monterey County Joint Union High School District to provide the District with assistance regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process to the District, through MCOE's Agreement with School Services of California, Inc.

Please contact me at (831) 755-0307 if you have questions or concerns.

Sincerely,

Garry P. Bousum  
Associate Superintendent  
Finance and Business Services

GPB:cd  
Enclosure

AGREEMENT FOR SPECIAL SERVICES

This Agreement is between the Monterey County Superintendent of Schools, hereinafter "MCOE" and the SOUTH MONTEREY COUNTY JT UNION HIGH School District, hereinafter "District".

1. MCOE will provide assistance regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process to the District, through MCOE's Agreement with School Services of California, Inc.
2. The services shall include the following:
  - a. Access on the School Services website to each edition of the *Fiscal Report*
  - b. Preliminary Revenue Limit worksheets in developing the annual budget
  - c. Analysis of all major school finance/fiscal legislation
  - d. Counsel on information relating to local mandate reimbursement process for all applicable legislation already adopted, which contains a reimbursement appropriation
  - e. Counsel on new mandates and the providing of information relative to mandated claim impacts on districts
  - f. Information on the School Services website
3. District agrees to pay MCOE \$2,376 annually, at a rate of \$198 per month. District authorizes MCOE to fund transfer any amounts due for participation in this Agreement.
4. This Agreement shall be for a period of one (1) year, beginning on February 1, 2013 and ending January 31, 2014.

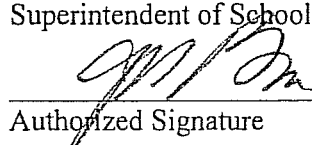
SMCJTU HSD  
District

Authorized Signature

DANIEL R. MOIRAO  
Name

4/8/13  
Date

Monterey County  
Superintendent of Schools

  
Authorized Signature

Garry P. Bousum  
Name

04/09/13  
Date



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Contracted Service Agreement with NTD Architects for KCHS Gym Modernization

MEETING: August 14, 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:

Last year a contract for services with NTD had been approved. There was money remaining from the project last year. NTD has agreed to be the architects to finalize the modernization of the boys' locker room at King City High School.

Recommendation:

The recommendation is to approve the agreement.

Fiscal Impact:

The fee for this portion of the project is \$14,304 which will be coming from Fund 35.

Submitted By:



Daniel R. Moirao, Ed.D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator



June 24, 2013

South Monterey County Joint Union High School District  
Attn: Duane Wolgamott, Chief Business Official  
800 Broadway  
King City, CA 93930

Re. King City High School Gymnasium Modernization  
NTD No: 2011-0175

Mr. Wolgamott,

We entered into a Fee Agreement for this project on March 12, 2012. That Agreement stipulates a fee of \$107,000.

With respect to the King City High School Gym modernization, the original scope completed construction in 2012. The District now wishes to undertake additional work during the Summer of 2013 to modernize the Boy's locker room. The general scope of work is outlined in the attached Exhibit A.

**Construction Budget (Additional Summer 2013 scope):**

NTD Architecture will prepare and submit a Construction Change Directive (CCD) to DSA for approval of the Boy's locker room, see attached Exhibit B. The District's contractor will be undertaking this scope of work under the original DSA A number. NTD Architecture's scope of work for the Summer 2013 work is as follows:

- Development of CCD and DSA submittal. DSA fees to be paid by District.
- Construction Administration
- DSA closeout assistance

**Fee Calculations:**

|  |                  |
|--|------------------|
| o Summer 2013 District Construction Budget:                  | \$177,913        |
| o Sliding Scale Modernization Architectural/Engineering Fee: | \$21,350         |
| o Actual fee reduced by 1/3.                                 | \$14,304         |
| o <b>Fee Adjustment (\$107,000 + \$14,304):</b>              | <b>\$121,304</b> |

I am requesting your approval to increase the Architectural fee by \$14,304 for this project. The new contract amount would be **\$121,304**. Please indicate your approval by having this signed and returned.

Sincerely,

Godwin Osifeso, AIA, LEED AP  
Partner  
C22239

Approved and accepted on behalf of **South Monterey County Joint Union High School District**

Name

Date

Cc: Chris Vicencio, AIA, LEED AP; Principal; NTD Architecture  
Lou Bartlett, AIA; Associate; NTD Architecture  
Heather Sullivan, Studio Assistant; NTD Architecture  
Beth VanDeusen, Studio Assistant; NTD Architecture

| Item # | Priority | Scope of Work   | Contractor    | Estimate/<br>Proposal | Cost          | DSA Status * |
|--------|----------|---|---------------|-----------------------|---------------|--------------|
| 1      |          | Main gym - replace main gym grilles with reinforced grilles   | Lawson Mech   | Proposal              | \$ 8,500.00   | Not Required |
| 2      | 3        | BLR - skylights (4) - install skylights and associated roof/ceiling framing. Also will include patching of the roof openings and reconfiguring the existing lighting. | CPBI          | Proposal              | \$ 19,009.50  | DSA Review   |
| 3      | 3        | Level weight room floor - install leveling concrete, safe-off existing floor drains.  | TeraLite/CPBI | Proposal              | \$ 22,972.00  | Not Required |
| 4      | 1        | Replace wrestling room heater - install new heater with an electronic igniter and provide new heater mounting bracket/electrical power/conduit                        | CPBI          | Proposal              | \$ 2,775.00   | Not Required |
| 5      | 1        | Repair BLR heater - install new heater fan motor  | CPBI          | Proposal              | \$ 2,775.00   | Not Required |
| 6      | 1        | Main gym basketball motors enclosures - install wire mesh enclosures around the new basketball goal motors  | SFG/CPBI      | Proposal              | \$ 3,245.00   | Not Required |
| 7      | 1        | Fencing at gas regulator - install fencing and access gate around the new gas regulator and electrical panels at north end of bldg. R                                 | Nuno Iron     | Proposal              | \$ 14,343.13  | Not Required |
| 8      | 1        | BLR shower area piping - replace existing shower piping in attic space and north wall. Provide new shower controls and patch plaster soffit above shower              | CPBI          | Proposal              | \$ 41,788.70  | Not Required |
| 9      | 2        | Main gym - replace lighting ballasts - replace burned-out lighting ballasts in main gym ceiling light fixtures  | TBD           | Estimate              | \$ 6,000.00   | Not Required |
| 10     |          | Gym mural refinishing - repaint new HV grilles to match existing wall mural   | TBD           | Estimate              | \$ 2,000.00   | Not Required |
| 11     |          | Add bracing to GLR trusses per FDC-1  | TBD           | Proposal              | \$ 5,000.00   | DSA Review   |
| 12     | 3        | BLR - replace lockers/benches - replace existing BLR lockers/benches with fully welded lockers and maple benches  | Republic/CPBI | Proposal              | \$ 31,986.00  | DSA Review   |
| 13     |          | BLR - replace water leak in north hall - repair water leak/patch ceiling in north BLR hallway   | TBD           | Estimate              | \$ 1,000.00   | Not Required |
| 14     | 3        | Drinking fountains at east elevation of GLR - replace drinking fountains at east elevation of GLR with two SS high/low DF'S and rails                                 | CPBI          | Proposal              | \$ 13,104.25  | DSA Review   |
| 15     |          | Remove/repair sump pump at north entry - BLR  | TBD           | Estimate              | \$ 1,000.00   | Not Required |
| 16     | 1        | Paint north elevation exterior HV ducts   | CPBI          | Proposal              | \$ 2,415.00   | Not Required |
| 17     |          | Dryrot repair at various locations  | CPBI          | N/A                   | Complete      | ?            |
|        |          | Total Additional Scope  |               |                       | \$ 177,913.58 |              |

\* Note - Based on earlier review of the added scope list by NTD HBFL Architecture

EXHIBIT B

Vicencio, Chris

---

**From:** Bartlett, Louis  
**Sent:** Friday, May 31, 2013 8:51 AM  
**To:** Acharya, Suresh@DGS  
**Cc:** Vicencio, Chris; david foord; Sullivan, Heather  
**Subject:** A#01-110612 File # 27-H2 King City High School

Suresh,  
Per our conversation yesterday:  
For the subject project we will submit a CCD for DSA review adding to the project renovations to the Boy's Locker Room similar to what was done last summer in the Girl's Locker Room.  
Work is to occur this summer.  
Thank you.

~ Lou Bartlett



Lou Bartlett, AIA  
Studio Director  
O 831.422.8000 | M 831.235.2537 | F 831.422.8090



[Click here to Send Me Large Files](#)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of National FFA Convention Out of State Travel

MEETING: August 14, 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:

King City FFA chapter will be sending a total of 7 students to the National FFA convention from October 29 to November 3, 2013. The convention will be held in Louisville, KY. Students and FFA advisor Ms. Benson will be staying at the Best Western Airport hotel near the convention site. A van is reserved to transport students to events. All will fly to the convention. King City will possibly have 4 graduates earning their American FFA degrees at this convention. Another student has applied for National Choir and will be attending if accepted.

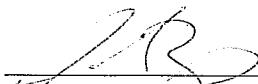
Recommendation:

The recommendation is for the State Administrator to approve the out of state convention.

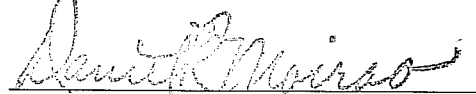
Fiscal Impact:

All expenses will be paid by individual students. The Agriculture Incentive Grant will pay for advisor travel and car rentals. The only cost to the district will be the cost of a substitute for one teacher for four days.

Submitted By:

  
Janet Sanchez-Matos  
Principal

Approved:

  
Daniel R. Moirao, Ed.D.  
State Administrator

Sign In

FFA.ORG CONTACT FFA SITE INDEX ADVANCE SEARCH

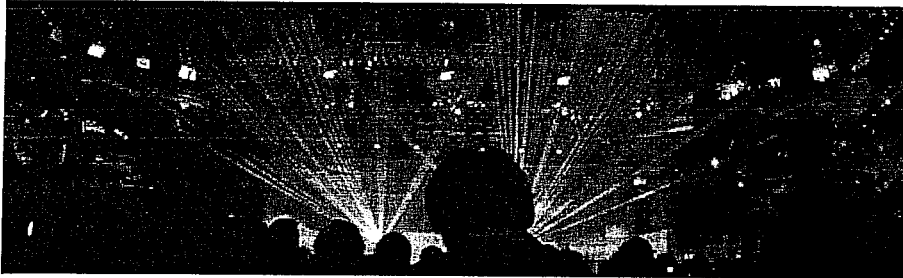
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ATTENDEES EXHIBITORS CONVENTION EXPO PLANNING VOLUNTEERS BLOG HIGHLIGHTS LOUISVILLE

# SESSIONS

SESSIONS CONCERTS RODEOS HYPNOTISTS BAND, CHORUS, AND TALENT AREA ATTRACTIONS SHOPPING MALL AND FOOD COURT KEYNOTE SPEAKERS FFA DANCE



## STAY CONNECTED

Watch Convention

LIVE

ONLINE

FFA PULSE

Convention updates direct to your inbox.

Subscribe today!

### CONVENTION SESSIONS

All National FFA Convention & Expo sessions will be held in Freedom Hall at the Kentucky Exposition Center. RFD-TV will provide live gavel-to-gavel coverage of the convention and expo. Coverage can also be seen on [i-high.com/FFA](http://i-high.com/FFA).

#### Convention Sessions Schedule

#### Wednesday, Oct. 30

OPENING SESSION 1A

OPENING SESSION 1B

#### Thursday, Oct. 31

OPENING SESSION 1C

SECOND GENERAL SESSION

THIRD GENERAL SESSION

#### Friday, Nov. 1

FOURTH GENERAL SESSION

FIFTH GENERAL SESSION

SIXTH GENERAL SESSION

NATIONAL FFA BAND AND CHORUS CONCERT

SEVENTH GENERAL SESSION

#### Saturday, Nov. 2

EIGHTH GENERAL SESSION

NINTH GENERAL SESSION

#### Attendees

#### Exhibitors

Become an Exhibitor  
 Become a Vendor  
 Reserve Your Booth  
 FAQ  
 Refer an Exhibitor  
 List of 2012 Exhibitors  
 List of 2013 Exhibitors  
 Floor Plan  
 Booth Pricing, Marketing, Sponsorships  
 Exhibitor Services  
 Testimonials  
 Become a Career Fair Exhibitor  
 National FFA Hall of States Information

#### Entertainment & Sessions

Sessions  
 Keynote Speakers  
 Concert(s)  
 Rodeo(s)  
 Hypnotists  
 Band, Chorus and Talent  
 Area Attractions  
 Shopping Mall and Food  
 FFA Dance

#### Tours & Workshops

Career Success Tours  
 Ed Tours  
 CDE Tours  
 Teacher Workshops  
 Student Workshops  
 FFA Center Tours

#### Awards

American Degree  
 CDE  
 Proficiency  
 STARS  
 National Chapter  
 Agriscience Fair

#### Expo

Floor Plan  
 Expo Hours  
 Segments of the Expo

#### Planning

Housing  
 Registration  
 Budgeting  
 Official Dress  
 Travel Tips  
 Parking  
 Safety & Emergency  
 Schedule  
 Venue Maps

#### Volunteers

National Days of Service  
 Courtesy Corps  
 Be a Volunteer

#### Blog

Highlights  
 2012  
 2011

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

**SUBJECT:** Approval of 2013-14 KCHS FFA  
Calendar of Events

**MEETING:** August 14, 2013

**AGENDA SECTION:**

**ACTION**

**INFORMATION**

**ACTION/CONSENT**

---

**GOVERNING BOARD**

Board Goals:

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

Summary:

A listing of the calendar of events for the 2013-14 school year is attached.


Recommendation:

The recommendation is for the State Administrator to approve the calendar.


Fiscal Impact:

There are no expenses to the district.

Submitted By:

  
\_\_\_\_\_  
Janet Sanchez-Matos  
Principal

Approved:

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

# Calendar

## August

|                                   |            |
|-----------------------------------|------------|
| School Board Meeting @ Greenfield | Aug. 14    |
| Parent Orientation Meeting        | Aug. 15    |
| Cattlemen's roping                | Aug. 23-24 |
| FFA Meeting/ (ice cream social)   | Aug. 28    |

## September

|                                    |             |
|------------------------------------|-------------|
| SOLC                               | Sept. 7 - 8 |
| Young Farmers Destruction Derby    | Sept. 8     |
| Greenhand / Chapter Farmer Banquet | Sept. 25    |

## October

|  |            |
|--|------------|
| Poinsettia sales start                                       | Oct. 1     |
| San Benito Fair Weigh In                                     | Oct. 1     |
| San Benito Fair Hog Show                                     | Oct. 2     |
| San Benito Fair Sheep & Goat Show                            | Oct. 3     |
| San Benito Auction   | Oct. 5     |
| Opening and Closing Competition @ Alvarez HS                 | Oct. 9     |
| Chapter Officer Leader Conf. @ Hollister (overnight)         | Oct. 12-13 |
| FFA Meeting/ (Costume Contest)                               | Oct. 15    |
| Poinsettia sales due   | Oct. 18    |
| Greenhand Conference in Paso Robles                          | Oct. 17    |
| National FFA Convention in Indianapolis, IN (overnight trip) | Oct. 29-2  |

## November

|  |         |
|--|---------|
| Best Informed Greenhand/Cooperative Marketing Test | Nov 6   |
| FFA meeting (Dinner)                               | Nov. 20 |
| Manuscripts for Prepared Public Speaking Due- KC   | Nov. 25 |

## December

|                                     |             |
|-------------------------------------|-------------|
| Distribute Poinsettias              | Dec. 1      |
| MB Public Speaking Competition @ KC | Dec. 4      |
| Christmas Parade                    | Dec. 6      |
| Recruitment Week                    | Dec. 9 - 13 |
| General Meeting                     | Dec. 12     |
| All State Degrees Due               | Dec. 13     |
| Semester Finals                     | Dec. 16-18  |
| Fair Contracts Due                  | Dec. 18     |
| End of Semester                     | Dec. 19     |

## January

|   |              |
|---|--------------|
| State Degree Scoring- @ N. Salinas      | Jan. 15      |
| General Meeting                         | Jan. 22      |
| All Proficiency/Awards Applications Due | Jan. 23      |
| MFE/ALA- @ Monterey (overnight trip)    | Jan. 24 - 25 |
| Job Interview Resumes Due               | Jan. 29      |

## February

|  |              |
|--|--------------|
| Hartnell Field Day                     | Feb. 1       |
| Proficiency Scoring                    | Feb. 4       |
| Job Interview/Parli Pro- @ Gonzales    | Feb. 5       |
| Tulare Farm Show                       | Feb. 12 - 13 |
| FFA Week                               | Feb. 17-22   |
| South Coast Regional Officer Screening | Feb. 23-24   |

## March

|  |          |
|--|----------|
| 26 Hours @ Cal Poly                                    | Mar. 7-8 |
| General Meeting  | Mar. 19  |
| South Coast Regional Meeting                           | Mar. 21  |
| Local Project Comp.                                    | Mar. 18  |
| South Coast Regional Proficiency/State Degree Ceremony | Mar. 30  |

## April

|  |            |
|--|------------|
| Monterey Bay Project Comp.               | Apr. 2 - 3 |
| FFA Meeting/ (lunch)                     | Apr. 23    |
| State Convention (overnight trip)        | Apr. 11-15 |
| Officer Screening                        | Apr. 24    |
| Monterey Bay Project Competition Banquet | A          |

## May

|                                   |             |
|-----------------------------------|-------------|
| End of the year Banquet           | May 1       |
| State Finals                      | May 3       |
| Salinas Valley Fair               | May 14 - 18 |
| Farm Work Day                     | May 19      |
| Record book Work Day              | May 20      |
| Sectional Elections @ Watsonville | May 28      |

## June

|                 |          |
|-----------------|----------|
| Semester Finals | Jun. 3-5 |
|-----------------|----------|



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

**SUBJECT:** 45 Day Budget Revision Reporting

**MEETING:** August 14, 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
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Summary:

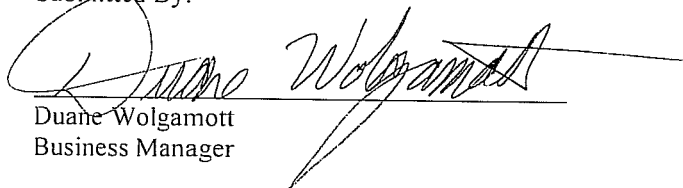
The District is presenting its required 45 day budget revision to reflect the new Local Control Funding Formula. The original budget was adopted with the Revenue Limit funding formula. The Revenue Limit funding formula no longer exists with the passage of the state budget. The state is still determining budget codes and reporting requirements and this budget revision is a projection of the new funding amounts we believe we will be receiving as well as the up to date expenditure projections.

Recommendation:

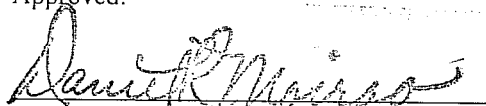
This is an informational item only.

Fiscal Impact:

Submitted By:

  
Duane Wolgamott  
Business Manager

Approved:

  
Daniel R. Moirao, Ed.D.  
State Administrator

SOUTH MONTEREY COUNTY JOINT  
UNION HIGH SCHOOL DISTRICT

**EXECUTIVE SUMMARY**

**2013-14 BUDGET**

**45 Day Revise**

Presented on August 14, 2013

California Education Code § 42127 states that “Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act.”

### GENERAL FUND

#### **REVENUE LIMIT**

The revenue limit funding formula was discontinued with the signing of the 2013/14 State Budget. The adopted budget used this traditional method to estimate our funding (as we were directed to do).

#### **LOCAL CONTROL FUNDING FORMULA (LCFF)**

The State of California approved this new method of public school finance with the approval of the 2013/14 budget. However the State is still creating much of the implementation and clarifying legislation and documentation regarding LCFF. The State of California did increase public school funding in the 2013/14 budget adoption.

The District used School Services of California’s LCFF simulator to predict our funding for the 2013/14.

#### **OTHER REVENUES**

Within the LCFF funding, many of the state categorical programs were moved to be included in the base grant and no longer exist. You will see an increase in the “Revenue Limit Sources / New LCFF” revenues in the 45 day budget revision document of \$2,143,555. This is not all “new money” due to these categorical programs being moved from “Other State Revenue” (\$1,603,370) into the base funding.

The State is also funding a one time grant of \$200/student for Common Core implementation which we have estimated to be \$366,200.

Federal and Other Local Revenues are estimated to be at the adopted budget amounts (no change).

#### **EXPENDITURES**

We are estimating an increase in expenditures related to negotiated organizational restructuring agreements, categorically funded staffing positions (EL Specialist and Educational Coach), as well as expenses related to the agreement with CSEA in settlement of a PERB case.

#### **BEGINNING BALANCE**

The projected ending fund balance for the 2012-13 year is still \$623,850. After carrying that balance forward to 2013-14, the new estimated 2013-14 ending balance would be approximately \$-84,691 if we were to fully fund the required 3% reserve. This will change after the 2012-13 books are closed.

### OTHER FUNDS

There are no changes to revenues or expenditures.

# South Monterey County Joint Union High School District

## 2013/2014 required 45 day Budget Revision

8/6/2013

| Description                              | 2013/14<br>Budget   | 2013/14<br>Revisions | 2013/14<br>Revised Budget | Notes  |
|--|---------------------|----------------------|---------------------------|--|
| Revenue Limit Sources / <i>New LCFF</i>  | \$11,705,506        | \$2,143,555          | \$13,849,061              | LCFF funding formula (requirements from state due 2/14)<br><br>decrease state categorical moved to LCFF<br>Special Ed (5.2% sequestration, reverse state backfill )<br>Common Core funding @ \$200 per student |
| Federal Revenue                          | \$1,128,698         | 0                    | \$1,128,698               |  |
| Other State Revenue                      | \$2,544,616         | -\$1,603,370         | \$941,246                 |  |
|  | \$0                 | \$366,200            | \$366,200                 |  |
| Other Local Revenue                      | \$731,500           | \$0                  | \$731,500                 |  |
| <b>Total Revenues</b>                    | <b>\$16,110,320</b> | <b>\$906,385</b>     | <b>\$17,016,705</b>       |  |
| Certificated Salaries                    | \$7,064,342         | \$74,110             | \$7,138,452               |  |
| Classified Salaries                      | \$1,976,130         | \$154,509            | \$2,130,639               |  |
| Employee Benefits                        | \$2,658,428         | -\$33,321            | \$2,625,107               |  |
| Books and Supplies                       | \$652,423           | \$0                  | \$652,423                 |  |
| Services and Operating Expenditures      | \$2,503,956         | -\$74,576            | \$2,429,380               |  |
| Capital Outlay                           | \$0                 | \$0                  | \$0                       |  |
| Other Outgo-excluding Indirect           | \$1,566,845         | \$0                  | \$1,566,845               |  |
| Other Outgo - Transfers of Indirect      | \$0                 | \$0                  | \$0                       |  |
| <b>Total Expenditures</b>                | <b>\$16,422,124</b> | <b>\$120,722</b>     | <b>\$16,542,846</b>       |  |
| Excess (Defic.) of Revenues/Expend.      | -\$311,804          | \$785,663            | \$473,859                 |  |
| Other Financing Sources                  |                     |                      |                           |  |
| Refund Transfers In                      |                     |                      |                           |  |
| Transfers out                            | \$100,000           | \$0                  | \$100,000                 |  |
| Other Sources/Uses                       |                     |                      |                           |  |
| Surplus                                  |                     |                      |                           |  |
| Contributions                            |                     |                      |                           |  |
| <b>Total, Other Financing Sources</b>    | <b>-\$100,000</b>   | <b>\$0</b>           | <b>-\$100,000</b>         |  |
| Net increase/decrease in fund balance    | -\$411,804          | \$785,663            | \$373,859                 |  |
| <b>Ending Fund Balance Reserves</b>      |                     |                      |                           |  |
| Beginning Balance as of July 1-unaudited | \$623,850           |                      | \$623,850                 |  |
| <b>Ending Fund Balance, June 30</b>      | <b>\$212,045</b>    | <b>\$785,663</b>     | <b>\$997,709</b>          |  |
| <i>Components of Ending Fund Balance</i> |                     |                      |                           |  |
| Involving cash                           | \$0                 |                      | \$0                       |  |
| Reserves                                 |                     |                      |                           |  |
| Unpaid Expenditures                      |                     |                      |                           |  |
| Other                                    |                     |                      |                           |  |
| Restricted                               | \$10,699            |                      | \$10,699                  |  |
| Assignments                              |                     |                      |                           |  |
| Program Improvement                      |                     |                      | \$195,000                 |  |
| Common Core funding                      | \$0                 |                      | \$366,200                 |  |
| Reserve for Economic Uncertainties       | \$0                 |                      | \$510,501                 |  |
| <b>Assigned/Unappropriated Amount</b>    | <b>\$201,347</b>    |                      | <b>-\$84,691</b>          |  |

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: First Reading Board Policies

MEETING: August 14, 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
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- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:  
BP 1325 - Advertising and Promotion (revised)

E 4312.9 - Employee Notifications

BP 5131.2 - Bullying

BP 5145.3 - Nondiscrimination/Harassment

BP 6112 - School Day

AR 6112 - School Day

BB 9220 - Governing Board Election

Recommendation:

No action is necessary at this time as this is a first reading. All suggested changes should be presented at this time so that any clarifications or changes can be made for approval at the second reading.

Fiscal Impact:

Submitted By:



Daniel R. Moirao Ed. D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

BP 1325 Community Relations

Advertising And Promotion

The Governing Board desires to promote positive relationships between schools and the community in order to enhance community support and involvement in district schools.

The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings or other items of interest to students or parents/guardians

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

*(cf. 6162.8 - Research)*

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

*(cf. 1700 - Relations Between Private Industry and the Schools)*

3. Paid advertisements on school property, including but not limited to billboard advertisements
4. Paid advertisements in school-sponsored publications, yearbooks, announcements and other school communications

*(cf. 1113 - District and School Web Sites)*

5. Products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products. Such materials may bear the name and/or logo of the donor.

*(cf. 3290 - Gifts, Grants and Bequests)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

Prior to distribution or publication, the Superintendent, principal or designee shall review and approve all advertising copy and promotional materials to ensure compliance with Board policy.

The Superintendent, principal or designee may selectively approve or disapprove distribution of materials or publishing of copy based on the criteria listed below, but may not disapprove materials or copy in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that would otherwise be allowed.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

The use of promotional materials or advertisements does not imply district endorsement of any identified products or services. Schools are encouraged to include a disclaimer in school publications and yearbooks stating that the school does not endorse any advertised products or services.

### Criteria for Approval

The Superintendent, principal or designee shall not accept for distribution any materials or advertisements that:

1. Are obscene, libelous or slanderous (Education Code 48907)
2. Incite students to commit unlawful acts, violate school rules or disrupt the orderly operation of the schools (Education Code 48907)
3. Promote any particular political interest, candidate, party or ballot measure, unless such materials are being distributed at a forum in which candidates or advocates from all sides are presenting their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

*(cf. 1160 - Political Processes)*

*(cf. 1330 - Use of School Facilities)*

*(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)*

~~\*\*\*Note: In DiLoreto v. Downey Unified School District, the Ninth Circuit Court of Appeals held that a district's refusal to post a paid religious advertisement featuring the Ten Commandments on an athletic field fence reserved for commercial advertising was a reasonable way for the district to avoid being placed on one side of a controversial issue. The court concluded that, as a nonpublic forum, the district had the right to regulate content since it did not open the forum (the fence) to all expressive activities but, in fact, had reserved it for commercial speech. Districts wishing to establish policy dealing with the distribution of religious materials should consult legal counsel.\*\*\*~~

4. Proselytize or position the district on any side of a controversial issue

*(cf. 6144 - Controversial Issues)*

5. Discriminate against, attack or denigrate any group on account of any unlawful consideration.

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

6. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including but not limited to materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
7. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

*(cf. 1321 - Solicitation of Funds from and by Students)*

8. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students or are of intrinsic value to the students or their parents/guardians.

*(cf. 0000 - Vision)*

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks. Such criteria may limit advertisements to those that contain congratulatory or commemorative messages, curriculum-related content, advertisements for products or services of interest to students, noncontroversial content, and/or other content deemed appropriate by the school publication staff and adviser in accordance with law and Board policy.

#### Legal Reference:

##### ~~EDUCATION CODE~~

~~7050-7058 Political activities of school officers and employees~~

~~35160 Authority of governing boards~~

~~35160.1 Broad authority of school districts~~

~~35172 Promotional activities~~

~~38130-38138 Civic Center Act~~

~~48907 Student exercise of free expression~~

##### ~~BUSINESS AND PROFESSIONS CODE~~

~~25664 Advertisements encouraging minors to drink~~

##### ~~U.S. CONSTITUTION~~

~~Amendment 1, Freedom of speech and expression~~

##### ~~COURT CASES~~

~~DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958~~

~~Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623~~

~~Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856~~

~~Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350~~



~~Lehman v. Shaker Heights, (1974) 418 U.S. 298  
(6/92-6/96) 11/01~~

**Legal Reference:**

**CALIFORNIA CONSTITUTION**

Article 1, Section 2 Free speech rights

**EDUCATION CODE**

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

**BUSINESS AND PROFESSIONS CODE**

25664 Advertisements encouraging minors to drink

**U.S. CONSTITUTION**

Amendment 1, Freedom of speech and expression

**COURT CASES**

Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350

Lehman v. Shaker Heights, (1974) 418 U.S. 298

**Management Resources:**

**CSBA PUBLICATIONS**

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards,  
Policy Brief, March 2006

**WEB SITES**

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

(6/96 11/01) 4/13

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

First Reading: August 14, 2013

Adopted:

King City, California

## Personnel

### Employee Notifications

\*\*\*Note: The following exhibit lists notices which the law requires be provided to employees. Unless otherwise indicated, code numbers below refer to Education Code sections.\*\*\*

#### I. To All Employees

When/Whom to Notify: At the beginning of school year or upon employment  
Legal Code: Education Code 231.5, Government Code 12950, 2 CCR 7288.0  
Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11  
Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: Annually to all employees  
Legal Code: Education Code 17612  
Board Policy/Administrative Regulation #: AR 3514.2  
Subject: Use of pesticide product, active ingredients, Internet address to access information

When/Whom to Notify: To all employees, prior to  
Legal Code: Education Code 37616  
Board Policy/Administrative Regulation #: AR 6112  
Subject: Public hearing on year-round implementing year-round program schedule

When/Whom to Notify: To all employees, prior to implementing block schedule  
Legal Code: Education Code 46162  
Board Policy/Administrative Regulation #: AR 6112  
Subject: Public hearing on block schedule

When/Whom to Notify: Annually to all employees  
Legal Code: Education Code 49013; 5 CCR 4622  
Board Policy/Administrative Regulation #: AR 1312.3; BP 3260  
Subject: Uniform complaint procedures, available appeals, civil law remedies, identity of coordinator, complaints about student fees

When/Whom to Notify: To all employees  
Legal Code: Government Code 1126  
Board Policy/Administrative Regulation #: BP 4136/4236/4336  
Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: Prior to beginning employment  
Legal Code: Government Code 3102  
Board Policy/Administrative Regulation #: AR 4112.3/4212.3/4312.3  
Subject: Oath or affirmation of allegiance required of public employees

When/Whom to Notify: To all employees  
Legal Code: Government Code 8355; 41 USC 8102  
Board Policy/Administrative Regulation #: BP 4020, BP 4159/4259/4359  
Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school and annually thereafter  
Legal Code: Health and Safety Code 1797.196  
Board Policy/Administrative Regulation #: AR 5141  
Subject: Proper use of AED; location of all AEDs on campus

When/Whom to Notify: To all employees, if the district receives Tobacco-Use Prevention Education funds  
Legal Code: Health and Safety Code 104420  
Board Policy/Administrative Regulation #: AR 3513.3  
Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: Annually to all employees  
Legal Code: Health and Safety Code 120875, 120880  
Board Policy/Administrative Regulation #: AR 4119.43/4219.43/4319.43  
Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: To covered employees and former employees  
Legal Code: Labor Code 2800.2  
Board Policy/Administrative Regulation #: AR 4154/4254/4354  
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: Upon employment or by end of first pay period  
Legal Code: Labor Code 3551  
Board Policy/Administrative Regulation #: BP 4157.1/4257.1/4357.1  
Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: Prior to beginning employment  
Legal Code: Penal Code 11165.7, 11166.5  
Board Policy/Administrative Regulation #: AR 5141.4

Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Upon employment, and when employee goes on leave for specified reasons

Legal Code: Unemployment Insurance Code 2613

Board Policy/Administrative Regulation #: AR 4154/4254/4354

Subject: Disability insurance rights and benefits

When/Whom to Notify: To all employees via employee handbook, or to each new employee

Legal Code: 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

Subject: Benefits through Family and Medical Leave Act

When/Whom to Notify: To all employees and job applicants

Legal Code: 34 CFR 104.8, 106.

Board Policy/Administrative Regulation #: BP 0410, BP 4030

Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: Annually to all employees

Legal Code: 40 CFR 763.84, 763.93

Board Policy/Administrative Regulation #: AR3514

Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

## II. To Certificated Employees

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire

Legal Code: Education Code 22455.5

Board Policy/Administrative Regulation #: AR 4121

Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual

Legal Code: Education Code 22461

Board Policy/Administrative Regulation #: AR 4117.14/4317.14

Subject: Postretirement compensation limitation

When/Whom to Notify: To certificated employees

Legal Code: Education Code 35171

Board Policy/Administrative Regulation #: AR 4115, BP 4315

Subject: District regulations related to performance evaluations

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated

Legal Code: Education Code 44663

Board Policy/Administrative Regulation #: AR 4115

Subject: Copy of employee's evaluation

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation

Legal Code: Education Code 44664

Board Policy/Administrative Regulation #: AR 4115

Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees

Legal Code: Education Code 44842

Board Policy/Administrative Regulation #: AR 4112.1

Subject: Request to notify district of intent to remain in service for the following school year; copy of law

When/Whom to Notify: To certificated employees upon employment

Legal Code: Education Code 44916

Board Policy/Administrative Regulation #: AR 4112.1, AR 4121

Subject: Employment status and salary

When/Whom to Notify: To probationary employees in district with ADA of 250 or more, by March 15 of employee's second consecutive year of employment

Legal Code: Education Code 44929.21

Board Policy/Administrative Regulation #: AR 4117.6

Subject: Whether or not employee is reelected for next school year

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause

Legal Code: Education Code 4493

Board Policy/Administrative Regulation #: AR 4117.4, AR 4118

Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: To certificated employee charged with unprofessional conduct

Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: AR 4118

Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings

Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4118

Subject: Notice of intent to dismiss 30 days from notice

When/Whom to Notify: To probationary employees 30 days prior to dismissal, or not later than March 15 for second- year probationary employees

Legal Code: Education Code 44948.3

Board Policy/Administrative Regulation #: AR 4117.4

Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: To probationary employees in districts with less than 250 ADA, before notice of nonreelection but no later than March 15, with final notice by May 15

Legal Code: Education Code 44948.5

Board Policy/Administrative Regulation #: AR 4117.4

Subject: Recommendation of nonreelection notice for reason other than personnel reduction; statement of reasons upon request

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15

Legal Code: Education Code 44949, 44955

Board Policy/Administrative Regulation #: BP 4117.3

Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination

When/Whom to Notify: On or before June 30, to temporary employee who served 75 percent of school year but will be released

Legal Code: Education Code 44954

Board Policy/Administrative Regulation #: BP 4121

Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: To teacher, when student engages in or is reasonably suspected of specified acts

Legal Code: Education Code 49079

Board Policy/Administrative Regulation #: AR 4158/4258/4358

Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct

Legal Code: 5 CCR 80303

Board Policy/Administrative Regulation #: AR 4117.7

Subject: Contents of state regulation re: report to Commission on Teacher Credentialing

### III. To Classified Employees

When/Whom to Notify: To classified employee charged with mandatory leave of absence offense, in merit system district

Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of intent to dismiss in 30 days

When/Whom to Notify: When classified employee is subject to disciplinary action for cause, in nonmerit district

Legal Code: Education Code 45113

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of charges, procedures, and employee rights

When/Whom to Notify: To classified employees, at least 60 days prior to layoff, or by April 29 if specially funded program is expiring at end of school year

Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff and reemployment rights

When/Whom to Notify: To classified employees upon employment and upon each change in classification

Legal Code: Education Code 45169

Board Policy/Administrative Regulation #: AR 4212

Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: To classified permanent employee whose leave is exhausted

Legal Code: Education Code 45192, 45195

Board Policy/Administrative Regulation #: AR 4261.1, AR 4261.11

Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus and school activity bus drivers upon employment and at least once a year thereafter

Legal Code: 13 CCR 2480

Board Policy/Administrative Regulation #: AR 3514

Subject: Limitation on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment

Legal Code: 49 CFR 382.601

Board Policy/Administrative Regulation #: BP 4112.42/4212.42/4312.42

Subject: Explanation of federal requirements for drug testing program and district's policy

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract

Legal Code: Education Code 35031

Board Policy/Administrative Regulation #: BP 4312.1

Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position

Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2

Subject: Statement of the reasons for the release or reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year

Legal Code: Education Code 44951

Board Policy/Administrative Regulation #: AR 4313.2

Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: Prior to placing derogatory information in personnel file

Legal Code: Education Code 44031

Board Policy/Administrative Regulation #: AR 4112.6/4212.6/4312.6

Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or charges against employee

Legal Code: Government Code 54957

Board Policy/Administrative Regulation #: BB 9321

Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: Notice or training to employee with access to confidential information

Legal Code: Government Code 54963

Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23

Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime at workplace

Legal Code: Labor Code 3553, 5401

Board Policy/Administrative Regulation #: BP 4157.1/4257.1/4357.1



Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: To any employee with exposure to bloodborne pathogens, upon initial employment and at least annually thereafter

Legal Code: 8 CCR 3204, 5193

Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42

Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation

Legal Code: 8 CCR 5191

Board Policy/Administrative Regulation #: AR 3514.1

Subject: Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area

Legal Code: 8 CCR 5191

Board Policy/Administrative Regulation #: AR 3514.1

Subject: Any presence of hazardous substances in the work area, location and availability of hazard communication program, new safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave

Legal Code: 38 USC 4334

Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: Within five days of employee's request for family care and medical leave

Legal Code: 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

Subject: Whether or not employee is eligible for FMLA leave, rights and obligations; consequences of failure to meet obligations

(7/12) 4/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: August 14, 2013

Adopted:

King City, California

## Students

### Bullying

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

~~\*\*\*Note: Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), requires the Governing Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics; see BP 5145.3 – Nondiscrimination/Harassment for language fulfilling this mandate.\*\*\*~~

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

~~\*\*\*Note: Pursuant to Education Code 32261 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act such as posting of messages on social media networks; see AR 5144.1 – Suspension and Expulsion/Due Process.\*\*\*~~

~~\*\*\*Note: In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).\*\*\*~~

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

~~\*\*\*Note: Education Code 32282 encourages districts to include policies and procedures aimed at preventing bullying in their comprehensive safety plans; see BP 0450—Comprehensive Safety Plan.\*\*\*~~

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

### Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

~~\*\*\*Note: California content standards related to student education about bullying and violence prevention (e.g., recognizing the characteristics of bullying, examining the effects of bullying on others, demonstrating what to say and do when witnessing bullying) are addressed within the health education content standards adopted by the State Board of Education.\*\*\*~~

~~\*\*\*Note: 47 USC 254 requires districts that receive e-rate discounts to adopt a policy which addresses educating students about appropriate online behavior, including the interaction with other individuals on social networking web sites and in chat rooms, as well as providing information about cyberbullying awareness and response. See BP 6163.4—Student Use of Technology for language implementing this mandate.\*\*\*~~

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-

esteem development, assertiveness skills, and appropriate online behavior.

- (cf. 6142.8 - Comprehensive Health Education)
- (cf. 6142.94 - History-Social Science Instruction)
- (cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the State Administrator/Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the State Administrator/Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

~~\*\*\*Note: Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), requires the district to adopt a process requiring school personnel who witness acts of discrimination, harassment, intimidation, or bullying to take immediate steps to intervene when it is safe to do so; also see BP 5145.3 Nondiscrimination/Harassment.\*\*\*~~

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the State Administrator/Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### Complaints and Investigation

~~\*\*\*Note: Pursuant to Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), districts are required to adopt a process for receiving and investigating student complaints involving discrimination, harassment, intimidation, and bullying based on race or ethnicity, nationality, gender, sex, sexual orientation, religion, or any other~~

~~characteristic contained in the definition of hate crimes in Penal Code 422.55. To ensure compliance with this requirement, the California Department of Education has determined that the uniform complaint procedures must be used for this purpose. Though some bullying incidents may not fall within the provisions of Education Code 234.1, CSBA strongly recommends that districts use their uniform complaint procedures when investigating all bullying incidents to ensure consistent implementation by district staff. The following optional paragraph provides that all complaints regarding bullying will be investigated using the district's uniform complaint procedures pursuant to AR 1312.3 - Uniform Complaint Procedures. Districts that choose to use another complaint procedure for bullying incidents that are not covered within Education Code 234.1 should modify the following paragraph accordingly.\*\*\*~~

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

~~\*\*\*Note: Districts have the authority to monitor student use of the district's Internet system and to conduct individual searches of student accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 - Search and Seizure and BP/AR 6163.4 - Student Use of Technology.\*\*\*~~

~~\*\*\*Note: As noted in the section "Discipline" below, the courts have generally upheld a district's authority to discipline a student for off campus conduct when the conduct causes, or is foreseeably likely to cause, a substantial disruption of school activities. Thus, in complaints regarding off campus conduct, districts should document, with specific examples, how the conduct or speech significantly disrupted or was likely to significantly disrupt school activities and the targeted student's educational performance.\*\*\*~~

When a student is reported to be engaging in bullying off campus, the State Administrator/Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the State Administrator/Superintendent or designee shall file a request with the

networking site or service to suspend the privileges of the student and to have the material removed.

## Discipline

~~\*\*\*Note: Pursuant to Education Code 32261 and 48900.2-48900.4, "bullying" is a ground for suspension or expulsion in grades 4-12; see AR 5144.1—Suspension and Expulsion/Due Process.\*\*\*~~

~~\*\*\*Note: As noted in the section "Complaints and Investigation" above, the courts have generally upheld discipline for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities (e.g., Lavine v. Blaine School District). In addition, courts have analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior. For example, the court in J.C. v. Beverly Hills Unified School District found that the district would be able to discipline a student for a video-recorded off-campus and posted on YouTube, but that the discipline imposed on this particular student was not justified since the district did not present evidence of specific facts that led school officials to predict that the video would cause substantial disruption (e.g., the video was not violent or threatening nor did it lead to any confrontations between the students). When the conduct does not rise to the level of "substantial disruption," the district may implement interventions other than suspension or expulsion to address the bullying. For further information, see CSBA's policy brief Cyberbullying: Policy Considerations for Boards. Also see BP 5131—Conduct and BP 5145.2—Freedom of Speech/Expression.\*\*\*~~

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

## Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan  
35181 Governing board policy on responsibilities of students  
35291-35291.5 Rules  
48900-48925 Suspension or expulsion  
48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor  
647.7 Use of camera or other instrument to invade person's privacy; punishment  
653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094  
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

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

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

BP 5131.2 (h)

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: August 14, 2013

Adopted:

King City, California



## BP 5145.3 Students

**Nondiscrimination/Harassment**

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

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

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

*(cf. 1240 - Volunteer Assistance)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

*The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.*

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Suspension/Disciplinary Action)*  
*(cf. 4119.21/4219.21/4319.21- Professional Standards)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 5131 - Conduct)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 5145.2 - Freedom of Speech/Expression)*

## Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

~~State Administrator / Superintendent~~  
~~Assistant Superintendent, Administrative Services~~  
800 Broadway Street  
King City, CA 93930  
(831) 385-0606

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

*(cf. 5145.7 - Sexual Harassment)*

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 6163.4 - Student Use of Technology)*

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor  
PENAL CODE  
422.55 Definition of hate crime  
422.6 Crimes, harassment  
CODE OF REGULATIONS, TITLE 5  
4600-4687 Uniform Complaint Procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1681-1688 Title IX of the Education Amendments of 1972  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
CODE OF FEDERAL REGULATIONS, TITLE 34  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011  
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief,  
April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding  
Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity,  
2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS  
PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendment.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr>  
(3/04 3/10) 3/12

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

First Reading: August 14, 2013

Adopted:

King City, California

## Instruction

### School Day

~~\*\*\*Note: The following optional policy may be revised to reflect district practice. California law specifies the minimum length of the school day for elementary and secondary schools; see the accompanying administrative regulation.\*\*\*~~

~~\*\*\*Note: The Governing Board may extend the school day under the incentive funding offered pursuant to Education Code 46200-46205 and in accordance with collective bargaining agreements. Education Code 46201.2 provides that, between the 2009-10 and 2014-15 school years, any district receiving this incentive funding may reduce the school year by up to five instructional days or the equivalent number of instructional minutes without incurring financial penalties; also see BP 6111—School Calendar.\*\*\*~~

The Governing Board shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

(cf. 6111 - School Calendar)

The length of the school day shall apply equally to students with disabilities unless otherwise specified in the student's individualized education program or Section 504 plan.

(cf. 6159 - Individualized Education Program)

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

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

~~\*\*\*Note: The remainder of this policy applies to districts that maintain secondary schools and may be modified to reflect district practice.\*\*\*~~

In establishing the daily instructional schedule for each secondary school, the State Administrator/Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block schedule program in which secondary students attend class for fewer school days, the Board shall consult with the certificated and classified

employees of the school in a good faith effort to reach agreement and shall also consult with parents/guardians of the students who would be affected by the change and the community at large. Such consultation shall include at least one public hearing for which the Board has given adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

(cf. 9320 - Meetings and Notices)

Legal Reference:

EDUCATION CODE

8970-8974 Early primary program, including extended-day kindergarten  
37202 Equal time in all schools  
37670 Year-round schools  
46010 Total days of attendance  
46100 Length of school day  
46110-46119 Kindergarten and elementary schools, day of attendance  
46140-46147 Junior high school and high school, day of attendance  
46160-46162 Alternative schedule - junior high and high school  
46170 Continuation schools, minimum day  
46180 Opportunity schools, minimum day  
46190-46192 Adult education classes, day of attendance  
46200-46206 Incentives for longer instructional day and year  
48200 Compulsory attendance for minimum school day  
48663 Community day school, minimum school day  
48800-48802 Concurrent enrollment in community college  
51222 Physical education, instructional minutes  
51760-51769.5 Work experience education  
52325 Regional occupational center, minimum day

Management Resources:

NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION  
POSITION STATEMENTS

Recess for Elementary School Students, 2006

STATE BOARD OF EDUCATION POLICY STATEMENTS

99-03 Physical Education (PE) Requirements for Block Schedules, July 2006

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Extending Learning Time for Disadvantaged Students, August 1995

WEST ED PUBLICATIONS

Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005

WEB SITES

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

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

State Board of Education: <http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp>

U.S. Department of Education: <http://www.ed.gov>

WestEd: <http://www.wested.org>

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: August 14, 2013

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King City, California



## AR 5112 Instruction

### School Day

~~\*\*\*Note: The following optional administrative regulation specifies minimum and maximum school days for each grade level as provided by law. The district may revise this regulation to reflect district practice.\*\*\*~~

~~\*\*\*Note: Pursuant to Education Code 46114, the minimum school day in grades K-8 may be computed by determining the average number of minutes over 10 consecutive school days (i.e., the number of minutes of attendance in any 10 consecutive school days, divided by 10). Education Code 46142 authorizes the minimum school day in junior high and high schools to be computed by averaging the number of minutes over two consecutive school days. The district will be in compliance if the average is at least the minimum day required by law, even if the number of minutes in any one school day is less than the minimum required school day specified below. However, Education Code 46114 and 46142 provide that no single school day may be less than 60 minutes for kindergarten, 170 minutes for grades 1-3, or 180 minutes for grades 4-12.\*\*\*~~

~~\*\*\*Note: The following paragraph is optional. Although Education Code 46111 provides that recess shall be excluded from determining the maximum school day, it is the interpretation of the California Department of Education that recess time may be counted as instructional minutes, at the district's discretion, if teacher supervision occurs.\*\*\*~~

Recess may be counted as instructional minutes for purposes of determining the maximum school day if teacher supervision occurs.

### Grades 9-12

~~\*\*\*Note: The following section is for use by districts that maintain any of grades 9-12 and may be modified to reflect the grade levels offered by the district.\*\*\*~~

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

~~\*\*\*Note: The following list should be revised to reflect programs offered by the district.\*\*\*~~

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

(cf. 6184 - Continuation Education)

2. Opportunity school or classes (Education Code 46141, 46180)

3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

~~\*\*\*Note: SB 1316 (Ch. 67, 2012) amended Education Code 46141 and added Education Code 46146.5 to exempt early college high schools and middle college high schools from the 240-minute minimum school day requirement under the circumstances described in item #6 below.\*\*\*~~

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)

7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

\*\*\*Note: The following optional paragraph is for use by districts that operate an evening high school pursuant to Education Code 51720-51724.\*\*\*

For an evening high school operated pursuant to Education Code 51720-51724, the number of days, specific days of the week, and number of hours during which the program shall be in session shall be determined by the Board. (Education Code 46141, 51721)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

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## BB 9220 Board Bylaw

## Governing Board Elections

~~\*\*\*Note: Education Code 35107 details eligibility for Governing Board membership as specified below. In 81 Ops. Cal. Atty. Gen. 98 (1998), the Attorney General opined that the residency requirement in Education Code 35107 is a continuing requirement for holding the office during the entire term of the Board member.\*\*\*~~

~~\*\*\*Note: Pursuant to Elections Code 20, as added by AB 2410 (Ch. 160, Statutes of 2012), any person who has been convicted of a felony involving bribery, offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or of conspiracy to commit any of these crimes, under California law or the law of any other state, the federal government, or a foreign government or country, is ineligible to be elected or to hold state or local public office unless he/she has received a pardon from the Governor or other authority as specified.\*\*\*~~

~~\*\*\*Note: In addition, a person is ineligible to hold public office if he/she is not registered to vote. Elections Code 2201 lists the causes for cancelling an individual's voter registration and making him/her ineligible to hold public office as including legally established mental incompetency, proof that the person is presently imprisoned or on parole for conviction of a felony, or official notification that the voter is registered in another country or state.\*\*\*~~

Any person is eligible to be a member of the Governing Board, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. **Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)**

~~\*\*\*Note: Pursuant to Education Code 35107, a district employee elected to serve on the district Board must resign his/her employment before being sworn into office as a Board member.\*\*\*~~

~~\*\*\*Note: Pursuant to Education Code 1006, as added by AB 1662 (Ch. 499, Statutes of 2012), employees of a school district may now be eligible to run for the county board of education seat as long as their school district employer is not within the jurisdiction of the county board.\*\*\*~~

A district employee elected to the Board shall resign his/her employment before being sworn in or shall have his/her employment automatically terminated upon being sworn

into office. (Education Code 35107)

(cf. 9224 - Oath of Affirmation)

(cf. 9270 - Conflict of Interest)

~~\*\*\*Note: Pursuant to Elections Code 1302 and 10404.5, districts are authorized to request consolidation of their Board elections with the local municipal or state primary or general elections. Whenever a change is made to a district's election cycle, the terms of office of incumbent Board members must be extended accordingly. In addition, before making any rule changes that may affect voting in their elections, districts within Kings, Monterey, and Yuba counties must obtain prior approval of the U.S. Department of Justice (preclearance), pursuant to 42 USC 1973-1973aa-6 (the federal Voting Rights Act). For these reasons, districts should explore the full ramifications of proposed changes to their election rules and should consult legal counsel when necessary.\*\*\*~~

**To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election.** Board election procedures shall be conducted in accordance with state and federal law.

(cf. 9110 - Terms of Office)

#### Electing Board Members

~~\*\*\*Note: Pursuant to Education Code 5019, except in a school district governed by a board of education subject to a city or city and county charter, each County Committee on School District Organization is authorized, for the districts within its jurisdiction, to establish trustee areas, rearrange boundaries of trustee areas, increase, decrease, or abolish trustee areas, and recommend any of three alternate methods of electing Board members as specified below and in Education Code 5030. A proposal for any of the purposes described above may be initiated by the County Committee, by a petition filed by voters, or by the governing board of the school district. Option 1 below is for districts that use the "by trustee area" method to elect Board members (i.e., voters in each trustee area elect the candidate to represent their area), Option 2 is for districts that use the "at large" method (i.e., all voters cast ballots for all candidates within the district), and Option 3 is for districts that use the "from trustee area" or "hybrid" method (i.e., Board members must reside within designated trustee areas but are elected by voters throughout the district "at large").\*\*\*~~

~~\*\*\*Note: Pursuant to Education Code 1000-1001, elections to fill county boards of education are required to be conducted based on the "by trustee area" voting method.\*\*\*~~

#### ~~OPTION 1: (Election by trustee area)~~

~~The district is divided into trustee areas and each trustee area shall be represented by a~~

~~Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.~~

~~\*\*\*Note: To ensure equitable representation, Education Code 5019.5 requires any district using Option 1 to adjust its trustee area boundaries following each decennial federal census.\*\*\*~~

~~Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)~~

~~\*\*\*Note: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA)) which prohibits the use of the "at large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). Any district seeking more information about the CVRA and its possible effects should consult legal counsel.\*\*\*~~

~~OPTION 2: (Election using "at large" voting method)~~

~~Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.~~

~~\*\*\*Note: The extent, if any, to which a district using the "from trustee area/hybrid" method (Option 3) is required to balance its trustee areas by population is unclear; see Dusch v. Davis. Any district using Option 3 should consult with legal counsel regarding whether to population balance its trustee areas.\*\*\*~~

~~OPTION 3: (Election from trustee area/hybrid method)~~

~~Each Board member shall reside within the trustee area that he/she represents but shall be elected by all voters in the district.~~

~~\*\*\*Note: The remainder of this section is for districts using Option 2 or 3 and may be revised to reflect district practice. Such districts should periodically monitor the demographics within their geographical boundaries to ensure that no violation of the CVRA occurs. Any district found in violation of the CVRA could be held liable for attorneys' fees and legal costs.\*\*\*~~

**To ensure ongoing compliance with the California and federal Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its**

**racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.**

~~\*\*\*Note: Converting from an "at large" (Option 1) to a "by trustee area" (Option 2) voting method involves complex issues of law regarding matters such as the redrawing of maps, required approvals, and transition dates. Any district that is considering switching to "by trustee area" election method should consult legal counsel as necessary.\*\*\*~~

**If the Board determines that a change is necessary, it shall adopt a resolution at an open meeting specifying the change(s) and shall, in accordance with Education Code 5019 or other applicable provisions of law, obtain approval from the county committee on school district organization having jurisdiction over the district.**

**(cf. 9320 - Meetings and Notices)**

#### Campaign Conduct

~~\*\*\*Note: Education Code 35177 has long authorized boards, by resolution, to limit campaign expenditures and/or contributions for candidates in board elections. However, in June 2006, the U.S. Supreme Court held in *Randall v. Sorrell* that limits on campaign expenditures are unconstitutional and violate a candidate's right to free speech. The court did hold that limits on contributions to candidates could be constitutional if such limits are not overly restrictive, allow candidates to compete in the race, and do not operate to protect incumbents. However, because Education Code 35177 provides no mechanism for the district to enforce any contribution limits set by the Board, such limits would be completely voluntary, and other candidates and the Board would have no remedy in the event of noncompliance by a candidate. It is strongly recommended that, before adopting voluntary contribution limits under the authority granted in Education Code 35177, the Board consult legal counsel in order to ensure that the district's limits satisfy legal restrictions.\*\*\*~~

~~\*\*\*Note: Pursuant to Elections Code 20440, county election officials present each candidate running for public office with a voluntary Code of Fair Campaign Practices for the candidate to sign. The pledge states the candidate's intent to conduct his/her campaign openly and fairly and provides that the candidate may not use or permit negative prejudice based on another candidate's race, religion, physical or mental disability, sex, gender, sexual orientation, or any other prohibited category of discrimination listed in Government Code 12940. Although neither the district nor opposing candidates have authority to enforce the pledge if it is violated, a candidate's signature is a matter of public record. The following optional paragraph expresses the Board's desire that candidates for Board membership sign and abide by the terms of the pledge.\*\*\*~~

In order to help protect the public's trust in the electoral process as well as the public's

confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 9005 - Governance Standards)

### Statement of Qualifications

~~\*\*\*Note: Prior to the beginning of the nominating period, Elections Code 13307 requires the Board to determine whether to have the district assume the costs of producing candidate statements of qualifications (Option 1 below) or to charge candidates for the costs (Option 1 below). In 85 Ops. Cal. Atty. Gen. (2002), the Attorney General opined that Elections Code 13307, which authorizes the district to pay for the cost of distributing candidate statements, does not conflict with Education Code 7054, which prohibits the use of district resources for campaign purposes. According to the Attorney General, distributing campaign statements cannot be considered campaigning for any particular candidate in a partisan manner so as to conflict with the Education Code prohibition.\*\*\*~~

~~OPTION 1: In order to help defray the costs of campaigning for the Board, the district shall pay the cost of printing, handling, translating, and mailing candidate statements filed pursuant to Elections Code 13307.~~

~~OPTION 2: The district shall assume no part of the cost of printing, handling, translating, or mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.~~

~~\*\*\*Note: The following paragraph applies to both of the above options.\*\*\*~~

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

(cf. 9223 - Filling Vacancies)



~~\*\*\*Note: Pursuant to Elections Code 13307, the candidate's statement is limited to 200 words (Option 1 below), unless the Board has authorized an increase to a 400 word maximum (Option 2 below).\*\*\*~~

~~OPTION 1: Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)~~

~~OPTION 2: Candidate statements shall be limited to no more than 400 words. (Elections Code 13307)~~

#### Tie Votes in Board Member Elections

~~\*\*\*Note: Education Code 5016 requires the Board to decide, before conducting any election, whether a potential tie will be resolved by lot or with a runoff election. Option 1 is for use by districts that will make this determination prior to each election. For districts that do not re-determine the method at each election, Option 2 provides for the use of lots to determine the winner in case of a tie in every election while Option 3 provides for a runoff election.\*\*\*~~

~~\*\*\*Note: Education Code 5016 requires the County Superintendent of Schools to provide certification of a tie vote in an election to the district Board.\*\*\*~~

~~OPTION 1: Before each election, the Board shall establish whether a potential tie is to be resolved by lot or with a runoff election. (Education Code 5016)~~

~~After an election for which the Board has decided to resolve a tie by lot, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)~~

~~After an election for which the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)~~

**Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)**

~~OPTION 3: Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)~~

Legal Reference:

EDUCATION CODE

- 1000 Composition, and trustee area, county board of education
- 1006 Qualifications for holding office, county board of education
- 5000-5033 Elections
- 5220-5231 Elections
- 5300-5304 General provisions (conduct of elections)
- 5320-5329 Order and call of elections
- 5340-5345 Consolidation of elections
- 5360-5363 Election notice
- 5380 Compensation (of election officer)
- 5390 Qualifications of voters
- 5420-5426 Cost of elections
- 5440-5442 Miscellaneous provisions
- 7054 Use of district property
- 35107 Eligibility; school district employees
- 35177 Campaign expenditures or contributions
- 35239 Compensation of governing board member of districts with less than 70 ADA

ELECTIONS CODE

- 20 Public office eligibility
- 1302 Local elections, school district election
- 2201 Grounds for cancellation
- 4000-4004 Elections conducted wholly by mail
- 10400-10418 Consolidation of elections
- 10509 Notice of election by secretary
- 10600-10604 School district elections
- 13307 Candidate's statement
- 13309 Candidate's statement, indigence
- 14025-14032 California Voting Rights Act
- 20440 Code of Fair Campaign Practices

GOVERNMENT CODE

- 1021 Conviction of crime
- 1097 Illegal participation in public contract
- 12940 Nondiscrimination, Fair Employment and Housing Act
- 81000-91014 Political Reform Act

PENAL CODE

- 68 Bribes
- 74 Acceptance of gratuity
- 424 Embezzlement and falsification of accounts by public officers
- 661 Removal for neglect or violation of official duty

CALIFORNIA CONSTITUTION

- Article 2, Section 2 Voters, qualifications
- Article 7, Section 7 Conflicting offices
- Article 7, Section 8 Disqualification from office

UNITED STATES CODE, TITLE 42

1973-1973aa-6 Voting Rights Act

COURT DECISIONS

Rey v. Madera Unified School District, (2012) 138 Cal. Rptr. 3d 192

Randall v. Sorrell, (2006) 126 S.Ct. 2479

Sanchez v. City of Modesto, (2006) 51 Cal.Rptr.3d 821

Dusch v. Davis, (1967) 387 U.S. 112

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 49 (2002)

83 Ops.Cal.Atty.Gen. 181 (2000)

81 Ops.Cal.Atty.Gen. 98 (1998)

69 Ops.Cal.Atty.Gen. 290 (1986)

Management Resources:

WEB SITES

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

California Secretary of State's Office: <http://www.ss.ca.gov>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute for Local Self Government: <http://www.ca-ilg.org>

(3/01 11/06) 4/13

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: August 14, 2013

Adopted:

King City, California

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

**SUBJECT:** Approval of Contract with Wendy Pospichal,  
Assistant Superintendent Administrative Services

**MEETING:** August 14, 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:

In the 2012-2013 school year the district did not have an individual in this position, individuals were contracted to fulfill mandatory Educational Services requirements. The district has budgeted for a full time Assistant Superintendent Administrative Services position. Dr. Pospichal will be supervising Educational Services, Human Resources, and Maintenance, Operations, and Transportation.

Recommendation:

The recommendation is for the State Administrator to approve the contract with Wendy Pospichal.

Fiscal Impact:

This position was budgeted for the 2013-2014 school year.

Submitted By:



Daniel R. Moirao, Ed.D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

# SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

## Employment Agreement between Wendy Pospichal, Assistant Superintendent Administrative Services and the South Monterey County Joint Union High School District

This Agreement is entered into as of this first (15th) day of July 2013, between the State Administrator, on behalf of the Governing Board (hereinafter "the Board") of and on behalf of the South Monterey County Joint Union High School District (hereinafter "the District"), and Wendy Pospichal (hereinafter "the Assistant Superintendent").

1. **Term:** The State Administrator, on behalf of the Board hereby employs Wendy Pospichal, Assistant Superintendent of Administrative Services of the District for a term beginning July 15, 2013 and ending on June 30, 2014. This Agreement is subject to renewal annually at the discretion of the State Administrator.
2. **Assistant Superintendent and State Administrator/Board Responsibilities:** The Assistant Superintendent for Administrative Services works under the direction of the State Administrator. As such, the Assistant Superintendent shall provide leadership, vision, and direction in administering the day-to-day operations of the school district. The Assistant Superintendent performs complex and highly specialized administrative duties related to the curriculum and instruction, and maintenance and operations of the district. The Assistant Superintendent of Administrative Services also oversees the Human Resources Division of the school district. It is the philosophy of the State Administrator, on behalf of the Board, that the Assistant Superintendent is the educational and instructional leader and a part of the management team that provides leadership for the District in the area of school and district educational and human resources programs.
3. **Compensation:** In consideration of the performance of the duties and responsibilities as described in this agreement and elaborated in the approved job description, compensation will be as follows:
  - 3.1 The annual salary of the Assistant Superintendent of one hundred twenty-five thousand seventy dollars and fifty-nine cents (\$125,075.59). This annual salary is based on twelve (12) months of full-time service. The annual salary shall be payable in twelve (12) equal monthly installments on the last day of each month. When only a portion of any month or year is served, the Assistant Superintendent's salary shall be prorated to reflect such service.
  - 3.2 The Assistant Superintendent shall be paid \$900.00 annually for a certified master's degree

3.2 Medical, dental, and vision benefits consistent with the benefits provided to other administrators of the district.

3.3 An annual expense allotment of two thousand forty dollars (\$2040) will be paid to defray the cost of cell phone and travel (mileage and parking) expenses within Monterey County in performance of District Business. This expense allocation will be paid in twelve equal payments of one hundred-seventy dollars (\$170.00) prorated for less than a full year of service.

3.4 The Assistant Superintendent shall receive all statutory benefits provided to other certificated management employees of the District, including STRS.

3.5 The Assistant Superintendent shall be reimbursed for necessary expenses that may be incurred in the performance of duties. Verification of expenses to the State Administrator shall be necessary for reimbursement within this provision.

3.6 Pre-approved conference expenses shall be paid by the District.

3.5 At the annual election of the Assistant Superintendent for Administrative Services, dues for the administrator's members in the Association of California School Administrator (ACSA) will be paid.

4. **Work Year, Vacation and Holidays:** The Assistant Superintendent shall serve as a full-time employee of the District based on rendering twelve (12) months of full and regular service to the District during each annual period covered by this Agreement, prorated for less than a full year of service.

4.1 The Assistant Superintendent shall work 220 days annually.

4.2 The Assistant Superintendent shall follow all district policies regarding use and accrual of vacation days. Non-work days shall be taken during the current or next succeeding year. In no event may the Assistant Superintendent carry forward more than eight days from year-to-year or accrue in excess of 26 working days without the specific authorization of the State Administrator. In the event of termination or expiration of this agreement, the Assistant Superintendent shall be entitled to compensation for all unused accrued non-work days at the base salary rate earned.

4.2 The Assistant Superintendent shall be entitled to use or accumulate sick leave benefits at the rate of one day per qualifying month and be eligible for the extended leave provision of the *EC* Section 44977. In the event of termination or expiration of this agreement, the Assistant Superintendent shall not be entitled to compensation for unused accrued sick leave.

4.3 The Assistant Superintendent shall receive the same holidays allowed other District employees on which the District office is closed pursuant to the District's approved work year calendar.

4.4 Working days of service includes vacation and sick leave credit usage, bereavement leave, and jury duty leave.

5. **Nondiscrimination clause**

The Assistant Superintendent hereby agrees to abide by the provision of the document entitled "Nondiscrimination Clause" which is attached hereto and incorporate herein.

6. **Duties and Functions**

The Assistant Superintendent's duties and functions shall include, but not be limited to, the following:

6.2 Duties as outlined in the most current job description

6.3 Represent the interest of the State Administrator and the District in day-to-day contact with parents, other citizens, community, and governmental agencies

6.4 Review and follow all adopted polices by the District

6.5 Provide leadership, guidelines and directions to ensure that polices related to curriculum, instruction, pupil personnel services, and management of personnel are carried out

6.6 Advise the State Administrator and make recommendations regarding possible sources of funds, which may be available to implement present or contemplated District programs

6.7 Endeavor to maintain and improve her professional competency by all available means including reading appropriate periodicals and joining and/or participating in appropriate professional associations and their activities

6.8 Establish and maintain an effective community relations program including effective relationships with the media

6.9 Communicate openly, systematically, and in a timely manner to the State Administrator, staff, community, and promptly inform the State Administrator of critical issues or incidents

7. **Review:** The State Administrator shall review the Assistant Superintendent's work performance by June 30, 2014.

## 8. Termination of Agreement

8.2 Mutual Consent: This Agreement may be terminated at any time by mutual consent of the State Administrator, on behalf of the Board and the Assistant Superintendent

8.2 Non-Renewal of Agreement by the District: By signing this Agreement, the Assistant Superintendent of Administrative Services accepts receipt of a written notice according to Education Code section 35031 that acknowledges the State Administrator's exercise of his right not to reelect or re-employ the Assistant Superintendent upon the expiration of this Agreement.

8.3 This Agreement terminates on the last day of the term herein in writing or is automatically extended should no written notification be given

8.4 Termination for Cause: The State Administrator may elect to terminate this Agreement without cause by giving sixty (60) days written notice. Upon termination in the middle of a month, base compensation, business expense allotment and any other compensation shall be pro-rated for the number of actual days of service divided by the total number of available worked days in the final month of service.

9. **Work Records:** All documents, daily logs, and any other written work product the Assistant Superintendent generates while working under the terms of this Agreement shall be the District's sole and exclusive property.

10. **Severability:** If any provision of this contract is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the contract shall continue in full force and effect.

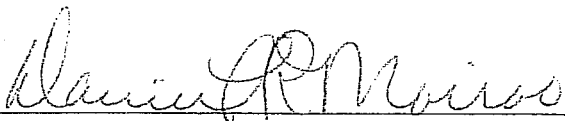
## 11. Complete Agreement

11.2 This agreement constitutes the entire Agreement between the parties pertaining to the subject matter hereof, and is the final, complete, and exclusive expression of terms and conditions of their Agreement. Any and all prior agreements, representations, negotiations, and understandings made by the parties, oral or written, express or implied, are hereby superseded and merged herein.

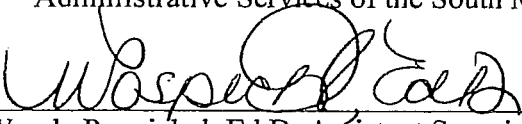
11.3 Any amendment, modification, or variation from the terms of the Agreement shall be in writing, shall be effected only upon approval of such amendment, modification, or variation by the State Administrator or designee and the Assistant Superintendent, and shall not operate as a termination of this agreement.



12. **Modification of Agreement:** This Agreement may be modified at any time with joint consent of the State Administrator, on behalf of the Board, and the Assistant Superintendent

 Date: July 11, 2013  
Daniel R. Moirao, Ed.D.  
State Administrator

I accept the above Agreement of employment and the terms and conditions thereof and will perform faithfully all of the duties of employment of Assistant Superintendent Administrative Services of the South Monterey County Joint Union High School District.

 Date: 7/10/13  
Wendy Pospichal, Ed.D. Assistant Superintendent Administrative Services  
South Monterey County Joint Union High School District

## NONDISCRIMINATION CLAUSE

1. During the performance of this contract, contractor and its subcontractors shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. Contractors and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.
2. This contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the contract.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

**SUBJECT:** Approval of Resolution #01:13/14 Designation of  
Authorized Agent to Sign School Orders

**MEETING:** August 14, 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
- X \_\_\_\_\_ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Wendy Pospichal, Ed.D., has joined the district as Assistant Superintendent Administrative Services, an administrative position. As part of her responsibilities she is to be added as an authorized individual on the list to sign school orders.

Recommendation:

The recommendation is being made for the State Administrator to approve Resolution #01:13/14 Authorized Signatures.

Fiscal Impact:

None.

Submitted By:



Daniel R. Moirao, Ed.D.  
State Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

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

**RESOLUTION NO. 01:13/14**

**Designation of Authorized Agent to Sign School Orders**

South Monterey County Joint Union High School District, Monterey County,

ON APPROVAL BY

State Administrator Daniel R. Moirao, Ed.D., effective August 14, 2013.

IT IS RESOLVED AND ORDERED by the State Administrator that, pursuant to provisions of Education Code Section 42632 or 85232.

Daniel R. Moirao  
Wendy Pospichal  
Shirley Laws  
Duane Wolgamott  
Claudia Arellano

Be authorized and are hereby empowered to sign any and all orders in the name of said district, drawn on the funds of said district.

IT IS FURTHER RESOLVED that this approval shall stand and that all additions and deletions shall be submitted in writing to the County Office of Education.

PASSED AND ADOPTED by State Administrator, Daniel R. Moirao, Ed.D.

I, Daniel R. Moirao, Ed.D., State Administrator, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted at a regularly called and conducted meeting held on said date.

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

\_\_\_\_\_  
Date

Signature of Authorized person(s):

\_\_\_\_\_  
Daniel R. Moirao  
\_\_\_\_\_  
Wendy Pospichal  
\_\_\_\_\_  
Duane Wolgamott  
\_\_\_\_\_  
Claudia Arellano  
\_\_\_\_\_  
Shirley Laws

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Declaration of Need for Fully Qualified Educators

MEETING: 8/14/2013

AGENDA SECTION:

X 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 attached annual Declaration must be submitted to the California Commission on Teacher Credentialing in order for the District to lawfully hire anyone who holds an Internship credential or emergency permit. It is also required in order for the district to petition for an emergency CLAD or its equivalent for employees teaching English Learners and who do not hold the proper authorization.

Education Code 44300 requires that a Declaration of Need for Fully Qualified Educators be adopted at a public meeting by the Governing Board/State Administrator of the District. The Declaration shall be valid for no more than twelve months and shall expire on June 30 following its submission to the Commission.

Recommendation:

It is recommended that the State Administrator approve the Declaration of Need for Fully Qualified Educators as presented.

Fiscal Impact:

No fiscal impact

Submitted By:



Claudia Arellano  
Human Resources Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 2013-14  
 Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: SOUTH MONTEREY COUNTY JUHSD District CDS Code: 66068  
 Name of County: MONTEREY County CDS Code: 027

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 8 / 14 / 13 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2014.

Submitted by (Superintendent, Board Secretary, or Designee):

|  |                                 |                            |
|--|---------------------------------|----------------------------|
| <u>Daniel R. Moirao, Ed.D</u>            |                                 | <u>State Administrator</u> |
| <small>Name</small>                      | <small>Signature</small>        | <small>Title</small>       |
| <u>831-385-0695</u>                      | <u>831-385-0606</u>             | <u>08/14/2013</u>          |
| <small>Fax Number</small>                | <small>Telephone Number</small> | <small>Date</small>        |
| <u>800 Broadway, King City, CA 93930</u> |                                 |                            |
| <small>Mailing Address</small>           |                                 |                            |
| <u>carellano@smcjuhsd.org</u>            |                                 |                            |
| <small>EMail Address</small>             |                                 |                            |

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_  
 Name of State Agency \_\_\_\_\_  
 Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

|                 |                  |       |
|-----------------|------------------|-------|
| Name            | Signature        | Title |
| Fax Number      | Telephone Number | Date  |
| Mailing Address |                  |       |
| EMail Address   |                  |       |

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| Type of Emergency Permit   | Estimated Number Needed |
|--|-------------------------|
| <input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential) | 3                       |
| <input type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)                       |                         |
| List target language(s) for bilingual authorization:   |                         |
| <input checked="" type="checkbox"/> Resource Specialist  | 2                       |
| <input type="checkbox"/> Teacher Librarian Services  |                         |
| <input type="checkbox"/> Visiting Faculty Permit   |                         |

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|
| Multiple Subject                  | 0                       |
| Single Subject                    | 5                       |
| Special Education                 | 2                       |
| TOTAL                             | 7                       |

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?

Yes  No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university intern program?

Yes  No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an intern program.

Brandman University, San Jose State U, CSU Monterey Bay, National University,

CSU Northridge, U of La Verne, Cal Poly San Luis Obispo

If no, explain why you do not participate in an intern program.

\_\_\_\_\_  
\_\_\_\_\_



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

**SUBJECT:** Approval of the employment of Marisol Cisneros on the basis of a Provisional Internship Permit.

**MEETING:** 08/14/2013

**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 District conducted a diligent search to fill a Math position at Greenfield High School but was unable to find suitable credentialed teacher or suitable qualified internship teacher. The District wishes to employ Marisol Cisneros as a Math teacher under the basis of a Provisional Internship Permit (PIP), for the 2013-2014 school year. The California Commission on Teacher Credentialing requires that the Board take action to employ a teacher under this type of teaching permit. Ms. Cisneros meets all requirements necessary to apply for a Provisional Internship Permit.

Recommendation:

It is recommended that the State Administrator approve the employment of Ms. Cisneros on the basis of a Provisional Internship Permit.


Fiscal Impact:

No fiscal impact

Submitted By:

  
\_\_\_\_\_  
Claudia Arellano  
Human Resources Administrator

Approved:

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

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

**SUBJECT:** Approval of Single Plans for Student Achievement  
for King City High School and Greenfield High  
School

**MEETING:** August 14, 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 Single Plans for Student Achievement for Greenfield High School and King City High School have been revised.

Recommendation:

The recommendation is being made for the State Administrator to approve the revised Single Plans for Student Achievement for King City High School and Greenfield High School.


Fiscal Impact:

None

Submitted By:

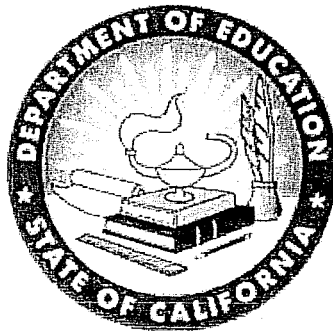
Candy McCarthy  
Technical Assistance Provider

Approved:

  
Daniel R. Moirao, Ed.D.  
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
GREENFIELD HIGH SCHOOL

Single Plan for Student Achievement



# The Single Plan for Student Achievement

School: Greenfield High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Lisa Mazza

Date of this revision: June 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. *California Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lisa Mazza

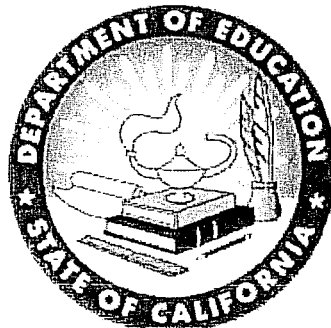
Position: Principal

Telephone Number: 831-674-2751

Address: 225 South El Camino Real, Greenfield, CA 93927

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The District Governing Board approved this revision of the SPSA on Enter Date.



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School Site Planned Improvements in Student Performance

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Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL:( Performance Goal 1/WASC Goal 1.C): English language arts (ELA). All students will attain proficient or better in ELA by 2014-15.**

### SCHOOL GOAL 1A:

By June 2014 improve school wide student achievement in English language arts from 33% proficient or advanced in 2011-12 to 43% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2013-14.)

| What data did you use to form this goal?  | What were the findings from the analysis of this data?   | How will the school evaluate the progress of this goal?   |
|---|--|---|
| <p>ELA CST data 2006-07 to 2011-12<br/>Academic Program Survey<br/>ELSSA<br/>Analysis of 2012-13 SPSA</p> | <p>From 2007-2012:<br/>All students 22% to 33% proficient.<br/>Low SES from 26.7% to 30.8% proficient.<br/>ELs from 20.8% to 28% proficient.<br/>FBB/BB students are moving up to Basic.<br/>Basic students are not moving to proficient.<br/>EL students are not moving from Intermediate to higher levels on the CELDT.<br/>2012 Participation rate for ELA CST not met.</p> | <p>Collegial learning walks<br/>CM walkthroughs with instructional coach<br/>Local writing benchmarks<br/>Local quarterly benchmarks<br/>Common formative assessments through USA Test Prep, results disaggregated per proficiency level per significant subgroup.<br/>ELA CST results<br/>Evaluation of READ 180 program</p> |

**STRATEGY 1A.1 (WASC Goal 2):** During 2013-14, GHS will create and/or modify instructional pacing guides and a series of benchmark and formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

| Action/Date   | Person(s) Responsible       | Task/Date   | Cost and Funding Source (Itemize for Each Source)                |
|---|-----------------------------|---|--|
| <p>By September 1, 2013 pacing guides and writing benchmarks will be revised/modified as needed for ELA grades 9, 10, 11.</p> | <p>ELA Department Chair</p> | <p>By July 31, 2013, organize 3 days for ELA Department to write/modify ELA pacing guides with benchmarks.<br/><br/>Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE and released items from these state assessments and revise pacing guides as necessary.<br/><br/>Train any new ELA teachers in the pacing guides before the start of school.</p> | <p>3 days X 5 ELA teachers X \$240/day = \$3,600<br/>Title I</p> |

**STRATEGY 1A.2 (WASC School wide Critical Area for Follow-up #4): Use data to drive instruction.**

| Action/Date  | Person(s) Responsible                      | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|--|--|--|---|
| 1. Purchase USA Test Prep, provide standards-based question banks and teacher-generated standards-based assessments. | Principal<br>Site Data Team                | Utilize disaggregated student data from data bank, Aeries, USA Test Prep or other data base to determine re-teaching.  | \$2000 USA Test Prep<br>Title I                   |
| 2. Use PLCs to create SMART Goal Cycles to include EL/EO performance data from benchmarks and common assessments.    | Principal<br>Department Chairs<br>CM Coach | SMART Goal Form fully utilized from pre to post assessment cycle for monitoring progress of ELs and EOs. Utilize common benchmarks for standards-based formative and summative data. | \$0   |

**STRATEGY 1A.3 (WASC Goal 3): Implement collaboration time for vertical and horizontal articulation.**

| Action/Date   | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)    |
|---|--|---|--|
| 1. By June 2014 improve the level of implementation of the PLCs   | Principal  | By September 30, 2013, analyze level of implementation of the PLCs<br><br>Use data from analysis of level of implementation of the PLCs to set 1-2 PLC goals for 2013-14 and a support plan including any needed materials or professional development.<br><br>Monitor quality use of PLC time through PLC sign-ins, agendas, minutes and next steps.<br><br>By May, 2014, repeat analysis of level of implementation of PLCs activity completed in the fall and set goals for 2014-15. | \$0  |
| 2. Selected staff will participate in district-organized horizontal collaboration opportunities with KCHS and Portola-Butler staff. | Assistant Superintendent of Administrative Services<br><br>Principal | By September 30, 2013, establish a purpose, goals and publish a calendar for quarterly district wide horizontal collaboration.<br><br>Monitor quality of district wide collaboration through meeting sign-ins, agendas, minutes and next steps disseminated to all staff.<br><br>By May, 2014, analyze quality of district-wide collaboration and develop plan for 2014-15.   | Release days and/or extra hours<br>\$1200<br>Title I |

|  |   |   |   |
|--|---|---|---|
| <p>3. Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.</p> | <p>Assistant Superintendent of Administrative Services<br/><br/>Principal</p> | <p>By September 30, 2013, establish a purpose, goals and publish a calendar for collaboration with the feeder district.<br/><br/>Monitor quality of the vertical collaboration through meeting sign-ins, agendas, minutes and next steps disseminated to all staff.<br/><br/>By May, 2014, analyze quality of vertical collaboration and develop plan for 2014-15</p> | <p>Release days and/or extra hours<br/>\$1200<br/>Title I</p> |
|--|---|---|---|

**STRATEGY 1A.4:** During 2013-14, all 9th grade students scoring Far Below Basic, Below Basic, on the ELA CST and meeting the criteria of the READ 180 screening test will be placed in READ 180.

| Action/Date  | Person(s) Responsible   | Task/Date  | Cost and Funding Source (Itemize for Each Source)                  |
|--|---|--|--|
| <p>1. By June 30, 2013, identify potential intensive intervention students for placement in READ 180.</p>            | <p>Principal<br/>Student Support Services</p>                               | <p>Use 2013 ELA CST results to create a list of students who are potential candidates for READ 180.</p>  | <p>\$0</p>   |
| <p>2. By August 2, 2013, cross reference the potential list of READ 180 students with their 2013 ELA CST scores.</p> | <p>Principal<br/>Student Support Services</p>                               | <p>Update the list of students who are potential candidates for READ 180 with spring 2013 ELA CST scores.</p>  | <p>\$0</p>   |
| <p>3. By start of school 2013, place the students who qualify for READ 180 in the class.</p>                         | <p>Principal<br/>Student Support Services<br/><br/>ELA Department Chair</p> | <p>Before the start of school pretest all students who are potential candidates for READ 180 with the lexile placement test.<br/><br/>Use the READ 180 lexile test results to place the students who qualify in that class prior to the start of school.<br/><br/>Order any additional READ 180 instructional materials.</p> | <p>Title I \$200 personnel and supplies<br/><br/>General funds</p> |
| <p>4. On a quarterly basis analyze the progress of students enrolled in READ 180</p>                                 | <p>Principal<br/>Read 180 teacher</p>                                       | <p>Before the start of school determine how the progress of READ 180 students will be measured.<br/><br/>Establish a calendar for end of the quarter meetings and the reports which will be shared at the meetings.</p>  | <p>\$0</p>   |



**STRATEGY 1A.5:** During 2013-14, all students scoring at or below the Basic level on the ELA CST and/or in need of credit recovery will be attending an extended learning day opportunity.

**WASC Goal 1.D:** During the 2013-14, all students will be on the diploma track by passing the ELA CAHSEE.

| Action/Date  | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|--|--|---|--|
| <p>1. By the end of quarter one enroll target students in extended learning opportunities: after school tutoring, CAHSEE prep, credit recovery classes, EL bootcamp.</p> | <p>Principal<br/>Assistant Principal<br/>Student Support Services<br/>EL Specialist<br/>Migrant Ed Staff<br/>GEAR Up<br/>SES staff<br/>Talent Search</p> | <p>Coordinate all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.</p> <p>Identify students scoring Basic or below on the ELA CST, 11<sup>th</sup>/12<sup>th</sup> graders who have not passed the ELA CAHSEE, and those who are behind in credits.</p> <p>Hire teachers to provide extended learning day opportunities and establish and publish the calendar.</p> <p>Before the tutorial starts CAHSEE prep teachers will analyze subgroup performance on the ELA CAHSEE by strand and create a pacing guide to insure that students are prepared to pass the ELA CAHSEE.</p> <p>Purchase necessary materials and technology.</p> <p>Contact target students.</p> <p>Contact the parents of the target students.</p> <p>Develop a system for monthly monitoring of student attendance in each extended learning day opportunity.</p> <p>By June 7, 2013, institute a supplemental EL program during the summer: EL bootcamp in conjunction with GEAR Up.</p> <p>By June 7, 2013, institute a summer program for credit recovery for summer 2013.</p> <p>Identify seniors who have the potential to graduate with the class of 2014 and provide them credit recovery.</p> | <p>1 ELA CAHSEE teacher @ \$2080 Title I</p> <p>1 credit recovery teacher with Odysseyware (all subjects) \$2080 Title I</p> <p>1 ELA tutorial teacher \$2080 Title I</p> <p>Licenses for currently-used software – Odysseyware DynEd Title 1: \$2000</p> <p>Maintain existing technology and purchase new technology (ipads, laptops, computer lab) pending allocation in January 2014</p> <p>GEAR Up</p> <p>6 days X 3 hrs./day @ \$40/hr. = \$720 for credit recovery teacher. Title 1</p> <p>10 days X 3 hours/day @ \$40/hour = \$1,200 for credit recovery teacher Title 1</p> |
| <p>2. Provide summer credit recovery for seniors</p>   | <p>Principal</p>   | <p>Identify seniors who have the potential to graduate with the class of 2014 and provide them credit recovery.</p>   | <p>GEAR Up</p> <p>6 days X 3 hrs./day @ \$40/hr. = \$720 for credit recovery teacher. Title 1</p> <p>10 days X 3 hours/day @ \$40/hour = \$1,200 for credit recovery teacher Title 1</p>   |

|   |  |   |                                    |
|---|--|---|------------------------------------|
| 3. Implement a summer program for entering 9 <sup>th</sup> graders.   | Principal<br>Migrant Ed Staff<br>GEAR Up | Identify which subgroups of students will be served.<br>Develop the plan to serve these students.   | \$0                                |
| 2. Evaluate all extended learning day opportunities including those provided by non-school staff, including Supplemental Educational Services (SES) | Principal                                | Develop an evaluation template to be used by every extended learning day teacher/provider which includes attendance and data-based results to evaluate program effectiveness. Review these reports quarterly.<br><br>Contract with a non-school staff entity to provide learning opportunities for students of low socio-economic status working below grade level. | \$0<br><br>Title 1: 20,000 for SES |

**STRATEGY 1A.6: Meet 2013-14 ELA CST targets by making Safe Harbor (increasing the number of students within each significant subgroup by 10% who reach proficient or advanced on the ELA CST).**

| Action/Date   | Person(s) Responsible                              | Task/Date   | Cost and Funding Source (Itemize for Each Source) |
|---|--|---|---|
| By August 30, 2013, develop and implement a plan to assist target students to reach proficient or advanced on the LA CST. | Principal<br>ELA Department Chair<br>EL Specialist | By August 30, 2013, identify all potential Safe Harbor students for the ELA CST and develop a plan to assist them.<br><br>Ongoing review of progress towards Safe Harbor through the setting and evaluating of SMART goals by department, teacher, subgroup, during the PLCs. | \$0   |
| By April 15, 2014, all students will develop individual CST goals and action plans.                                       | Principal<br>ELA Department Chair                  | Core teachers work with students to set individual student CST goals and the action plan to attain them.  | \$0   |

**LEA GOAL: Performance Goal 1: Mathematics: All students will attain proficient or better in mathematics by 2014-15.**

|   |  |   |
|---|--|---|
| <p><b>What data did you use to form this goal?</b></p> <p>Math CST data 2006-07 to 2011-12<br/>Academic Program Survey<br/>ELSSA<br/>Analysis of 2012-13 SPSA</p> | <p><b>What were the findings from the analysis of this data?</b></p> <p>Students in the Hispanic, low SES, and EL subgroups regressed.</p> | <p><b>How will the school evaluate the progress of this goal?</b></p> <p>Collegial learning walks<br/>CM walkthroughs with instructional coach<br/>Administrative CM walkthroughs<br/>SMART Goals<br/>Local quarterly benchmarks<br/>Common formative assessments<br/>GHS Subject Diagnostic Test results<br/>Math CST/Summative Assessment results</p> |
|---|--|---|

**SCHOOL GOAL 1B (WASC Goal 1A):** By June 2014 improve school wide student achievement in mathematics from 32.7% proficient or advanced in 2011-12 to 42.7% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2013-14.)

**STRATEGY 1B.1 (WASC Goal 2):** During the 2013-14, GHS will modify instructional pacing guides as needed and a series of benchmark and formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

| Action/Date   | Person(s) Responsible        | Task/Date   | Cost and Funding Source (Itemize for Each Source) |
|---|------------------------------|---|---|
| <p>1. By August 2014 pacing guides for core math courses and benchmarks will be revised/modified.</p> | <p>Math Department Chair</p> | <p>Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE and released items from these state assessments and revise pacing guides as necessary.<br/><br/>Train any new math teachers in the pacing guides before the start of school.</p> | <p>\$0</p>  |

**STRATEGY 1B.2 (WASC Goal 1.B): Increase 10<sup>th</sup> grade passing rate on the Mathematics portion of the CAHSEE by 14%.**

| Action/Date  | Person(s) Responsible                      | Task/Date   | Cost and Funding Source (Itemize for Each Source)   |
|--|--|---|---|
| 1. Enroll all 10 <sup>th</sup> graders including students with disabilities in the appropriate math classes  | Vice Principal<br>Student Support Services | Review 2013 CAHSEE results by subgroup by strand. Modify existing courses to strengthen the weaker strands in the department.<br><br>Place students in Algebra 1 and if needed, in an after school support class.<br><br>SPED teachers work with site administration and the Math Department to place students with disabilities in targeted classrooms in order to allow coteaching. | \$ TBD w/ January 2014 final allocation<br>Supplemental materials including technology  |
| 2. Enroll all 10 <sup>th</sup> graders in need of additional math instruction and all 11 <sup>th</sup> and 12 <sup>th</sup> graders who have not passed the Math CAHSEE in an extended learning day opportunity. | Vice Principal<br>Student Support Services | By the end of quarter 1, identify all 10 <sup>th</sup> graders in need of additional math instruction and all 11 <sup>th</sup> and 12 <sup>th</sup> graders who haven't passed the Math CAHSEE and enroll them in one of the extended learning day programs. Create/revise a CAHSEE prep pacing guide and benchmarks.   | 1 Math CAHSEE @ \$2080<br>Title I<br><br>1 credit recovery teacher with Odysseyware (all subjects) \$2080<br>Title I<br><br>1 math tutorial teacher \$2080<br>Title I |

**STRATEGY 1B.3: Meet 2013-14 Mathematics CST targets by making Safe Harbor (increasing the number of students within each significant subgroup by 10% who reach proficient or advanced on the Math CST).**

| Action/Date  | Person(s) Responsible              | Task/Date   | Cost and Funding Source (Itemize for Each Source) |
|--|------------------------------------|---|---|
| By August 30, 2013, develop and implement a plan to assist target students to reach proficient or advanced on the Math CSTs. | Principal<br>Math Department Chair | By August 30, 2013, identify all potential Safe Harbor students as target students for the Math CST and develop a plan to assist them in achieving this goal which includes: <ul style="list-style-type: none"> <li>Ongoing review of progress towards Safe Harbor through the setting and evaluating of SMART goals by department, teacher, subgroup, during the PLCs</li> </ul> | \$0   |

|   |                                    |  |     |
|---|------------------------------------|--|-----|
| By April 15, 2014 Students create individual CST goals and an action plan delineating how to attain them. | Principal<br>Math Department Chair | Core teachers work with students to set individual student CST goals and the action plan to attain them. | \$0 |
|---|------------------------------------|--|-----|

**LEA GOAL: Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**SCHOOL GOAL 2:** By June 2014, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.

- The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 54.9% to 59%.
- The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from: 5% to 22.8% for ELs with less than 5 years in U.S. schools. 36.4% to 49% for ELs with more than 5 years in U.S. schools.
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 30.1% to 40.1%. (The target for 2013-14 is 100%.)
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 30.3% to 40%. The target for 2013-14 is 100%.)

**ASC Goal 1E:** Close the achievement gap of English Learners (WASC Follow Up #3)

|  |  |   |
|--|--|---|
| <p><b>What data did you use to form this goal?</b><br/>         Analysis of 2012-13 SPSSA<br/>         ELSSA<br/>         EL performance on the ELA CST<br/>         EL performance on the Math CST<br/>         EL performance on the CAHSEE<br/>         Academic Performance Survey<br/>         EL Parent Survey results<br/>         WASC Recommendations</p> | <p><b>What were the findings from the analysis of this data?</b><br/>         EL students are stagnating at the intermediate level of CELDT.</p> | <p><b>How will the school evaluate the progress of this goal?</b><br/>         ELSSA<br/>         ELA CST results by EL subgroup<br/>         ELA CAHSEE results by EL subgroup<br/>         Benchmark results from ELD classes<br/>         EL grades in ELD, ELA, and core content classes<br/>         Evaluation of ELD classes<br/>         Evaluation of SDAIE math classes</p> |
|--|--|---|

**STRATEGY 2.1:** Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|-------------|-----------------------|-----------|---|
|             |                       |           |   |

|                                       |  |   |                        |
|---------------------------------------|--|---|------------------------|
| Hire an EL Specialist by July 1, 2013 | State Administrator<br>HR Administrator<br>Principal | May 2013 Assist in the development of a job description for the EL Specialist.<br><br>June 2013 Participate in the screening and hiring of the EL Specialist.<br><br>By May 2014 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan. | \$50,000 EIA:LEP       |
|                                       |  |   | \$250 ELSSA<br>EIA/LEP |

**STRATEGY 2.2: Place all English Learners in appropriate ELA/ELD and core content classes.**

| Action/Date   | Person(s) Responsible  | Task/Date   | Cost and Funding Source<br>(Itemize for Each Source) |
|---|--|---|--|
| 1. Review/revise the current EL Placement Chart.<br><br>P.1<br>2. Appropriately place all ELs, including ELs who are also students with disabilities, in ELD and SDAIE classes. | Principal<br>EL Specialist<br>ELD teachers<br>ELA Department Chair<br><br>Principal<br>Student Support Services<br>EL Specialist | By June 15, 2013, a chart depicting the district's placement for EL students will be created/ revised and utilized for EL student placement in the master schedule.<br><br>May - August 2013 Modify the master schedule to provide the number and type of sections/classes needed to serve EL students according to the EL Placement Chart.<br><br>Prior to the first day of each semester check that all ELs are placed according to the EL Placement Chart.<br><br>EL Specialist and SPED teachers coordinate placement of all ELs who are also students with disabilities. | \$0<br><br>\$0<br><br>\$0                            |
| 3. Evaluate the EL Program course offerings including the two-period non-interrupted block of ELD (EDGE) and the SDAIE content courses.   | Principal<br>EL Specialist<br>ELD teacher<br>Department Chairs   | Before the first day of school:<br>Determine the level of implementation of the ELD core curriculum and establish a plan for support and progress towards full implementation including professional development and the purchase of necessary core and supplementary materials.<br><br>By August 30, 2013, determine how and when EL students' progress towards English proficiency will be monitored throughout the school year. Evaluate at least once per semester, EL students' progress and program effectiveness through data.   | \$ 6,000<br>Supplementary ELD materials<br>EIA:LEP   |

**STRATEGY 2.3 (WASC Critical Area for Follow-up #3 Close the achievement gap of English Learners)** Place all EL students according to the EL Placement Chart in SDAIE content class.

| Action/Date   | Person(s) Responsible    | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|---|--------------------------|--|---|
| Enroll all ELs according to CELDT level and EL placement chart in SDAIE core content classes. | Student Support Services | Before the opening of the 2013-14, all EL students will be enrolled in appropriate content area SDAIE courses. | \$ 1000<br>Supplementary materials<br>EIA:LEP     |

**STRATEGY 2.4:** During 2013-14, all English Learners in need of additional ELD will be attending an extended learning day opportunity.

| Action/Date   | Person(s) Responsible | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|---|-----------------------|---|--|
| Enroll all ELs in need of additional ELD in after school .D tutoring class. | EL Specialist         | By August 30, 2013, identify all ELs in need of ELD tutoring and enroll them in the after school ELD support classes. | 2 ELD tutorial teachers \$4200<br>EIA:LEP<br><br>\$1000 Supplementary materials for ELD<br>EIA:LEP |

**STRATEGY 2.5:** Implement a comprehensive plan to improve EL students' performance on the annual CELDT.

| Action/Date   | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)   |
|---|--|---|---|
| 1. Develop/revise a district wide plan for annual summer (2013) CELDT testing which includes both certificated and classified staff from GHS, a parent involvement/education component, and a student engagement/education component. | Principal<br><br>Principal<br>Lead teacher<br>GEAR Up<br>Migrant Education Staff<br><br>Lead teacher | May 2014 Identify school staff to attend TOT CELDT training at MCOE.<br><br>Review/revise the district plan for annual CELDT testing. Address how accommodations for ELs who are also students with disabilities will be provided during CELDT testing.<br><br>Oversee the implementation of the plan for annual summer CELDT testing including:<br><ul style="list-style-type: none"> <li>selecting and training testers,</li> </ul> | 2 teachers @ \$50.00 each = \$100<br>EIA:LEP<br><br>\$0<br><br>Lead teacher: 12 days @ \$240/day = \$2,880<br>EIA:LEP |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• assisting with and monitoring testing,</li> <li>• completion and mailing of all test materials.</li> <li>• coordination of outside agencies such as GEAR Up.</li> </ul> | <p>2 certificated staff @\$240/day X 10 days = \$4,800<br/> 2 classified staff @ 200/day X 10 days = \$4,000<br/> EIA: LEP</p> |
| <p>2. Use current CELDT results to insure proper placement in ELD and core classes for all ELs in 2013-14</p> | <p>Principal<br/> EL Specialist<br/> Student Support Services</p>  | <p>1 day before school starts @ \$240/day for EL Specialist<br/> EIA: LEP</p>  |

**STRATEGY 2.6: Develop a strong interactive parent involvement program.**

| Action/Date  | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)                  |
|--|--|---|--|
| <p>1. Establish a quarterly meeting for school staff with parent involvement responsibilities and with representatives from all supplemental programs.</p>                           | <p>Principal<br/> EL Specialist<br/> Migrant Education<br/> Gear Up<br/> Talent Search</p> | <p>Decide how to coordinate services: ie. create a calendar which includes information on the target parents and the goals of the event/meeting.<br/><br/> Discuss parent concerns and how to address them.</p>   | <p>\$0</p>   |
| <p>2. Establish a functioning EL advisory committee (ELAC). If ELAC is delegated to and accepted by SSC, SSC will assume all responsibilities.</p>                                   | <p>EL Specialist</p>   | <p>See EL Master Plan for steps and calendar.</p>   | <p>\$ 500<br/> Refreshments, mailing, child care<br/> EIA: LEP</p> |
| <p>3. Develop and implement a plan to increase all EL parents' understanding of CELDT, reclassification, high school graduation, A-G requirements and other areas they identify.</p> | <p>EL Specialist</p>   | <p>Address May 2013 Parent Survey results which indicate that parents: <ul style="list-style-type: none"> <li>• don't know how ELs are identified and placed</li> <li>• don't know about the CELDT</li> <li>• don't understand the link between their child's attendance and adequate funds to run the schools</li> </ul> Meet all FPM parent notification compliance requirements; see the EL Master Plan.</p> | <p>\$ 500<br/> Refreshments, mailing, child care<br/> EIA: LEP</p> |



**LEA GOAL: Performance Goal 3: By 2014-15 all students will be taught by highly qualified teachers.**

**SCHOOL GOAL 3 (WASC School wide Critical Area for Follow-up #5):** Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the transition to the CCSS.

| What data did you use to form this goal?                       | What were the findings from the analysis of this data?   | How will the school evaluate the progress of this goal? |
|--|--|---|
| Spring 2013 analysis of CM implementation WASC recommendations | Findings indicated additional professional development and monitoring needed in ongoing implementation of CM strategies, including but not limited to gradual release of responsibility, oral language routines, productive group work and modeling academic language. | Ongoing monitoring of CM implementation                 |

**STRATEGY 3.1 (WASC Goal 3: Implement collaboration time for vertical and horizontal articulation.):** Provide training and ongoing support for CM, transition to the CCSS and teacher collaboration (PLCs).

| Action/Date  | Person(s) Responsible | Task/Date  | Cost and Funding Source (Itemize for Each Source)  |
|--|-----------------------|--|--|
| P.12<br>6<br>1. Increase the school wide implementation of Constructing Meaning. | Instructional coach   | <p>Analyze the spring 2013 data on the level of CM implementation and develop and publish a plan to increase the level through training and ongoing support and an in depth focus on 3 CM areas.</p> <p>Continue to develop and implement a plan to monitor the progress of CM implementation quarterly including:</p> <ul style="list-style-type: none"> <li>• Hiring of instructional coach</li> <li>• Training of administrator coaches</li> <li>• PLC Learning Walks' timesheets and peer support sheets</li> <li>• CM Learning Walks and observation sheets</li> <li>• analysis of lesson plans</li> <li>• sign-ins, agendas, evaluations of professional development</li> </ul> <p>By May 1, 2014 develop an evaluation of the level of CM implementation and create a plan for 2014-15.</p> | <p>.5 Instructional Coach \$50,000<br/>EIA:LEP</p> <p>CM training summer: \$2000<br/>EIA:LEP</p> <p>\$5000<br/>Subs/extra time during school year EIA:LEP</p> <p>\$5000 CM materials<br/>EIA:LEP</p> |

|   |                     |  |  |
|---|---------------------|--|--|
| 2. Continue to assist staff in the transition to the CCSS   | Instructional coach | By June 30, 2013 develop and publish the 2013-14 plan for transition to the CCSS by content area including training and ongoing support across the curriculum.   | \$4000<br>CCSS summer training registration fees/ trainer fees Title I<br>Subs/extra time/registration fees during school year Title I: \$2000 |
| 3. By June 2014 improve the level of implementation of PLCs | Principal           | <p>By September 30, 2013, analyze level of implementation of PLCs and develop 1-2 PLC goals for 2013-14 with a support plan including any needed materials or professional development.</p> <p>Monitor use of PLC time through PLC sign-ins, agendas, minutes and next steps.</p> <p>By May 30, 2014, repeat analysis of level of implementation of PLCs and develop PLC goals and plan for 2014-15.</p> <p>Continue to incorporate CM strategy monitoring and CM data results into PLCs</p> | PLC training/materials Title I \$3000  |

P.1  
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**STRATEGY 3.2:** Insure that all ELD teachers receive adequate training and support to fully implement the core ELD curriculum.

| Action/Date  | Person(s) Responsible  | Task/Date  | Cost and Funding Source (Itemize for Each Source)                      |
|--|--|--|--|
| By September 15, 2013 provide appropriate EDGE training and instructional materials to all ELD teachers. | EL Specialist<br><br>Principal<br><br>EI Specialist<br>EI Specialist | <p>By June 2013 survey all ELD teachers regarding training and instructional materials needed to fully implement EDGE.</p> <p>Before school starts provide needed EDGE training to all ELD teachers.</p> <p>Before school starts provide all needed EDGE instructional materials to each ELD teacher.</p> <p>From August 2013 – May 2-14 Provide ongoing training and support for full implementation of the EDGE curriculum.</p> <p>By May 30, 2014, assess level of EDGE implementation and create a plan for 2014-15.</p> | 1 day X 1 ELD teacher @ \$240/day = \$240 EIA:LEP<br><br>General Funds |

**LEA GOAL: Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**SCHOOL GOAL/WASC Goal #4:** Increase sense of ownership, responsibility and belonging at GHS.

**What data did you use to form this goal?**

WASC recommendations  
EL Parent Survey  
ELAC Recommendations

**What were the findings from the analysis of this data?**

Lack of student engagement in the curriculum is an obstacle to raising our school's test scores.

**How will the school evaluate the progress of this goal?**

Student participation in extra-curricular activities  
Parent participation at events  
CHKS results

**STRATEGY 4.1:** Utilize existing technology to improve communication with all parents and to increase their knowledge of school events and programs.

| Action/Date   | Person(s) Responsible   | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|---|---|--|---|
| 1. Increase parent/staff communication by June 2014 | Principal<br>Migrant Education Staff<br>GEAR Up staff<br>Talent Search<br>EL Specialist | By August 30, 2013, analyze staff use of email and Aries parent portal and develop a plan of training and ongoing support to increase its use.<br><br>Continue to mail progress reports with letter grades every five weeks.<br><br>Continue to use the marquee to inform community of events and progress reports.<br><br>Continue to promote Cal Grip Grant:4 Cities for Peace grant activities.<br>Develop and maintain school website which includes a newsletter from the Principal and a calendar of events.<br><br>Continue to use school website as a communication tool | \$0   |
|   |   | Continue to provide Parent Information Nights in conjunction with Police Department and community groups each semester.<br><br>Continue to implement student engagement strategies through CM program.<br><br>Continue to have student of the month and invite parents to lunch.   | Title 1: \$3600                                   |

**STRATEGY 4.2: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.**

| Action/Date   | Person(s) Responsible | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|---|-----------------------|--|---|
| 1. By September 30, 2013, continue to maintain a functioning SSC. | Principal             | By August 30, 2013, begin the process of forming/maintaining a strong SSC: <ul style="list-style-type: none"> <li>• Hold staff, parent, and student elections as necessary.</li> <li>• Provide required training.</li> <li>• Develop a calendar of 2013-14 meetings with draft topics which will enable the SSC to perform all of its responsibilities.</li> </ul> | Materials for parent events and SSC meetings      |

**STRATEGY 4.3: Implement a student program that promotes a positive learning atmosphere for the school community.**

| Action/Date   | Person(s) Responsible  | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|---|--|--|---|
| 1. By August 30, 2013, design and publish a system for ongoing school wide student recognition.           | Assistant Principal<br>Awards Committee  | By August 1, 2013, design/revise system for student recognition which includes: <ul style="list-style-type: none"> <li>• Honor Roll recognition at the end of each semester</li> <li>• 4.0 reception at the end of the school year</li> </ul> By August 30, 2013, review/revise the system for student recognition with feedback from staff, parents and students.   | \$500 for awards, refreshments<br>Title 1         |
| 2. By August 30, 2013, design and implement a plan for schoolwide focus on academics and higher education | Principal<br>Student Support Services<br>Department Chairs<br>Migrant Ed staff<br>GEAR Up staff<br>Academic Talent Search<br>Link Crew<br>NCBI | By August 1, 2013, design/revise a plan for school wide focus on academics and higher education which includes: <ul style="list-style-type: none"> <li>• Academic rallies</li> <li>• Test rallies which promote the importance of doing well on the CAHSEE, CSTs, PSAT, SAT and AP tests</li> <li>• A Math Fair</li> <li>• A College Fair</li> <li>• An Electives Fair</li> <li>• Link Crew Activities</li> <li>• Diversity Committee</li> </ul> | \$500 for materials and supplies<br>Title 1       |
| 3. By January 2014, submit template and order for student agenda  | Vice Principal   | By January 2014, create and order a student agenda/planner handbook for students to be distributed to every student beginning school year 2014-15 designed for student organization and school to home communication.  | \$3000 for the agendas<br>Title 1                 |

**LEA GOAL: Performance Goal 5: All students will graduate from high school.**

**SCHOOL GOAL:** The graduation rate will improve 5% from 79.71% in 2011-12 to 83.69% by the end of the 2013-14 school year.

| What data did you use to form this goal? | What were the findings from the analysis of this data?  | How will the school evaluate the progress of this goal?       |
|--|---|---|
| GHS Graduation rate                      | GHS's graduation rate increased from 82.5% in 2009, to 83.96% in 2010, to 86.57% in 2011. In 2011 GHS met the graduation rate through the CA's calculated variable target rate. The graduation rate in 2012 dropped to 79.71% | Measure the graduation rate at the close of each school year. |

**STRATEGY 5.1:** Insure that all students have a graduation plan.

|  | Student Support Services | Create a 4 yr. plan for every freshman by the end of the first quarter which includes a list of the courses needed to graduate.   | \$0            |
|--|--------------------------|---|----------------|
| 1. By the end of Quarter 1 fall 2013 all 9 <sup>th</sup> graders will have a 4-year plan   | Student Support Services | Create a 4 yr. plan for every freshman by the end of the first quarter which includes a list of the courses needed to graduate.   | \$0            |
| 2. By the end of Quarter 3 all students will have had their 4 year plans reviewed and revised as necessary   | Student Support Services | Review/create a 4 yr. plan for every student by the end of the third quarter which includes the list of courses needed to graduate.   | \$0            |
| 3. May 30, 2014: continue to offer alternatives such as credit recovery and independent study to students after graduation to lower the drop out rate. | Student Support Services | Contact students who are in danger of not graduating to enroll them in support services. Contact students who did not graduate due to insufficient credits and enroll them in credit recovery or independent study summer coursework. | Title 1 \$2000 |

**STRATEGY 5.2 (STRATEGY 3.1 WASC Goal 3):** Implement collaboration time for vertical and horizontal articulation to improve alignment and instructional coherence.

| Action/Date   | Person(s) Responsible                               | Task/Date  | Cost and Funding Source (Itemize for Each Source)                             |
|---|---|--|---|
| 1. Selected staff will participate in district-organized horizontal collaboration among GHS, KCHS and Portola-Butler ELA and math teachers. | Assistant Superintendent of Administrative Services | By August 30, 2013 establish a purpose, goals and publish a calendar for quarterly district wide horizontal collaboration.<br><br>Monitor quality of collaboration through meeting sign-ins, agendas, minutes, and next steps disseminated to all staff. | Teacher extra hours<br>@ \$40/hour X 6 teachers X 5 hours = \$1200<br>Title I |

|  |  |   |   |
|--|--|---|---|
| <p>2. Create and implement a plan for vertical collaboration with GHS feeder district focused on alignment of ELA and math</p> | <p>Assistant Superintendent of Administrative Services</p> | <p>By May, 2014, analyze quality of district wide collaboration and develop plan for 2014-15.</p> <p>By August 30, 2013 establish a purpose, goals and publish a calendar for quarterly feeder school collaboration.</p> <p>Monitor quality of vertical collaboration through meeting sign-ins, agendas, minutes, and next steps disseminated to all staff.</p> <p>By May, 2014, analyze quality of feeder school collaboration and develop plan for 2014-15.</p> | <p>Teacher extra hours<br/> @\$40/hour X 6 teachers X 5 hours = \$1200<br/> Title I</p> |
|--|--|---|---|

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

### School Goals

**#1A** By June 2014 improve school wide student achievement in English language arts from 33% proficient or advanced in 2011-12 to 43% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2013-14.)

**#1B:** By June 2014 improve school wide student achievement in mathematics from 32.7% proficient or advanced in 2011-12 to 42.7% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2013-14.)

| Actions to be Taken to Reach This Goal <sup>1</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date <sup>2</sup><br><br>Completion Date | Proposed Expenditures    | Estimated Cost | Funding Source (itemize for each source) |
|--|--|--------------------------|----------------|--|
| Provide GHS with a half-time instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.  | 2013-14  | Hire instructional coach | \$50,000       | Title I Gear Up                          |

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

**School Goal # 2:** By June 2014, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.

- The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 54.9% to 59%.
- The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from: 5% to 22.8% for ELs with less than 5 years in U.S. schools. 36.4% to 49% for ELs with more than 5 years in U.S. schools.
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 30.1% to 40.1%. (The target for 2013-14 is 100%.)
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 30.3% to 40%. The target for 2013-14 is 100%.)

| Actions to be Taken to Reach This Goal <sup>3</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)                               | Start Date <sup>4</sup><br>Completion Date | Proposed Expenditures   | Estimated Cost           | Funding Source (itemize for each source) |
|--|--|---|--------------------------|--|
| 1. Provide ongoing training to school staff in the implementation of the EL Master Plan (EL Job Alike)   | Aug. 2013<br><br>Monthly ongoing           | 1 day at hourly rate for EL Specialist<br><br>2 hours X \$40/hour X 10 months = \$800 | \$240.00<br><br>\$800.00 | EIA:LEP                                  |
| 2. Provide GHS with a half-time EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to ELD teachers. | Aug – May 2013-14                          | Hire EL Specialist  | \$50,000                 | EIA:LEP                                  |
| 3. Provide GHS with the ELSSA  | Aug. 2013                                  | Contract with MMARS   | \$250.00                 | EIA:LEP                                  |
| 4. Provide annual TOT to EL Specialist   | June 2014                                  | MCOE TOT CELDT registration   | \$50.00                  | EIA:LEP                                  |

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.



**School Goal #3** (WASC School wide Critical Area for Follow-up #5): Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the transition to the CCSS.

**STRATEGY 3.1 /WASC Goal 3:** Implement collaboration time for vertical and horizontal articulation.

| Actions to be Taken to Reach This Goal <sup>5</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date <sup>6</sup><br>Completion Date | Proposed Expenditures                                  | Estimated Cost | Funding Source (itemize for each source) |
|--|--|--|----------------|--|
| 1. Create and implement a plan for horizontal collaboration among GHS, KCHS and Portola-Butler ELA, and math teachers.   | Sept. 2013 – May 2014                      | Teacher extra hours @ \$40/hour X 6 teachers X 5 hours | \$1,200        | Title I                                  |
| 2. Create and implement a plan for vertical collaboration with GHS feeder district focused on alignment of ELA and math  | Sept. 2013 – May 2014                      | Teacher extra hours @\$40/hour X 6 teachers X 5 hours  | \$1,200        | Title I                                  |

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

<sup>5</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken, or will begin, and the date it will be completed.

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

| State Programs  | Allocation |
|---|------------|
| <input type="checkbox"/> <b>California School Age Families Education</b><br>Purpose: Assist expectant and parenting students to succeed in school   | \$         |
| <input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b><br>Purpose: Help educationally disadvantaged students succeed in the regular program   | \$         |
| <input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b><br>Purpose: Develop fluency in English and academic proficiency of English learners                                 | \$188,389  |
| <input type="checkbox"/> <b>Peer Assistance and Review</b><br>Purpose: Assist teachers through coaching and mentoring   | \$         |
| <input type="checkbox"/> <b>Professional Development Block Grant</b><br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                                 | \$         |
| <input type="checkbox"/> <b>Pupil Retention Block Grant</b><br>Purpose: Prevent students from dropping out of school  | \$         |
| <input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b><br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$         |
| <input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b><br>Purpose: Improve library and other school programs  | \$         |
| <input type="checkbox"/> <b>School Safety and Violence Prevention Act</b><br>Purpose: Increase school safety  | \$         |
| <input type="checkbox"/> <b>Tobacco-Use Prevention Education</b><br>Purpose: Eliminate tobacco use among students   | \$         |
| <input type="checkbox"/> <b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])</b>   | \$         |
| Total amount of state categorical funds allocated to this school  | \$         |

| Federal Programs   |   | Allocation |
|--|---|------------|
| <input checked="" type="checkbox"/>  | <b>Title I, Part A: Allocation</b><br>Purpose: To improve basic programs operated by local educational agencies (LEAs)  | \$70,937   |
| <input checked="" type="checkbox"/>  | <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)<br>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$2,500    |
| <input checked="" type="checkbox"/>  | <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)   | \$7,093    |
| <input type="checkbox"/>   | <b>Title II, Part A: Improving Teacher Quality</b><br>Purpose: Improve and increase the number of highly qualified teachers and principals  | \$         |
| <input type="checkbox"/>   | <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b><br>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards  | \$         |
| <input type="checkbox"/>   | <b>Title VI, Part B: Rural Education Achievement Program</b><br>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs  | \$         |
| <input type="checkbox"/>   | <b>For School Improvement Schools only: School Improvement Grant (SIG)</b><br>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement  | \$         |
| <input type="checkbox"/>   | <b>Other federal funds</b> (list and describe)  | \$         |
| <input type="checkbox"/>   | <b>Other federal funds</b> (list and describe)  | \$         |
| <input type="checkbox"/>   | <b>Other federal funds</b> (list and describe)  | \$         |
| Total amount of federal categorical funds allocated to this school           |   | \$         |
| Total amount of state and federal categorical funds allocated to this school |   | \$259,326  |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>7</sup> The current make-up of the SSC is as follows:

| Names of Members                     | Principal                           | Classroom Teacher                   | Other School Staff                  | Parent or Community Member          | Secondary Student                   |
|--------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Lisa Mazza                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Daniel Villasenor, SSC Chairperson   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Sandra Bruschi, SSC Vice Chairperson | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Allison Steinmann, SSC Secretary     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Juana Botello                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Pilar Mendoza                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Gail White                           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Abigay Romero                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Evelyn Sanchez                       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Jacklyn Trujillo                     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Numbers of members in each category  | 1                                   | 3                                   | 1                                   | 3                                   | 2                                   |

<sup>7</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/28/13.

Attested:

Lisa Mazza  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Daniel Villasenor  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Form E: Recommendations and Assurances**

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


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  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
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Attested:

Lisa Mazza  
 Typed name of School Principal

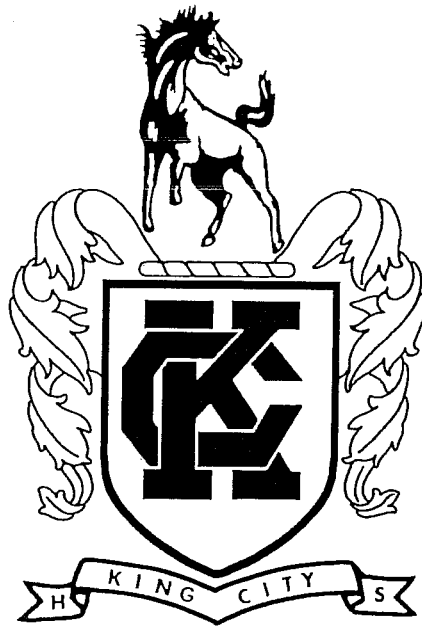
 6/3/13  
 Signature of School Principal Date

Daniel Villasenor  
 Typed name of SSC Chairperson

 6/3/13  
 Signature of SSC Chairperson Date

# 2013 Single Plan for Student Achievement

King City High School



## Part II: The Single Plan for Student Achievement Template

School: King City High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Janet Sanchez-Matos

Date of this revision: June 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. *California Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Janet Sanchez-Matos

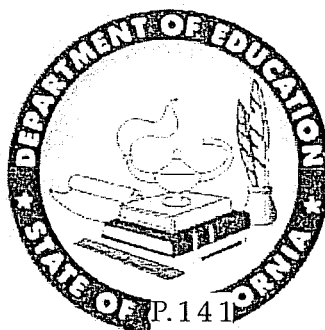
Position: Principal

Telephone Number: 831-385-0606

Address: 720 Broadway St  
King City CA 93930

E-mail Address: [jmatos@kingcity.k12.ca.us](mailto:jmatos@kingcity.k12.ca.us)

The District Governing Board approved this revision of the SPSA on Enter Date.





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## Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Performance Goal 1: English Language Arts (ELA) All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2014-15.**

**SCHOOL GOAL1A (WASC Goal #1a Improve student achievement in Language Arts):**  
 By 2013-14 9<sup>th</sup> grade students scoring proficient or advanced on the ELA CST will increase by 10%.  
 10<sup>th</sup> grade students scoring proficient or advanced on the ELA CST will increase by 8%.  
 11<sup>th</sup> grade students scoring proficient or advanced on the ELA CST will increase by 14%.  
 (Target is 100% proficient or advanced by 2013-14.)

| What data did you use to form this goal?  | What were the findings from the analysis of this data?   | How will the school evaluate the progress of this goal?   |
|---|--|---|
| ELA CST data 2000-10 to 2011-12<br>Academic Program Survey<br>ISA<br>HSEE (AYP)<br>Analysis of 2012-13 SPSA<br>Inventory of Services and Support for Students with Disabilities | As measured by the CST from 2010-2012 the percent of students scoring proficient or above by grade level has varied:<br>9 <sup>th</sup> graders have demonstrated 0% average growth;<br>10 <sup>th</sup> graders have declined in proficiency by 1%;<br>11 graders have seen an average 6.5% growth. | Local writing benchmarks<br>Local quarterly benchmarks<br>ELA CST results<br>Evaluation of READ 180 program<br>CM in the Classroom participation<br>Coaching cycle participants |

| STRATEGY 1A.1: During 2013-14 KCHS will create and/or modify pacing guides and benchmark and common formative assessments will be the focus of PLC work. |  |   |  |
|--|--|---|--|
| Action/Date  | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
| By September 1, 2013 pacing guides and writing benchmarks will be written/modified as needed for ELA grades 9, 10, 11.                                   | Site Administration<br>Department Chair<br>Instructional coach | By July 31, 2013, organize 3 days for ELA Department to write/modify ELA pacing guides with benchmarks.<br><br>Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE to revise pacing guides as necessary.<br><br>Train any new ELA teachers in the pacing guides before the start of school. | 3 days X 5 ELA teachers X \$240/day = \$3,600<br>Title I, Title II<br><br>2 Substitutes @ \$120/day = \$240<br>Title I, Title II |

| STRATEGY 1A.2: Continue to implement teacher collaboration through effective professional learning communities (PLCs). |                                  |   |   |
|--|----------------------------------|---|---|
| Action/Date  | Person(s) Responsible            | Task/Date   | Cost and Funding Source (Itemize for Each Source) |
| By June 2014 improve the level of implementation of the PLCs   | Principal<br>Instructional Coach | By September 30, 2013, analyze level of implementation of the PLCs<br><br>Use data from analysis of level of implementation of the PLCs to set 1-2 PLC goals for 2013-14 and a support plan including any needed materials or professional development.<br><br>Monitor quality use of PLC time through PLC sign-ins, agendas, minutes and next steps.<br><br>By May, 2014, repeat analysis of level of implementation of PLCs activity completed in the fall and set goals for 2014-15. | USA Test Prep License<br>\$10,000<br>Title I      |

| STRATEGY 1A.3: During 2013-14 all 9 <sup>th</sup> and 10 <sup>th</sup> grade students scoring Far Below Basic and Below Basic on the ELA CST and meeting the criteria of the intervention program screening test could be placed in an intervention program as the intensive intervention. |                       |   |   |
|--|-----------------------|---|---|
| Action/Date  | Person(s) Responsible | Task/Date   | Cost and Funding Source (Itemize for Each Source)         |
| 1. By June 30, 2013, identify potential intensive intervention students for placement in Intervention program  |                       | Use 2013 ELA CST results to create a list of students who are potential candidates for Intervention program   | \$0   |
| 2. By August 2, 2013, cross reference the potential list of Intervention program students with their 2013 ELA CST scores.  |                       | Update the list of students who are potential candidates for Intervention program with spring 2013 ELA CST scores.  | \$0   |
| 3. By start of school 2013, place the students who qualify for Intervention program in the class.  |                       | Before the start of school pretest all students who are potential candidates for Intervention program with the lexile placement test.<br><br>Use the Intervention program lexile test results to place the students who qualify in that class prior to the start of school.<br><br>Order any additional Intervention program instructional materials. | Title 1 \$200 personnel and supplies<br><br>General funds |
| 4. On a quarterly basis analyze the progress of students enrolled in Intervention  |                       | Before the start of school determine how the progress of Intervention program students will be measured.  | \$0   |

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| program | Establish a calendar for end of the quarter meetings and the reports which will be shared at the meetings. |
|---------|--|

| STRATEGY 1A.4: During 2013-14, all students scoring at or below the Basic level on the ELA CST, and/or who have not passed the CAHSEE, and/or in need of tutoring will be attending an extended learning day opportunity. |  |  |   |
|---|--|--|---|
| Action/Date   | Person(s) Responsible  | Task/Date  | Cost and Funding Source (Itemize for Each Source)   |
| 1. By the end of quarter one enroll target students in extended learning opportunities: before/after school, on Saturdays, and summer tutoring and CAHSEE prep.   | Principal<br>Assistant Principal<br>Student Support Services<br>EL Specialist<br>Migrant Ed Staff<br>GEAR Up<br>SES staff<br>Talent Search | Coordinate all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.<br><br>Identify students scoring Basic or below on the ELA CST, 11 <sup>th</sup> /12 <sup>th</sup> graders who have not passed the ELA CAHSEE.<br><br>Hire teachers to provide extended learning day opportunities and establish and publish the calendar.<br><br>Contract with a non-school staff entity to provide learning opportunities for students of low socio-economic status working below grade level.<br><br>Before the tutorial starts CAHSEE prep teachers will analyze subgroup performance on the ELA CAHSEE by strand and create a pacing guide to insure that students are prepared to pass the ELA CAHSEE.<br><br>Purchase necessary materials and technology.<br><br>Contact target students.<br><br>Contact the parents of the target students. | 1 ELA CAHSEE teacher @ \$2080 Title I<br><br>3 ELA tutorial teachers X \$2080 = \$6240 Title I<br><br>\$ 20,000 for SES Title I<br><br>Maintain existing technology and purchase new technology (ipads, laptops, eBooks, computer lab) pending allocation in January 2014 |
| 3. Implement a summer program for entering 9 <sup>th</sup> graders.   | Principal<br>Migrant Ed Staff<br>GEAR Up   | Identify which subgroups of students will be served.<br>Develop the plan to serve these students.  | \$0   |
| 2. Evaluate all extended learning day opportunities including those provided by non-school staff, including Supplemental Educational  | Principal  | Develop a system for monthly monitoring of student attendance in each extended learning day opportunity.<br><br>Develop an evaluation template to be used by every extended learning day teacher/provider which includes   | \$0   |

|                |  |  |  |
|----------------|--|--|--|
| Services (SES) |  | attendance and data-based results to evaluate program effectiveness. Review these reports quarterly. |  |
|----------------|--|--|--|

| <b>STRATEGY 1A.5: STRATEGY 1A.6: Meet 2013-14 ELA CST targets by making Safe Harbor (increasing the number of students within each significant subgroup by 10% who reach proficient or advanced on the ELA CST</b> |  |   |   |
|--|--|---|---|
| Action/Date  | Person(s) Responsible                              | Task/Date   | Cost and Funding Source (Itemize for Each Source) |
| By August 30, 2013, develop and implement a plan to assist target students to reach proficient or advanced on the ELA CST.   | Principal<br>ELA Department Chair<br>EL Specialist | By August 30, 2013, identify all potential Safe Harbor students for the ELA CST and develop a plan to assist them.<br><br>Ongoing review of progress towards Safe Harbor through the setting and evaluating of SMART goals by department, teacher, subgroup, during the PLCs. | \$0   |

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**LEA GOAL: Performance Goal 1: Mathematics All students will reach high standards, at a minimum, attaining proficiency or better in mathematics, by 2014-15.**

**SCHOOL GOAL 1B (WASC Goal #1b: Improve student achievement in Mathematics):**  
By June 2014

- Student data in Math I will indicate that 25% of students will score above proficient on end-of-semester proficiency test.
- Student data in Geometry will indicate an 8% increase in proficient and above from 41% to 49% and a decrease of 8 % in the below/far below basic from 18% to 10%.
- Student data in Algebra II will indicate an 16% increase in proficient and above from 22% to 38% and a decrease of 16% in the below/far below basic from 27% to 11%.  
(Target is 100% proficient or advanced by 2013-14.)

| What data did you use to form this goal?  | What were the findings from the analysis of this data?  | How will the school evaluate the progress of this goal?  |
|---|---|--|
| Math CST data 2009-10 to 2011-12<br>Academic Program Survey<br>ELSSA<br>Analysis of 2012-13 SPSA<br>CAHSEE<br>Performance Task Rubric | The primary focus students are the students falling into the below/far below basic categories which tend to include our ELs. In addition, we want to identify and target our "safe harbor" students who fall in the basic category. | Collegial learning walks<br>CM walkthroughs with instructional coach<br>Local quarterly benchmarks<br>Common formative assessments<br>Math CST results |

| STRATEGY 1B.1: Collaboration time on early release days, department release days and summer extra time. |  |   |   |
|---|--|---|---|
| Action/Date   | Person(s) Responsible                        | Task/Date   | Cost and Funding Source (Itemize for Each Source)   |
| Benchmark analysis<br>Performance Task Grading<br>CAHSEE analysis<br>USA Test Prep                      | Site Administration<br>Math Department Chair | Rubric grading end of each semester.<br>Review CAHSEE 2013 data to identify weak spots at the beginning of the school year. | Release time 4 subs @ \$120<br>each X 2 days = \$240<br>Title I, Title II<br><br>USA Test Prep<br>\$10,000<br>Title I |

**STRATEGY 1B.2 WASC Goal 2b:** Transition from the California Standards to the CCSS in mathematics

| Action/Date  | Person(s) Responsible              | Task/Date  | Cost and Funding Source (Itemize for Each Source)             |
|--|------------------------------------|--|---|
| Implement Math 1 for 9 <sup>th</sup> grade in September 2013 | Math Department Chair<br>Counselor | Correctly place all entering 9 <sup>th</sup> graders in math.<br><br>Ongoing monitoring of students' progress through the analysis of Benchmark assessments during collaboration. Revision of pacing guides as necessary.<br><br>By June 2014 refine placement criteria, pacing guide, benchmarks for Math 1 based on students' performance in the first year of its implementation. | 2 days X 2 teachers @ \$240 each = \$480<br>Title I, Title II |

**STRATEGY 1B.3 (WASC Goal #3:** Building capacity through professional development to improve student learning): Provide professional development to support teachers and administrators in the implementation of the curriculum and strategies designed to increase student achievement in mathematics

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| Action/Date   | Person(s) Responsible          | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|---|--------------------------------|---|--|
| Math 1 conference Summer 2013<br><br>2013-2014 MCOE math collaboration meetings | Math teachers<br>Admin<br>MCOE | Teacher will attend Summer Math 1 Conference to help with implementation of Common Core and strategies<br><br>Ongoing collaboration with MCOE math trainings to assist with Common Core PD and strategies | 4 x \$1,500 = \$6,000<br>Title I conference and travel expense<br><br>4 days X 4 teachers @ 130 each = \$520 As needed and schedule by MCOE<br>Title I, Title II |

**LEA GOAL: Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**SCHOOL GOAL (WASC Goal #1a: Improve student achievement in ELD.)**

By 2013-14 Hispanic English Learners will increase their percentage proficient by 10% or advanced from 31% to 41% as measured by the ELA CST. (The target is 100% proficient or advanced by 2013-14.)  
 By 2013-14 the percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase by 10%.  
 By 2013-14 Hispanic students qualified as English Learners for 3 years or more will increase their demonstration of Early Advanced or Advanced by 40% from 31% to 71% as measured by the CELDT.

| What data did you use to form this goal?  | What were the findings from the analysis of this data?   | How will the school evaluate the progress of this goal?   |
|---|--|---|
| Analysis of 2012-13 KCHS SPSA<br>ELSSA<br>EL performance on the ELA CST<br>CAHSEE<br>Academic Performance Survey<br>Parent Survey results<br>SC Recommendations<br>49 | From 2004-2011 average growth of ELs scoring proficient in ELA grew 2.3%.<br>From 2010 -2012 percent of students scoring Early Advanced or above as measured by the CELDT dropped from 39% to 31%. | ELSSA<br>ELA CST results by EL subgroup<br>Benchmark results from ELD classes<br>EL grades in ELD, ELA, and core content classes<br>Evaluation of ELD classes |

**STRATEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.**

| Action/Date                           | Person(s) Responsible                                | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|---------------------------------------|--|---|--|
| Hire an EL Specialist by July 1, 2013 | State Administrator<br>HR Administrator<br>Principal | May 2013 Assist in the development of a job description for the EL Specialist.<br><br>June 2013 Participate in the screening and hiring of the EL Specialist.<br><br>By May 2014 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan and implemented all activities for ELs in the KCHS SPSA. | \$50,000 EIA:LEP<br><br><br>\$250 ELSSA<br>EIA/LEP |



**STRATEGY 2.2: Place all English Learners in appropriate ELA/ELD and core content classes.**

| Action/Date   | Person(s) Responsible  | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|---|--|---|--|
| 1. Review/revise the current EL Placement Chart.  | Principal<br>EL Specialist<br>ELD teachers<br>ELA Department Chair | By June 15, 2013, a chart depicting the district's placement for EL students will be created/revised and utilized for EL student placement in the master schedule.  | \$0  |
| 2. Appropriately place all ELs, including ELs who are also students with disabilities, in ELD and SDAIE classes.                        | Principal<br>Student Support Services<br>EL Specialist             | May – August 2013 Modify the master schedule to provide the number and type of sections/classes needed to serve EL students according to the EL Placement Chart.<br><br>Prior to the first day of each semester check that all ELs are placed according to the EL Placement Chart.<br><br>EL Specialist and SPED teachers coordinate placement of all ELs who are also students with disabilities.  | \$0<br><br>\$0                                     |
| 3. Evaluate the EL Program course offerings including the 1.5 period non-interrupted block of ELD (EDGE) and the SDAIE content courses. | Principal<br>EL Specialist<br>ELD teacher<br>Department Chairs     | Before the first day of school:<br>Determine the level of implementation of the ELD core curriculum and establish a plan for support and progress towards full implementation including professional development and the purchase of necessary core and supplementary materials.<br><br>By August 30, 2013, determine how and when EL students' progress towards English proficiency will be monitored throughout the school year. Evaluate at least once per semester, EL students' progress and program effectiveness through data. | \$ 6,000<br>Supplementary ELD materials<br>EIA:LEP |

**STRATEGY 2.3 Place all EL students according to the EL Placement Chart in SDAIE content class.**

| Action/Date   | Person(s) Responsible    | Task/Date  | Cost and Funding Source (Itemize for Each Source) |
|---|--------------------------|--|---|
| Enroll all ELs according to CELDT level and EL placement chart in SDAIE core content classes. | Student Support Services | Before the opening of the 2013-14, all EL students will be enrolled in appropriate content area SDAIE courses. | \$ 1000<br>Supplementary materials<br>EIA:LEP     |

| STRATEGY 2.4: During 2013-14, all English Learners in need of additional ELD will be attending an extended learning day opportunity. |                       |  |
|--|-----------------------|--|
| Action/Date  | Person(s) Responsible | Task/Date  |
| Enroll all ELs in need of additional ELD in after school ELD tutoring class.   | EL Specialist         | By August 30, 2013, identify all ELs in need of ELD tutoring and enroll them in the after school ELD support classes.  |
|  |                       | <p>Cost and Funding Source (Itemize for Each Source)</p> <p>2 ELD tutorial teachers \$4200<br/>EIA:LEP</p> <p>\$1000 Supplementary materials for ELD<br/>EIA:LEP</p> |

| STRATEGY 2.5: Implement a comprehensive plan to improve EL students' performance on the annual CELDT.   |  |   |
|---|--|---|
| Action/Date   | Person(s) Responsible  | Task/Date   |
| 1. Develop/revise a district wide plan for annual summer (2013) CELDT testing which includes both certificated and certified staff from KCHS, a parent involvement/education component, and a student engagement/education component. | Principal<br><br>Principal<br>Lead teacher<br>GEAR Up<br>Migrant Education Staff<br><br>Lead teacher | <p>May 2014 Identify school staff to attend TOT CELDT training at MCOE.</p> <p>Review/revise the district plan for annual CELDT testing. Address how accommodations for ELs who are also students with disabilities will be provided during CELDT testing.</p> <p>Oversee the implementation of the plan for annual summer CELDT testing including:</p> <ul style="list-style-type: none"> <li>• selecting and training testers,</li> <li>• assisting with and monitoring testing,</li> <li>• completion and mailing of all test materials,</li> <li>• coordination of outside agencies such as GEAR Up.</li> </ul> |
| 2. Use current CELDT results to insure proper placement in ELD and core classes for all ELs in 2013-14  | Principal<br>EL Specialist<br>Student Support Services   | <p>2 teachers @ \$50.00 each = \$100<br/>EIA:LEP</p> <p>\$0</p> <p>Lead teacher: 12 days @ \$240/day = \$2,880<br/>EIA:LEP</p> <p>2 certificated staff @\$240/day X 10 days = \$4,800<br/>2 classified staff @ 200/day X 10 days = \$4,000<br/>EIA:LEP</p> <p>1 day before school starts @ \$240/day for EL Specialist<br/>EIA:LEP</p>  |

**STRATEGY 2.6: Develop a strong interactive parent involvement program.**

| Action/Date   | Person(s) Responsible   | Task/Date  | Cost and Funding Source (Itemize for Each Source)      |
|---|---|--|--|
| 1. Establish a quarterly meeting for school staff with parent involvement responsibilities and with representatives from all supplemental programs.                           | Principal<br>EL Specialist<br>Migrant Education<br>Gear Up<br>Talent Search | Decide how to coordinate services: ie. create a calendar which includes information on the target parents and the goals of the event/meeting.<br><br>Discuss parent concerns and how to address them.  | \$0  |
| 2. Establish a functioning EL advisory committee (ELAC). If ELAC is delegated to and accepted by SSC, SSC will assume all responsibilities.                                   | EL Specialist   | See EL Master Plan for steps and calendar.   | \$ 500<br>Refreshments, mailing, child care<br>EIA:LEP |
| 3. Develop and implement a plan to increase all EL parents' understanding of CELDT, reclassification, high school graduation, A-G requirements and other areas they identify. | EL Specialist<br><br><br><br>EL Specialist                                  | Address May 2013 Parent Survey results which indicate that parents: <ul style="list-style-type: none"> <li>• don't know how ELs are identified and placed</li> <li>• don't know about the CELDT</li> <li>• don't understand the link between their child's attendance and adequate funds to run the schools</li> </ul> Meet all FPM parent notification compliance requirements; see the EL Master Plan. | \$ 500<br>Refreshments, mailing, child care<br>EIA:LEP |

**LEA GOAL: Performance Goal 3: By 2014-15, all students will be taught by highly qualified teachers.**

**SCHOOL GOAL:** Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the transition to the CCSS.

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| <p><b>What data did you use to form this goal?</b></p> <p>Spring 2013 analysis of CM implementation<br/>WASC recommendations</p> | <p><b>What were the findings from the analysis of this data?</b></p> <p>Findings indicated additional professional development and monitoring needed in ongoing implementation of CM strategies, including but not limited to gradual release of responsibility, oral language routines, productive group work and modeling academic language.</p> | <p><b>How will the school evaluate the progress of this goal?</b></p> <p>Ongoing monitoring of CM implementation</p> |
|--|--|--|

**STRATEGY 3.1 Provide training and ongoing support for CM, transition to the CCSS and teacher collaboration (PLCs).**

| Action/Date  | Person(s) Responsible      | Task/Date   | Cost and Funding Source (Itemize for Each Source)  |
|--|----------------------------|---|--|
| <p>P.15<br/>3<br/>Increase the school wide implementation of Constructing Meaning.</p> | <p>Instructional coach</p> | <p>Analyze the spring 2013 data on the level of CM implementation and develop and publish a plan to increase the level through training and ongoing support and an in depth focus on 3 CM areas.</p> <p>Continue to develop and implement a plan to monitor the progress of CM implementation quarterly including:</p> <ul style="list-style-type: none"> <li>• Hiring of instructional coach</li> <li>• PLC Learning Walks' timesheets and peer support sheets</li> <li>• CM Learning Walks and observation sheets</li> <li>• analysis of lesson plans</li> <li>• sign-ins, agendas, evaluations of professional development</li> <li>• purchase needed CM materials to ensure classroom practices are implemented</li> </ul> <p>By May 1, 2014 develop an evaluation of the level of CM implementation and create a plan for 2014-15.</p> | <p>.5 Instructional Coach \$50,000<br/>EIA:LEP, GEAR Up, Title III</p> <p>CM training summer: \$2000<br/>EIA:LEP</p> <p>\$5000<br/>Subs/extra time during school year EIA:LEP</p> <p>\$5000 CM materials<br/>EIA:LEP</p> |

|   |                     |   |   |
|---|---------------------|---|---|
| 2. Continue to assist staff in the transition to the CCSS   | Instructional coach | <p>By October 30, 2013 publish the DRAFT CCSS Implementation Plan by content area including training and ongoing support across the curriculum.</p> <p>Provide CM training specifically for math.</p> <p>Provide supplementary materials and technology and the professional development needed to implement CCSS in math and to provide access to students with disabilities, English learners and other students performing below grade level in math: graphing calculators, document cameras</p> | <p>\$6,000<br/>CCSS summer training registration fees/ trainer fees:<br/>MCOE CCSS ELA/Math Unit Development<br/>Math 1 Training, CMC South, CMC North, T3<br/>Title I, Title II</p> <p>\$2000<br/>Subs/extra time/registration fees during school year<br/>Title I, Title II</p> |
| 3. By June 2014 improve the level of implementation of PLCs | Principal           | <p>By September 30, 2013, analyze level of implementation of PLCs and develop 1-2 PLC goals for 2013-14 with a support plan including any needed materials or professional development.</p> <p>Monitor use of PLC time through PLC sign-ins, agendas, minutes and next steps.</p> <p>By May 30, 2014, repeat analysis of level of implementation of PLCs and develop PLC goals and plan for 2014-15.</p> <p>Continue to incorporate CCSS skills monitoring and CM data results into PLCs</p>        | <p>PLC training/materials<br/>Title I \$3000</p>  |

| <b>STRATEGY 3.2:</b> Insure that all ELD teachers receive adequate training and support to fully implement the core ELD curriculum. |                       |   |
|---|-----------------------|---|
| Action/Date   | Person(s) Responsible | Task/Date   |
|   |                       | Cost and Funding Source (Itemize for Each Source) |

|  |               |   |  |
|--|---------------|---|--|
| By September 15, 2013 provide appropriate EDGE training and instructional materials to all ELD teachers. | EL Specialist | By June 2013 survey all ELD teachers regarding training and instructional materials needed to fully implement EDGE.<br>Before school starts provide needed EDGE training to all ELD teachers.<br>Before school starts provide all needed EDGE instructional materials to each ELD teacher.<br>From August 2013 – May 2-14 Provide ongoing training and support for full implementation of the EDGE curriculum.<br>By May 30, 2014, assess level of EDGE implementation and create a plan for 2014-15. | 1 day X 1 ELD teacher @ \$240/day = \$240 EIA:LEP<br><br>General Funds |
|--|---------------|---|--|

| <b>STRATEGY 3.3: Insure that all Intervention teachers receive adequate training and support to fully implement the intensive intervention curriculum.</b> |                                      |  |   |
|--|--------------------------------------|--|---|
| Action/Date  | Person(s) Responsible                | Task/Date  | Cost and Funding Source (Itemize for Each Source)                             |
| By September 15, 2013 provide appropriate intervention training and instructional materials to all intervention teachers.                                  | Principal<br><br>Instructional coach | Before school starts provide needed Intervention program training to all intervention teachers.<br>Before school starts provide all needed Intervention program instructional materials to each intervention teacher.<br>From August 2013 – May 2-14 Provide ongoing training and support for full implementation of the Intervention Program curriculum.<br>By May 30, 2014, assess level of Intervention Program implementation and create a plan for 2014-15. | 1 day X 1 intervention teacher @ \$240/day = \$240 EIA:LEP, Title I, Title II |

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| <b>LEA GOAL: Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</b>   |
| <b>SCHOOL GOAL 4 (WASC Goal #4):</b> Build a genuine collaborative culture); During 2013-14 year, the school's staff will collectively use 100% of the PLC collaboration time to develop interpersonal relationships based on trust, mutual respect, and camaraderie with colleagues within and outside their departments as they discuss topics relevant to WASC and specific betterment of the school. P30 |

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|---|---|--|
| <p>What data did you use to form this goal?</p> <p>Survey<br/>Individual interviews<br/>Department minutes<br/>Staff meetings</p> | <p>What were the findings from the analysis of this data?</p> | <p>How will the school evaluate the progress of this goal?</p> |
|---|---|--|

**STRATEGY 4.2:** Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

| Action/Date  | Person(s) Responsible | Task/Date   | Cost and Funding Source (Itemize for Each Source)   |
|--|-----------------------|---|---|
| <p>1. By September 30, 2013, continue to maintain a functioning SSC.<br/><br/>P. 156</p> | <p>Principal</p>      | <p>By August 30, 2013, begin the process of forming/maintaining a strong SSC:</p> <ul style="list-style-type: none"> <li>• Hold staff, parent, and student elections as necessary.</li> <li>• Provide required training.</li> <li>• Develop a calendar of 2013-14 meetings with draft topics which will enable the SSC to perform all of its responsibilities.</li> </ul> | <p>Materials for parent events and SSC meetings</p> |

**STRATEGY:**

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source)    |
|-------------|-----------------------|-----------|--|
|             |                       |           | <p>(Note: Refer to Form F, Budget Planning Tool)</p> |

**LEA GOAL: Performance Goal 5: All students will graduate from high school.**

**SCHOOL GOAL:** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

P.1

| What data did you use to form this goal?<br>NHS Graduation rate | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal?<br>Measure the graduation rate at the close of each school year. | What |
|---|--|--|------|
|   |  |  |      |

**STRATEGY 5.1:** Insure that all students have a graduation plan.

|  |                          |   |     |
|--|--------------------------|---|-----|
| 1. By the end of Quarter 1 fall 2013 all 9 <sup>th</sup> graders will have a 4-year plan                   | Student Support Services | Create a 4 yr. plan for every freshman by the end of the first quarter which includes a list of the courses needed to graduate.     | \$0 |
| 2. By the end of Quarter 3 all students will have had their 4 year plans reviewed and revised as necessary | Student Support Services | Review/create a 4 yr. plan for every student by the end of the third quarter which includes the list of courses needed to graduate. | \$0 |



|  |                          |   |                |
|--|--------------------------|---|----------------|
| 3. May 30, 2014; continue to offer alternatives such as credit recovery and independent study to students after graduation to lower the drop out rate. | Student Support Services | Contact students who are in danger of not graduating to enroll them in support services. Contact students who did not graduate due to insufficient credits and enroll them in credit recovery or independent study summer coursework. | Title 1 \$2000 |
|--|--------------------------|---|----------------|

| <b>STRATEGY 5.2</b> Implement collaboration time for vertical and horizontal articulation to improve alignment and instructional coherence. |   |  |  |
|---|---|--|--|
| Action/Date   | Person(s) Responsible                               | Task/Date  | Cost and Funding Source (Itemize for Each Source)                          |
| 1. Selected staff will participate in district-organized horizontal collaboration among GHS, KCHS and Portola-Butler ELA and math teachers. | Assistant Superintendent of Administrative Services | By August 30, 2013 establish a purpose, goals and publish a calendar for quarterly district wide horizontal collaboration.<br><br>Monitor quality of collaboration through meeting sign-ins, agendas, minutes, and next steps disseminated to all staff.<br><br>By May, 2014, analyze quality of district wide collaboration and develop plan for 2014-15. | Teacher extra hours @ \$40/hour X 6 teachers X 5 hours = \$1200<br>Title I |
| 2. Create and implement a plan on vertical collaboration with KCHS feeder district focused on alignment of ELA and math                     | Assistant Superintendent of Administrative Services | By August 30, 2013 establish a purpose, goals and publish a calendar for quarterly feeder school collaboration.<br><br>Monitor quality of vertical collaboration through meeting sign-ins, agendas, minutes, and next steps disseminated to all staff.<br><br>By May, 2014, analyze quality of feeder school collaboration and develop plan for 2014-15.   | Teacher extra hours @ \$40/hour X 6 teachers X 5 hours = \$1200<br>Title I |

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## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES

USA Test Prep License

School Goal #: : Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the transition to the CCSS.

| Actions to be Taken to Reach This Goal <sup>1</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date <sup>2</sup><br>Completion Date | Proposed Expenditures    | Estimated Cost | Funding Source (itemize for each source) |
|--|--|--------------------------|----------------|--|
| Provide KCHS with a half-time instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies. | 2013-14                                    | Hire instructional coach | \$50,000       | Title I<br>Title III<br>Gear Up          |

School Goal #: By 2013-14 Hispanic English Learners will increase their percentage proficient by 10% or advanced from 31% to 41% as measured by the ELA CST. (The target is 100% proficient or advanced by 2013-14.)

By 2013-14 the percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase by 10%.

By 2013-14 Hispanic students qualified as English Learners for 3 years or more will increase their demonstration of Early Advanced or Advanced by 40% from 31% to 71% as measured by the CELDT

| Actions to be Taken to Reach This Goal <sup>3</sup><br>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date <sup>4</sup><br>Completion Date | Proposed Expenditures                   | Estimated Cost | Funding Source (itemize for each source) |
|--|--|---|----------------|--|
| 1. Provide ongoing training to school staff in the implementation of the EL Master Plan (EL Job Alike)   | Aug. 2013                                  | 1 day at hourly rate for EL Specialist  | \$240.00       | EIA:LEP                                  |
|  | Monthly ongoing                            | 2 hours X \$40/hour X 10 months = \$800 | \$800.00       |  |

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.

|   |                   |                             |          |         |
|---|-------------------|-----------------------------|----------|---------|
| 2. Provide KCHS with a half-time EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to ELD teachers. | Aug – May 2013-14 | Hire EL Specialist          | \$50,000 | EIA:LEP |
| 3. Provide GHS with the ELSSA   | Aug. 2013         | Contract with MMARS         | \$250.00 | EIA:LEP |
| 4. Provide annual TOT to EL Specialist  | June 2014         | MCOE TOT CELDT registration | \$50.00  | EIA:LEP |

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

| State Programs  | Allocation |
|---|------------|
| <input type="checkbox"/> <b>California School Age Families Education</b><br>Purpose: Assist expectant and parenting students to succeed in school   | \$         |
| <input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b><br>Purpose: Help educationally disadvantaged students succeed in the regular program   | \$         |
| <input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b><br><input type="checkbox"/> Purpose: Develop fluency in English and academic proficiency of English learners        | \$104,890  |
| <input type="checkbox"/> <b>Peer Assistance and Review</b><br>Purpose: Assist teachers through coaching and mentoring   | \$         |
| <input type="checkbox"/> <b>Professional Development Block Grant</b><br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                                 | \$         |
| <input type="checkbox"/> <b>Pupil Retention Block Grant</b><br>Purpose: Prevent students from dropping out of school  | \$         |
| <input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b><br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$         |
| <input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b><br>Purpose: Improve library and other school programs  | \$         |
| <input type="checkbox"/> <b>School Safety and Violence Prevention Act</b><br>Purpose: Increase school safety  | \$         |
| <input type="checkbox"/> <b>Tobacco-Use Prevention Education</b><br>Purpose: Eliminate tobacco use among students   | \$         |
| <input type="checkbox"/> <b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])</b>   | \$         |
| Total amount of state categorical funds allocated to this school  | \$         |

| Federal Programs   |         | Allocation |
|--|---------|------------|
| <input type="checkbox"/> <b>Title I, Part A: Allocation</b><br>Purpose: To improve basic programs operated by local educational agencies (LEAs)  |         | \$63,872   |
| <input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)<br>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$2,500 |            |
| <input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b><br>(10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)  | \$6,387 |            |
| <input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b><br>Purpose: Improve and increase the number of highly qualified teachers and principals  |         | \$         |
| <input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b><br>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards  |         | \$         |
| <input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b><br>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs  |         | \$         |
| <input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b><br>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement  |         | \$         |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  |         | \$         |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  |         | \$         |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  |         | \$         |
| Total amount of federal categorical funds allocated to this school   |         | \$         |
| Total amount of state and federal categorical funds allocated to this school   |         | \$168,762  |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>5</sup> The current make-up of the SSC is as follows:

| Names of Members                           | Principal                | Classroom Teacher        | Other School Staff       | Parent or Community Member | Secondary Student        |
|--|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Janet Sanchez Matos                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Elizabeth Hernandez (2 years 12-14)        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Rosaneli Martinez (2 years 12-14)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Maria Segobia (2 years 12-14)              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Carla Nullanix-Acherman (2 years 12-14)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Chris Houston (2 years 13-15)              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| James Schierer (2 years 13-15)             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Bruce Graham (2 years 13-15)               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Pam Grant (2 years 13-15)                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Alejandro Hernandez 11 <sup>th</sup> grade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Lindsey Arellano 12 <sup>th</sup> grade    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Briana Apodaca 11 <sup>th</sup> grade      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| Numbers of members in each category        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

<sup>5</sup> EC Section 52852



**Form E: Recommendations and Assurances**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

|                                |                               |               |
|--------------------------------|-------------------------------|---------------|
| <u>Janet Sanchi Mast</u>       | <u>[Signature]</u>            | <u>8/6/13</u> |
| Typed name of School Principal | Signature of School Principal | Date          |
| <u>Carla Mullanix-Ackerman</u> | <u>[Signature]</u>            | <u>8-6-13</u> |
| Typed name of SSC Chairperson  | Signature of SSC Chairperson  | Date          |

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

**SUBJECT:** Approval of the Consolidated Application

**MEETING:** August 14, 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 District is requesting approval of the Annual Consolidated Application for the 2013-14 categorical programs.

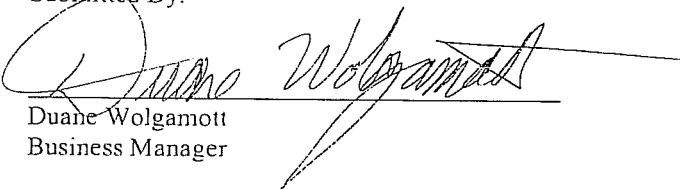
Recommendation:

The recommendation is being made for the State Administrator to approve the 2013-14 Consolidated Application.


Fiscal Impact:

The Consolidated Application is for our Categorical Funding.

Submitted By:

  
Duane Wolgamott  
Business Manager

Approved:

  
Daniel R. Moirao, Ed.D.  
State Administrator

**2013-14 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca13asstoc.asp>.

**CDE Program Contact:**

Anne Daniels, Education Data Office, [adaniels@cde.ca.gov](mailto:adaniels@cde.ca.gov), 916-319-0640

**LEA Plan**

An LEA that receives Title III funds or any LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan.

|  |  |
|--|--|
| State Board of Education approval date | 7/11/2003  |
| LEA Plan Web Site                      | <a href="http://www.kingcity.k12.ca.us">www.kingcity.k12.ca.us</a> |

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

|  |                     |
|--|---------------------|
| Authorized Representative's Full Name    | Daniel R Moirao     |
| Authorized Representative's Signature    |                     |
| Authorized Representative's Title        | State Administrator |
| Authorized Representative Signature Date | 06/24/2013          |

**2013-14 Protected Prayer Certification**

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring & Support, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269  
 Mary Payne, District Improvement Office, [MPayne@cde.ca.gov](mailto:MPayne@cde.ca.gov), 916-319-0379

**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|   |                     |
|---|---------------------|
| The authorized representative agrees to the above statement   | Yes                 |
| Authorized Representative's Full Name   | Daniel R. Moirao    |
| Authorized Representative Title   | State Administrator |
| Authorized Representative Signature Date  | 05/20/2013          |
| Comment<br>If the LEA is not able to certify at this time an explanation must be provided in the Comment field. |                     |

**2013-14 Application for Funding**

**CDE Program Contact:**

Anne Daniels, Education Data Office, [adaniels@cde.ca.gov](mailto:adaniels@cde.ca.gov), 916-319-0640

**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |            |
|---|------------|
| Date of approval by local governing board | 08/14/2013 |
|---|------------|

**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

|  |  |
|--|--|
| DELAC representative's full name   | Daniel R Moirao  |
| DELAC review date  | 08/13/2013   |
| Meeting minutes web address<br>Please enter the web address of DELAC review meeting minutes. If a web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee. | <a href="http://www.kingcity.k12.ca.us">www.kingcity.k12.ca.us</a> |
| DELAC comment<br>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment.  |  |

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Economic Impact Aid</b><br>EC 54000 SACS 7090, 7091<br>By applying for Economic Impact Aid funds the LEA is agreeing to comply with the assurances posted at <a href="http://www.cde.ca.gov/fg/aa/co/ca12asstoc.asp">http://www.cde.ca.gov/fg/aa/co/ca12asstoc.asp</a> . | Yes |
| <b>Title I Part A (Basic Grant)</b><br>ESEA Sec. 1111 et seq.<br>SACS 3010  | Yes |
| <b>Title I Part D (Delinquent)</b><br>ESEA Sec. 1401<br>SACS 3025   | Yes |
| <b>Title II Part A (Teacher Quality)</b>  | Yes |

2013-14 Application for Funding

CDE Program Contact:

Anne Daniels, Education Data Office, [adaniels@cde.ca.gov](mailto:adaniels@cde.ca.gov), 916-319-0640

|   |     |
|---|-----|
| ESEA Sec. 2101<br>SACS 4035                               |     |
| Title III Part A Immigrant<br>ESEA Sec. 3102<br>SACS 4201 | Yes |
| Title III Part A LEP<br>ESEA Sec. 3102<br>SACS 4203       | Yes |

**2013-14 Title III, Part A Immigrant Proposed Obligations**

This data collection captures proposed expenditures for the coming year, based on the projected entitlement amount.

**CDE Program Contact:**

Pamela Lucas, Language Policy & Leadership Office, [plucas@cde.ca.gov](mailto:plucas@cde.ca.gov), 916-323-5739  
 Sandra Covarrubias, Language Policy & Leadership Office, [SCovarrubias@cde.ca.gov](mailto:SCovarrubias@cde.ca.gov), 916-319-0267

**Approved Immigrant Sub-grantee Activities**

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional (opportunities for immigrant children and youth, which may include -

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

|  |                |
|--|----------------|
| <b>Projected entitlement:</b>                                | \$5,133        |
| <b>Object Code - Activities</b>                              |                |
| 1000-1999 Proposed certificated personnel salaries           | \$4,099        |
| 2000-2999 Proposed classified personnel salaries             | \$492          |
| 3000-3999 Proposed employee benefits                         |                |
| 4000-4999 Proposed books and supplies                        |                |
| 5000-5999 Proposed services and other operating expenditures | \$190          |
| Proposed administrative and indirect costs                   | \$352          |
| <b>Total proposed obligations</b>                            | <b>\$5,133</b> |

**2013-14 Title III, Part A LEP Proposed Obligations**

This data collection captures proposed expenditures for the coming year, based on the projected entitlement amount.

**CDE Program Contact:**

Patty Stevens, Title III Language Policy & Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy & Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Required and Authorized LEP Sub-grantee Activities**

**Required**

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

**Authorized**

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

|  |                 |
|--|-----------------|
| <b>Proposed entitlement:</b>                                 | \$50,579        |
| <b>Object Code - Activity</b>                                |                 |
| 1000-1999 Proposed certificated personnel salaries           | \$0             |
| 2000-2999 Proposed classified personnel salaries             | \$0             |
| 3000-3999 Proposed employee benefits                         | \$0             |
| 4000-4999 Proposed books and supplies                        | \$0             |
| 5000-5999 Proposed services and other operating expenditures | \$49,568        |
| Proposed administrative and indirect costs                   | \$1,011         |
| <b>Total proposed obligations</b>                            | <b>\$50,579</b> |



2013-14 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intends to allocate Title I Part A funds by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, [NBodenhausen@cde.ca.gov](mailto:NBodenhausen@cde.ca.gov), 916-445-4904  
 Lana Zhou, Title I Policy & Program Guidance, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In
- Group Schools by Grade Span
- District-wide Low Income %
- Grade Span 1 Low Income %
- Grade Span 2 Low Income %
- Grade Span 3 Low Income %

Yes  
 81.03%  
 No Data  
 No Data  
 81.03%

| School Name                      | School Code | Grade Span Group | Projected Enrollment | Projected Low Income Students | Low Income % | Eligible | Funding Required | Ranking | Fund Flag | Exception Reason | Comment |
|----------------------------------|-------------|------------------|----------------------|-------------------------------|--------------|----------|------------------|---------|-----------|------------------|---------|
| Greenfield High                  | 2730174     | 3                | 864                  | 753                           | 87.15        | Y        | Y                | 1       | Y         |                  |         |
| King City High                   | 2732170     | 3                | 889                  | 678                           | 76.27        | N        | Y                | 2       | Y         |                  |         |
| Portola-Butler Continuation High | 2730083     | 3                | 124                  | 90                            | 72.58        | N        | N                | 3       | N         |                  |         |

**California Department of Education**

South Monterey County Joint Union High (27 66068 0000000)

**Consolidated Application**

Status: Certified  
 Saved by: Duane Wolgamott  
 Date: 6/26/2013 9:55 AM

**2013-14 Economic Impact Aid School Funding Plan**

Based on information provided in the School Student Counts Projected data collection, the table below provides eligibility and ranking information.

**CDE Program Contact:**

Gustavo Gonzalez, EIA / LEP, [ggonzalez@cde.ca.gov](mailto:ggonzalez@cde.ca.gov), 916-319-0420  
 Mark Klinesterker , EIA / SCE, [mklinesterker@cde.ca.gov](mailto:mklinesterker@cde.ca.gov), 916-319-0256

Group schools by grade span

Funding method

Yes  
 LEP Only

**NOTE:** If the LEA has selected to fund LEP Only, no additional action or data entry is required for the EIA School Allocation Plan. The Plan should be saved in order to certify the data collection.

| School Name                      | School Code | Grade Span Group | Projected Enrollment | Projected Low Income Students | Low Income % | Projected LEP Students | LEP % |
|----------------------------------|-------------|------------------|----------------------|-------------------------------|--------------|------------------------|-------|
| Greenfield High                  | 2730174     | 3                | 864                  | 753                           | 87.15        | 601                    | 69.56 |
| King City High                   | 2732170     | 3                | 889                  | 678                           | 76.27        | 500                    | 56.24 |
| Portola-Butler Continuation High | 2730083     | 3                | 124                  | 90                            | 72.58        | 0                      | 0.00  |

**2013-14 Title I, Part A Nonprofit Private School Participation**

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.  
**CDE Program Contact:**

Jyoti Singh, Title I Policy & Program Guidance, [jysingh@cde.ca.gov](mailto:jysingh@cde.ca.gov), 916-319-0372  
 Rina DeRose-Swinscoe, Title I Policy & Program Guidance, [RDeroseswinscoe@cde.ca.gov](mailto:RDeroseswinscoe@cde.ca.gov), 916-323-0472

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private non-profit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

Add non-attendance area school(s)

No

The LEA is electing to add nonprofit private schools outside of the district's attendance area.

| School Name | School Code | Enrollment | Participating | Affirmation On File | Low Income Student Count | Direct Services | Contract Services | School Added |
|-------------|-------------|------------|---------------|---------------------|--------------------------|-----------------|-------------------|--------------|
|             |             |            |               |                     |                          |                 |                   |              |

### 2013-14 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers, and other educational personnel under the programs listed below.

**CDE Program Contact:**

Laura Nelson, Private School List, [lnelson@cde.ca.gov](mailto:lnelson@cde.ca.gov), 916-319-0229  
 Patty Stevens, Title III Language Policy & Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers, and other educational personnel under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: The programs displayed below may vary based on Application for Funding selections.

<br/>Note: Elementary and high school districts that have applied for Title II funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Add shared attendance area school(s)

No

This functionality allows elementary and high school districts that share an attendance area and decide to share responsibility for Title II A equitable services to add a nonprofit private school.

| School Name | School Code | Enrollment | Title II Part A | Title III Part A LEP | School Added |
|-------------|-------------|------------|-----------------|----------------------|--------------|
|-------------|-------------|------------|-----------------|----------------------|--------------|

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

**SUBJECT:** Resolution #27:13/14 Layoff of Classified Staff due to Lack of Funds and/or Lack of Work      **MEETING:** 8/14/2013

**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
- X \_\_\_\_\_ Develop/Sustain Fiscal Crisis Long-Term Solution
- \_\_\_\_\_ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- \_\_\_\_\_ Ensure that Facilities are Safe for Staff and Students
- \_\_\_\_\_ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As a result of lack of funds and/or lack of work, the District is implementing a reorganization of the Food Service Department in an attempt to align expenditures with income for the 2013-2014 school year. It is then necessary to eliminate/reduce the identified classified positions, but at the same time, two Food Service Lead Worker positions have been created and filled by current employees.

Under state law, Education Code §§ 45101, 45114, 45117, 45298, and 45308, school districts must provide not less than 60 days notice to classified employees of a layoff. The District will continue to identify alternative solutions to ensure the least or a minimal impact on employees of the District.

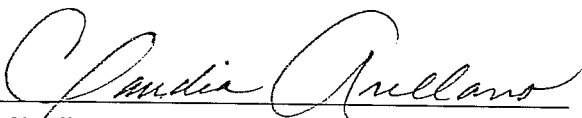
Recommendation:

It is recommended that the State Administrator approve Resolution #27:13/14 Layoff of Classified Staff due to Lack of Funds and/or Lack of Work.

Fiscal Impact:

Budget reductions needed to assist in addressing the District's budget shortfall.

Submitted By:



Claudia Arellano  
Human Resources Administrator

Approved:



Daniel R. Moirao, Ed.D.  
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT  
RESOLUTION # 27:13/14**

**LAYOFF OF CLASSIFIED STAFF DUE TO LACK OF FUNDS AND/OR LACK OF WORK**

**WHEREAS**, due to lack of funds the District is in a severe budget crisis and is seeking ways to align expenditures with income for the 2013-2014 school year; and

**WHEREAS**, the District is implementing a reorganization plan in the Food Service Department; and

**WHEREAS**, pursuant to Education Code sections 45101, 45114, 45117, 45298 and 45308, the Board of Trustees hereby finds it necessary and in the best interest of the District to:

- Eliminate One (1) 8-hour Food Service Position
- Eliminate One (1) 6.5-hour Food Service
- Eliminate One (1) 6-hour Food Service Position
- Reduce two (2) 5.5-hour Food Service Positions to 3.0 hours

**NOW, THEREFORE, BE IT RESOLVED** that as of the fourteenth day of October, 2013, the classified positions as listed above shall be reduced/eliminated.

**BE IT FURTHER RESOLVED** that the State Administrator's designed is authorized and directed to give notices of layoff to all affected employees not later than 60 days prior to the effective date of this action as set forth above.

**PASSED AND ADOPTED** this 14<sup>th</sup> day of August, 2013, by the action of the State Administrator.

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Daniel R. Moirao, ED.D.  
State Administrator  
South Monterey County Joint Union High School District  
County of Monterey, State of California