

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

Wednesday, February 12, 2014

South Monterey County Joint Union High School District – Board Room
800 Broadway
King City, CA 93930

BOARD OF EDUCATION

Mike Foster – President
Raul Rodriguez - Clerk
Paulette Bumbalough - Member
Bob White – Member
Mike LeBarre – Member

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Alex Hernandez - KCHS

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

- A. Public Employment
- B. Employee Discipline/Dismissal Release
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters
 - Recommendation to Expel Student #16:13/14
 - Recommendation to Expel Student #17:13/14

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

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.

E. REPORT FROM STATE ADMINISTRATOR

F. STUDENT BOARD MEMBER REPORT

G. BOARD MEMBER COMMENTS

H. EMPLOYEE ORGANIZATIONS

I. CONSENT AGENDA

1. Approval of Minutes: January 7, 2014, January 21, 2014 and January 22, 2014 (Pages 1-8)
2. Approval of Personnel Report Dated February 12, 2014 (*Daniel Moirao, Ed.D., State Administrator*)
3. Approval of MOU Between DR Associates International and the South Monterey County Joint Union High School District (*Daniel Moirao, Ed.D., State Administrator*) (Pages 9-12)
4. Approval of Accounts Payable Warrants (*Duane Wolgamott, Business Manager*) (Pages 13-18)
5. Approval of MOU Between the City of King Recreation Department and the South Monterey County Joint Union High School District (*Daniel Moirao, Ed.D., State Administrator*) (Pages 19-20)
6. Approval of School Resources Officer Agreement with the City of Greenfield (Daniel Moirao, Ed.D., State Administrator) (Pages 21-30)
7. Approval of Williams Settlement Second Quarterly Report (*John Sims, Director of MOTF*) (Pages 31-36)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. INFORMATION ITEMS

1. Cash Flow Report (*Duane Wolgamott, Business Manager*) (Pages 37-69)
2. Revenue and Expenditure Report (*Duane Wolgamott, Business Manager*) (Pages 70-76)
3. Common Core Update (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*)
4. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Business Manager*) (Pages 77-83)
5. Revised District Budget for Federal Programs (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 84-86)
6. Board Policies (First Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 87-130)
 - BP 0420.43 Charter School Revocation (new)
 - BP 2210 Administrative Discretion Regarding Policies (new)
 - BP 3111 Deferred Maintenance Funds (revised)
 - BP 3551 Food Service Operations, Cafeteria Fund (revised)
 - AR 3551 Food Service Operations, Cafeteria Fund (revised)
 - AR 3554 Other Food Sales (revised)
 - BP 4131 Staff Development (new)
 - BP 4231 Personnel Classified Staff Development (new)
 - BP 4331 Personnel Staff Development (new)
 - BP 5123 Promotion, Acceleration, Retention (revised)
 - AR 5123 Promotion Acceleration Retention (new)

L. ACTION ITEMS

1. Review of 2012-2013 Audit Report (*Brian Badillo, Auditor, Christy White*) (Pages 131-206)
2. Approval of Ag Education Incentive Grant Resolution #08:13/14 (*Daniel Moirao, Ed.D., State Administrator*) (Pages 207-208)
3. Approval of Resolution #09:13/14 Week of the School Administrator (*Daniel Moirao, Ed.D., State Administrator*) (Pages 209-211)
4. Approval of MOU with 4 Cities 4 Peace and the SMCJUHSD (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 212-215)
5. Consider Electing a Representative to the 2014 CSBA Delegate Assembly (*Daniel Moirao, Ed.D., State Administrator*) (Pages 216-221)
6. Approval of Resolution #10:13/14 CALPERS Employer Pick-up (*Duane Wolgamott, Business Manager*) (Pages 222-224)
7. Approval of Odysseyware Course Meeting A-G Requirements (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 225-226)
8. Approval of School Accountability Report Card (SARC) for Portola-Butler Continuation High School for the 2012-2013 School Year (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 227-273)
9. Approval of Approval of School Accountability Report Card (SARC) for King City High School for the 2012-2013 School Year (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 274-332)
10. Approval of School Accountability Report Card (SARC) for Greenfield High School for the 2012-2013 School Year (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 333-391)
11. Board Policies (Second Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 392-418)
 - BP 0420.41 Charter School Oversight (new)
 - E 0420.41 Charter School Oversight (new)
 - BP 0500 Accountability (new)
 - BP 3100 Budget (revised)
 - AR 3100 Budget (revised)
 - BP 3110 Transfer of Funds (revised)

M. FUTURE AGENDA ITEMS/MEETING DATES

- February 18, 2014 – Board Study Session – Unification (Greenfield)
- March 12, 2014 – Regular Board Meeting at Greenfield High School
- March 19, 2014 – Board Study Session (Budgets; How to Read Them; LCAP)
- April 16, 2014 – Regular Board Meeting at King City District Office
- April 23, 2014 – Board Study Session (Institutional Racism Setting)
- May 13, 2013 – Regular Board Meeting at Greenfield High School
- May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans)
- June 11, 2014 – Regular Board Meeting at King City District Office
- June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

N. SIGNING OF PAPERS

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

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

Tuesday, January 7, 2014

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

BOARD OF EDUCATION

Mike Foster – President - Present
Raul Rodriguez – Clerk - Present
Paulette Bumbalough – Member – Present
Bob White – Member - Present
Mike LeBarre – Member - Present

STATE ADMINISTRATOR

Daniel Moirao, Ed.D. - Present

STUDENT BOARD MEMBER

Roosevelt Sosa – GHS – Excused Absence

OPEN SESSION:

Call to Order

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

Public Comment

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

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

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

Approval of Agenda

Dr. Moirao said addendum item 6 has been added to the consent agenda, Approval of Revised Wrestling tteam Overnight Trips. He approved the agenda with the addition.

Public Comment

There were not any public comments.

Report from State Administrator

Dr. Moirao said students and staff will be returning from winter break on Monday, January 13. He said he would like to give special kudos to the custodial staff. John Sims has informed him the custodial staff is ahead of schedule in accomplishing their winter break tasks. John Sims has also informed him the KCHS gym modernization is on target. Dr. Moirao said he had a tour of the facility today. A handicapped shower has been installed; there are new shower heads, and drinking fountains. The facility looks much more inviting.

Mike Foster asked when the epoxy flooring will be installed. John Sims said during the spring break.

Dr. Moirao said he is meeting with members from the County Office of Education at 3:00 PM tomorrow to discuss gang intervention prevention support services. Members of the Board are invited to attend. Mike LeBarre and Paulette Bumbalough said they would try to be at the meeting.

Dr. Moirao reminded the Board of the CSBA Study Sessions on January 21 and 22 at the district office. He will include the proposed study session agenda in the Board Friday Update.

The District Office will be hosting the Chamber Mixer on Thursday, January 23. He invited Board members to attend. There will be a slide show which will include information on Common Core as well as a tour of the KCHS gym. This is part of the district theme "Bringing on the Pride" and an opportunity to keep the community informed.

The FCMAT team will be doing their review of the district the week of February 3. There are a number of items which staff will be dealing with the next few weeks such as the Federal Program Monitoring, develop the LCAP Plan, and a Deferred Maintenance Plan.

Student Board Member Report

Due to the winter break Roosevelt Sosa was not present to give a report.

Board Member Comments

Mike LeBarre commented he hoped everyone had a happy holiday and New Year. He had a nice conversation with a parent whose child is on the soccer team. The student is taking his education seriously and praised the new coach. He added when teachers take the time to care, students respond. Mr. LeBarre said he is looking forward as being the Board representative for ROP.

Paulette Bumbalough said she is looking forward to the new year and serving on the Board of Education.

Bob White said he attended the Greenfield High School drama program. Kudos go to Ms. Ybarra and Mr. Servano.

Raul Rodriguez said he saw the honor roll list. He was asking for data on students from both sites.

Dr. Moirao said the Registrars from both sites promptly got the grades sent to parents. There was one teacher who was late on grades resulting in a new set of reports being sent to the parents of that teacher.

Dr. Moirao said his goal is to visit more classrooms at each site during the year.

Mike Foster said, according to his daughter, she felt finals went well. It was nice having them completed before the winter break.

Mr. Foster said his goal this year is also to visit more classrooms.

Employee Organizations

There were not any comments from the employee organizations.

Consent Agenda

1. Approval of Minutes: December 11, 2013
2. Approval of Personnel Report Dated January 7, 2014
3. Approval of Greenfield High School Prom on April 12, 2014
4. Approval of Accounts Payable Warrants
5. Approval of Technology Plan
6. Approval of Revised Wrestling Team Overnight Trips

Consent Items Removed for Comment/Questions

Dr. Moirao reminded the Board the addition of the revised wrestling team overnight trips.

Mike Foster said he reviewed the Technology Plan. It appears to be a good plan. He is suggesting a review every 3 months or quarterly to review our progress. He felt it was important to evaluate the progress

Dr. Moirao said Mike LeBarre did raise the question of the acronym CIA which is mentioned in the Technology Plan. Dr. Moirao said that will be corrected to reflect Assistant Superintendent of Curriculum and Instruction.

Paulette Bumbalough said she noted in the Technology Plan there will be a lot more computers and the additional cost. Dr. Moirao said there is money for these computers, 16 pallets (250 computers) arrived today.

Mike Foster inquired which brand the district ordered. Mr. Wolgamott responded Dell. Dr. Pospichal said these computers will meet the specifications assessments for next year.

Dr. Moirao said we are pursuing a new phone system. We are hoping we will be able to get a new system with E-Rate money.

Mike Foster said he noted in the accounts payable listing a lot of costs for training and hotels were issued the same day. Dr. Moirao said the science teachers attended a STEM conference on the same day. They did not submit their reimbursement requests the same day but the payment requests are sent to the county in one batch, therefore MCOE printed them on the same day.

Mike Foster inquired if the teachers carpooled or went in district vans. Mr. Wolgamott said it was a combination of both.

Bob White said there was a payment in the amount of \$900 for mileage. Mr. Wolgamott said we reimburse a parent whose child is in a special ed program outside of the district. The district pays her for transporting her child, which is the IRS reimbursement. This is actually cheaper than providing contracted transportation for the student and is a form of income for the parent.

Dr. Moirao said Bob White inquired about the two commercial loans which were on the warrant listing. Mr. Wolgamott said these are payments on portables which the district purchased in the past.

Dr. Moirao approved the items on the consent agenda.

INFORMATION ITEMS

Cash Flow Report

Mike LeBarre said he noted on page 43 there is a listing for salaries issued to classified staff but not certificated. Mr. Wolgamott said the certificated staff does not receive their December salary until the first of January. This is not a typical month.

Revenue and Expenditure Report

There were not any questions from the Board.

Food Service Program Update

Duane Wolgamott distributed an information sheet to the Board.

Mr. Wolgamott said this is a transition year for food service. We do not have a full time manager, therefore he is providing that service, but each site has lead workers who are doing a great job. There is a significant saving in personnel over last year. This year we started with the King City Elementary District who charged us \$2.50 per meal. They were heating the meals, which we now are able to do. Therefore when school resumes on January 13 we will be warming up the meals and do all preparation. There will be considerable saving, the entrees cost approximately \$.60, milk \$.25, and fruit \$.25. Mr. Wolgamott said he will be selecting and placing all orders. Mr. Wolgamott also distributed the menu for January, 2014.

Raul Rodriguez inquired how the students would know there is a new menu. Mr. Wolgamott said he will be working with the leadership classes to promote the new menu.

Mike Foster inquired if our food service staff has been given the proper food preparation training. Mr. Wolgamott responded yes, a consultant has provided the necessary training. There are now snack carts on campus. King City High School has seen a 30% increase in sales as a result of the snack cart. The hot pizza, which is a popular item with the students, will be an item on the snack cart. A new item offered is a spicy chicken sandwich, which meets all of the nutritional requirements. The students will be offered a choice of 2 entrees day.

Mr. Wolgamott said we had to buy the warmers at a cost of \$11,000, but this is a one-time cost.

Mike LeBarre inquired if the students could have a day to sample the food at no cost. Mr. Wolgamott said the district could make arrangements for one day. Mike LeBarre said he liked the idea of students being allowed to sample the new items.

Mike Foster said he appreciates all of the work Mr. Wolgamott has done for food services, we have come a long way and he is excited about the changes.

Common Core Update

Dr. Pospichal distributed some talking points on myths and facts regarding Common Core. She said it is a brief read, if approached with questions from the community this could be useful tool.

School Enrollment, Attendance, and Referrals Statistics

There were not any questions.

Board Policies (First Reading)

BP 0420.41 Charter School Oversight (new)

E 0420.41 Charter School Oversight (new)

BP 0500 Accountability (new)

BP 3100 Budget (revised)

AR 3100 Budget (revised)

BP 3110 Transfer of Funds (revised)

Mike Foster inquired if BP/E 0420.41 was a new policy because we did not have a policy in place when we had the charter school. This policy is for a separate charter school.

Raul Rodriguez inquired if there was a charter high school in the vicinity. Dr. Pospichal said she did a search and did not find a charter high school.

Raul Rodriguez asked if the parents in the community usually initiate the charter school or the district. Dr. Moirao said the one we had was initiated by the district.

Mike LeBarre said in the charter policy it indicates the Board and State Administrator/Superintendent or designee may inspect or observe any part of the charter school at any time and suggested the visit should take place at least annually. Dr. Moirao said it is a contract for a year and we do not have any direct governance. If there was something drastically wrong then that would be reviewed. It is like rental property, you check to make sure they are following the policies.

Mike Foster said the policy indicates if 4 of the 5 criteria is not followed then you could intervene.

Mike LeBarre said he thought it would be better to inspect twice a year to make sure things do not get out of hand. Dr. Moirao said that is a valid concern. If the Board would hear anything which is out of line the State Administrator/Superintendent or designee could check it out.

The Board did have any question on BP 0500, BP/AR 3100, or BP 3110.

ACTION ITEMS

Approval of the Donation from the Guidry Foundation

Dr. Moirao said the Guidry Foundation annually makes a donation to King City High School to help support the math and science programs. The Foundation did not sponsor a music festival this year, but they generously continued to make the donation.

Paulette Bumbalough asked if there is a report to see how the money is spent. Dr. Moirao said he will be sending a letter of appreciation to the Foundation thanking them for the donation. Paulette Bumbalough said she thought it would be nice to let them know where the money was used.

Dr. Moirao approved the donation.

Approval of New Course Adoption: Math 2

Mike Foster inquired if it is known which staff will fill this position. Dr. Pospichal said right now all math teachers teach Math 1. This is a 3 course series. We are not certain at the present time, we are hoping for multiple teachers at each site.

Dr. Moirao approved the new Math 2 course.

Approval of Math Visions Project's Integrated Pathway Secondary Mathematics 2 Curriculum for the Math 2 Course

Dr. Moirao said most of the material for this course is on line.

Dr. Moirao approve.

Approval of Contract with MCOE for Common Core State Standards Professional Development in Mathematics

Mike Foster said he is aware Megan Munoz has been doing the teacher training on Common Core but not math. He inquired if James Schierer, who teaches math can do the training. Dr. Moirao responded he has not received the proper training.

Mike LeBarre inquired if Board members can attend these trainings. Dr. Moirao encouraged Board members to attend. February 26 is the next training session. He said he would include the future training dates in the Friday Update to the Board.

Approval of New Course – The Art and History of Floral Design

Dr. Moirao said this is a new course and is an expansion to the ROP program. This will be replacing the current course; this course is being updated and will meet the Carl Perkins requirements.

Dr. Moirao approved the new course.

Approval of Advanced Floral Design Course

Dr. Moirao said this is part of ROP and will be funded through that program.

Dr. Moirao approved the course.

Approval of Contract for Supplemental Educational Services to be Provided to Greenfield High School

Bob White inquired why there are two Supplemental Educational Services listed on the agenda. Dr. Pospichal said these are two different vendors. Greenfield High School selected two and King City High School and Portola-Butler Continuation High School only selected one provider. The selection of the providers is based on the need at the site. One of the providers at Greenfield High School will work in small groups up to 5.

Mike Foster asked if these are local providers. Dr. Pospichal said no, but there are local people who will provide the services.

Dr. Moirao approved the contract for supplemental education.

Approval of Contract for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School

Mike Foster inquired how this is being advertised to students and parents. The response was the 10th graders at King City High School are being informed. We are hoping this will boost the CAHSEE scores. Any student who is eligible to the free and reduced meals also received a letter.

The applications will be sent to the 11th and 12th grade students at Portola-Butler Continuation High School. Dr. Moirao added this is the first year this service has been provided to students at Portola-Butler.

Dr. Moirao approved the contracts.

Board Policies (Second Reading)

BP 0460 Local Control and Accountability Plan (new)
AR 0460 Local Control and Accountability Plan (new)
AR 3514 Environmental Safety (revised)
AR 3542 School Bus Drivers (revised)
BP 4112.42 Drug and Alcohol Testing for School Bus Drivers (new)
AR 4112.42 Drug and Alcohol Testing for School Bus Drivers (new)
AR 4161.8 Family Care and Medical Leave (new)
AR 4161.11 Industrial Accident Illness Leave (new)
BP 5131.61 Drug Testing (new)
BP 5141.27 Food Allergies/Special Dietary Needs (new)
AR 5141.27 Food Allergies/Special Dietary Needs (new)
BP 6144 Controversial Issues (new)
BP 6162.6 Use of Copyright Materials (new)
AR 6162.6 Use of Copyright Materials (new)

Dr. Moirao approved the board policy second readings. He said as of today we are current with policy changes.

Future Agenda Items/Meeting Dates

January 21 & 22, 2014 – Board Study Session (CSBA Workshop – Vision Setting)
February 12, 2014 – Regular Board Meeting at King City District Office
February 18, 2014 – Board Study Session – Unification
March 12, 2014 – Regular Board Meeting at Greenfield High School
March 19, 2014 – Board Study Session (Budgets; How to Read Them; LCAP)
April 16, 2014 – Regular Board Meeting at King City District Office
April 23, 2014 – Board Study Session (Institutional Racism Setting)
May 13, 2013 – Regular Board Meeting at Greenfield High School
May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans)
June 11, 2014 – Regular Board Meeting at King City District Office
June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Raul Rodriguez said on February 18 there is a board study session to discuss unification. He asked if the public could attend. Dr. Moirao said they could attend, they can make comments in the public comment section of the meeting but they could not be part of the Board discussion.

Paulette Bumbalough said because of her schedule she would not be able to attend the February 12 board meeting.

Signing of Papers

Dr. Moirao signed appropriate papers.

Adjournment

The meeting was adjourned at 7:22 P.M.

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

Date

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

Tuesday, January 21, 2014

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D. - Present

OPEN SESSION

Call to Order

Raul Rodriguez called the meeting to order at 5:00 PM.

Flag Salute

Raul Rodriguez led in the flag salute.

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comment

There were not any comments from the public.

ACTION ITEMS

Approval of BP/AR 3460 Financial Report and Accountability Waiver until the February 12, 2014

Board Meeting

Dr. Moirao said the district audit firm has just notified the district their audit report needs to be accepted by the Board by January 31, 2014. The next regular board meeting is scheduled for February 12, 2014. The Board has the authority to waive the review date. The audit report will be presented at the February regular board meeting.

Dr. Moirao approved the waiver.

INFORMATION ITEM

Board Governance

Leslie DeMersseman, CSBA Consultant, conducted the Vision Setting Study Session with the Board of Education.

Future Agenda Items/Meeting Dates

January 22, 2014 – Board Study Session (CSBA Workshop – Vision Setting)
February 12, 2014 – Regular Board Meeting at King City District Office
February 18, 2014 – Board Study Session – Unification
March 12, 2014 – Regular Board Meeting at Greenfield High School
March 19, 2014 – Board Study Session (Budgets; How to Read Them; LCAP)
April 16, 2014 – Regular Board Meeting at King City District Office
April 23, 2014 – Board Study Session (Institutional Racism Setting)
May 13, 2013 – Regular Board Meeting at Greenfield High School
May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans)
June 11, 2014 – Regular Board Meeting at King City District Office
June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Adjournment

The meeting was adjourned at 8:20 P.M.

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

Date

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

Wednesday, January 22, 2014

Minutes

BOARD OF EDUCATION

Mike Foster – President - Present
Raul Rodriguez – Clerk - Present
Mike LeBarre – Member - Present
Paulette Bumbalough – Member - Present
Bob White – Member - Present

STATE ADMINISTRATOR

Daniel Moirao, Ed.D. - Present

OPEN SESSION

Call to Order

Mike Foster called the meeting to order at 5:07 P.M.

Flag Salute

Mike Foster led in the flag salute.

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comment

There were not any comments from the public.

INFORMATION ITEM

Board Governance

Leslie DeMersseman, CSBA Consultant, conducted the Vision Setting Study Session with the Board of Education.

Future Agenda Items/Meeting Dates

February 12, 2014 – Regular Board Meeting at King City District Office
February 18, 2014 – Board Study Session – Unification
March 12, 2014 – Regular Board Meeting at Greenfield High School
March 19, 2014 – Board Study Session (Budgets; How to Read Them; LCAP)
April 16, 2014 – Regular Board Meeting at King City District Office
April 23, 2014 – Board Study Session (Institutional Racism Setting)
May 13, 2013 – Regular Board Meeting at Greenfield High School
May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans
June 11, 2014 – Regular Board Meeting at King City District Office
June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Adjournment

The meeting was adjourned at 8:07 P.M.

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

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Agreement For Investigative Services from
DR Associates International

MEETING: 02/12/2014

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 finds it in its best interest to hire the services of an investigator to conduct an independent investigation regarding a personnel matter. It is the District's goal and desire to have an investigation conducted with objectivity and impartiality before a decision is rendered by the State Administrator. It is in the best interest of the District to secure the services of an outside professional.

DRA has a diverse clientele that includes Federal, State and local government agencies, insurance companies, labor unions, corporations and colleges.

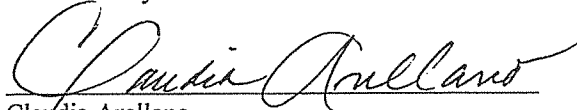
Recommendation:

It is recommended that the State Administrator approve the agreement with DRA Associates.

Fiscal Impact:

\$5,000.00 part of the budgeted legal counsel fees for the district.

Submitted By:



Claudia Arellano
Human Resources Administrator

Approved:



Daniel R. Moirao
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 *DR Associates International*, 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 *December 13, 2013*, and it terminates *March 1, 2013* unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$190 per hour.
- Not to exceed a total of 25 hours of service, including travel time of up to 12 hours which will exclude mileage and lodging costs.
- Total payment(s) to Consultant, under this contract shall not exceed \$4,750

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.

V. CONSULTANT SERVICE DESCRIPTION

Conduct a confidential personnel related-matter investigation

VI. CONFIDENTIALITY

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

VII. ASSIGNMENT

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

VIII. TERMINATION OF AGREEMENT

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

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

IX. DISTRICT'S RIGHT OF RETENTION

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

X. EXTENSION OF TERM

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

XI. SIGNATURES

These signatures attest the parties' agreement hereto:

12-17-13
Date

DR Associates, Inc.
OWNER - INVESTMENT
Constance M. Moore
CONTRACT OFFICER OF THE
South Monterey County Joint Union High School District

Dec. 14, 2013
Date

Social Security Number of Consultant *

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

Preferred contact information:

7-17
CONSULTANT / TITLE (Please Print)

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

Phone number

Cell Phone

Account code:

CBO signature

Date:

Routing:

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Accounts Payable Warrants

MEETING: February 12, 2014

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

Summary:

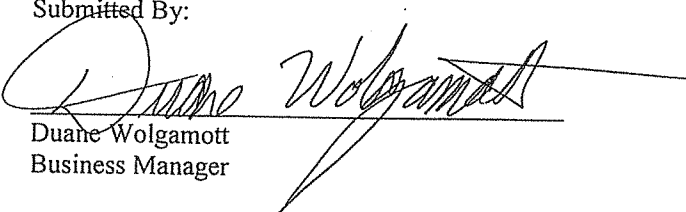
Attached are the accounts payable warrants from December 27, 2013 to January 31, 2014.

Recommendation:


The recommendation is being made for the State Administrator to approve the end of December 2013 and January 2014 accounts payable warrants.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Board Meeting Date SMCJUHSD BOT Mtg February 12, 201

Checks Dated 12/27/2013 through 01/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Rental of Portable Restrooms		298.25
12053238	01/07/2014	A & G PUMPING, INC	01-5630	CALNET		702.60
12053239	01/07/2014	A T & T CALNET 2	01-5910	Blue Bear Educate. ASB Computer		750.00
12053240	01/07/2014	Active Network	01-5800	Software		45.55
			13-5800	Open PO for Supplies and Materials		500.00
12053241	01/07/2014	ARAMARK UNIFORM SERVICES	01-8699	Josten's Scholarship		161.44
12053242	01/07/2014	Arredondo, Jaqueline	01-5810	Professional Services and Disbursements		242.32 *
12053243	01/07/2014	Atkinson Anderson	Cancelled	Maintenance Repairs		
12053244	01/07/2014	BENSON PLUMBING INC				
		Cancelled on 01/13/2014, Cancel Register # AP01142014				2,143.37
12053245	01/07/2014	CARMEL MARINA CORPORATION	01-5550	KCHS Garbage Fees		400.00
			01-5620	Repairs	197.49	
12053246	01/07/2014	Central CA Electronics, Inc	01-5530	Water, Sewer, and Garbage	809.75	
12053247	01/07/2014	CITY OF GREENFIELD	01-5540	Water, Sewer, and Garbage	2,875.20	3,882.44
			01-5550	Water, Sewer, and Garbage		1,000.00
12053248	01/07/2014	CPRS CA Prprty Rcrd Systms, dba	01-5800	Agreement for Educational Services		84.34
12053249	01/07/2014	Culligan Water Conditioning	13-5800	Water Conditioning		3,977.94
12053250	01/07/2014	DELL MARKETING LP	01-4400	Technology Supplies		399.30
12053251	01/07/2014	ELECTRICAL DISTRIBUTORS, dba	01-4300	Materials and Supplies		948.48
12053252	01/07/2014	First Alarm Security Svcs Inc	01-5800	Alarm Services		22.32
12053253	01/07/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		584.20
12053254	01/07/2014	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Open PO		
			01-4300	Materials and Supplies	42.89	
12053255	01/07/2014	KING CITY INDUSTRIAL SUPPLY		Open for Materials and Supplies	6.33	49.22
						11.62
12053256	01/07/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		20,250.00
12053257	01/07/2014	KING CITY UNION SCHOOL DIST	13-4700	Type A Lunch		2,160.00
12053258	01/07/2014	Linda Grundhoffer	01-5800	Consultant Services		158.06
12053259	01/07/2014	Mall Finance	01-5630	Open for Monthly Lease		968.70
12053260	01/07/2014	Maria S. Monroy	01-5800	Sped Transporation - Monterey		1,459.43
12053261	01/07/2014	Monterey Bay Systems, dba	01-5610	School Office Copier - copy count charges		84.68
12053262	01/07/2014	NASCO	01-4300	Supplies for Art Classes		400.00
12053263	01/07/2014	NTD Architecture	35-5800	Project No: 2011-0344-00		
			01-4300	Materials and Supplies	328.06	
12053264	01/07/2014	OFFICE DEPOT BUSINESS SERVICES		Technology Supplies	100.50	
			01-5800	Copy & Print	283.71	712.27
			01-5510	Utilities	240.53	
12053265	01/07/2014	PACIFIC GAS AND ELECTRIC CO	01-5520	Utilities	398.81	639.34
			01-4300	Open PO for Supplies and Materials		3.27
12053266	01/07/2014	PARTS & SERVICE CENTER-NAPA				

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Page 1 of 5

Checks Dated 12/27/2013 through 01/31/2014

Board Meeting Date SMCJUHSD BOT Mtg February 12, 2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12053267	01/07/2014	Prospect Wrestling	01-5800	Classic Wrestling Tournamet Fee		280.00
12053268	01/07/2014	Salinas Union High Schl Dstrct	01-5800	2012-2013 Transportation Services Acct # 130142		14,929.00
12053269	01/07/2014	Santa Maria JUHSD	01-5800	Wrestling Fees		400.00
12053270	01/07/2014	Sargent Welch	01-4300	Science Supplies		785.75
12053271	01/07/2014	Sprint Solutions, Inc.	01-5940	District Communication		769.48
12053272	01/07/2014	Susan Brooks	13-5800	Food Service Consultant		1,200.00
12053273	01/07/2014	TORO PETROLEUM CORP	01-4310	Gas Ag Incentive	129.76	
				Open PO for Supplies and Materials	15,488.17	15,617.93
12053274	01/07/2014	TUCCI LEARNING SOLUTIONS, INC	01-5100	Services		1,863.33
12053275	01/07/2014	UNITED PARCEL SERVICE	01-5930	Open for fees		16.74
12053276	01/07/2014	Vargas, Cristina	01-8699	Emmy Clark Scholarship		1,000.00
12053277	01/07/2014	Watsonville High School	01-5800	Tournaments Fees		550.00
12054288	01/14/2014	David L. Daines	01-5300	Aragn HS entry fee reimbursement		184.50
12054289	01/14/2014	Marisa Martinez	01-5200	MCOE 1099 Training		50.00
12054290	01/14/2014	Academic Innovations LLC	01-5200	Freshman Transition Workshop Dec 3, 2013 for Monika Myking		99.00
12054291	01/14/2014	ARAMARK UNIFORM SERVICES	01-5800	Open PO for Supplies and Materials		27.09
12054292	01/14/2014	BENSON PLUMBING INC	01-5620	Repairs		6,046.21
12054293	01/14/2014	CA Department of Justice	01-5860	HR Fingerprints		32.00
12054294	01/14/2014	CA State Board of Equalization	01-5800	Exempt Bus Operator Diesel Fuel Tax Return		23.28
12054295	01/14/2014	CA Water Service Company	01-5530	KCHS Water		30.27
12054296	01/14/2014	CDW-G	01-4300	Maintenance Kit for Epson T6190 Printer	19.75	
				Technology Supplies	2,560.15	
				Technology Supply	158.53	
			01-4400	LCD Projector	557.45	3,295.88
12054297	01/14/2014	Div of the State Architect	35-6200	Application #01-110612 KCHS Alt. to 1-gym Bldg R		338.10
12054298	01/14/2014	ETS/Collection Center	01-4300	Star Material Order Penalty		119.70
12054299	01/14/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		68.28
12054300	01/14/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		21.12
12054301	01/14/2014	Mail Finance	01-5630	Open for Monthly Lease		784.78
12054302	01/14/2014	MCMaster CARR SUPPLY CO	01-4300	Technology Supplies		617.38
12054303	01/14/2014	Nixon Tire & Automotive Srvc	01-5620	Supplies and Materials		85.00
12054304	01/14/2014	NTD Architecture	35-5800	KCHS Gym Remodel- 89% Complete	4,852.16	
				KCHS Gym Remodel- 97% Complete	4,852.16	9,704.32
12054305	01/14/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Materials and Supplies		8.04

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Page 2 of 5

Checks Dated 12/27/2013 through 01/31/2014

Board Meeting Date SMCJUHSD BOT Mtg February 12, 201

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12054306	01/14/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	5,269.48	
			01-5520	Utilities	10,737.96	16,007.44
12054307	01/14/2014	PARTS & SERVICE CENTER-NAPA	01-4300	Open PO for Supplies and Materials		52.83
12054308	01/14/2014	PEDIATRIC THERAPY CENTER INC	01-5800	Home School		396.00
12054309	01/14/2014	PURE WATER	01-5800	Drinking Water		119.75
12054310	01/14/2014	Sysco San Francisco	13-4300	Food Service	577.58	
			13-4700	Food Service	6,292.59	6,870.17
12054311	01/14/2014	TORO PETROLEUM CORP	01-4310	Open PO for Supplies and Materials		2,810.45
12054312	01/14/2014	Uretsky Security	01-5800	Security		2,079.00
12054313	01/14/2014	VAL'S PLUMBING & HEATING INC	01-5620	Repairs		242.32
12057975	01/30/2014	Jason P. Foslien	01-5200	Morro Bay Tourny Mileage		93.23
				Reimbursement:1/10-1/11/2014		
12057976	01/30/2014	David R. Croy	01-5200	Observation in Woodland, CA		244.18
12057977	01/30/2014	Stefani D. Goldamer	01-5200	STEM Synopsis Travel		286.27
				Expenses-11/17/13-11/19/13		
12057978	01/30/2014	AMERICAN SUPPLY COMPANY	01-4300	Materials and Supplies		3,392.94
12057979	01/30/2014	ARAMARK UNIFORM SERVICES	01-5800	Open PO for Supplies and Materials	27.09	
			13-5800	Open PO for Supplies and Materials	102.37	129.46
12057980	01/30/2014	Arredondo, Jaqueline	01-8699	Ines del Ponte Rava Scholarship		1,000.00
12057981	01/30/2014	AT&T	01-5910	Communications		3,082.92
12057982	01/30/2014	BATTERY SYSTEMS, INC	01-4300	Open PO for Supplies and Materials		313.66
12057983	01/30/2014	BAY SCHOOL, THE	01-5100	Services		5,055.00
12057984	01/30/2014	BENSON PLUMBING INC	01-5620	Repairs		1,919.33
12057985	01/30/2014	CA Water Service Company	01-5530	KCHS Water		127.36
12057986	01/30/2014	CalChamber	01-4300	Notices Posters		237.93
12057987	01/30/2014	Central Coast Section/CIF	01-5300	Wrestling Assoc Fee		635.00
12057988	01/30/2014	Chanel Vargas	01-5800	Paid 11-12, \$600; 12-13, \$750		1,350.00
12057989	01/30/2014	CSBA	01-5200	CSBA Trainings	747.00	
				CSBA Workshop	498.00	
				MIG Workshops	498.00	1,743.00
12057990	01/30/2014	CSM CONSULTING INC	01-5800	E-Rate Consulting Services July-Sept 2013	925.00	
				E-Rate Consulting Services Oct.-Dec. 2013	925.00	1,850.00
12057991	01/30/2014	Dannis Woliver Kelley / DWK	01-5810	Matter #010313		102.00
12057992	01/30/2014	DELL MARKETING LP	01-4400	Technology Supplies		6,196.85
12057993	01/30/2014	ECOLAB	13-4300	Cafeteria cleaning supplies		260.45
12057994	01/30/2014	Foster Farms Dairy	13-4700	Cafeteria		965.08
12057995	01/30/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		88.38
12057996	01/30/2014	Heart Productions & Publishing	01-4300	Book	25.32	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Page 3 of 5

Checks Dated 12/27/2013 through 01/31/2014

Board Meeting Date SMCJUHSD BOT Mtg February 12, 201

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
					Unpaid Sales Tax	24.20
12057997	01/30/2014	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Supplies	1.12-	1,131.34
12057998	01/30/2014	JOSTENS CORP	01-4300	PO for Diploma Covers		1,643.48
12057999	01/30/2014	Kennedy Industries, Inc.	01-4300	Sports Supplies	603.81	
					Unpaid Sales Tax	561.68
12058000	01/30/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	42.13-	
					143.37	
				ROP Ag Mech	33.83	177.20
12058001	01/30/2014	Kitchell	35-6200	Modernization		280,000.00
12058002	01/30/2014	LOZANO SMITH	01-5810	Matter#01124-00001		2,574.96
12058003	01/30/2014	Mission Trail Athletic/MITAL	01-5800	Officials Mileage Reimbursement		224.60
12058004	01/30/2014	Nicks Garage & Towing	01-5800	Smog Check		631.68
12058005	01/30/2014	Nixon Tire & Automotive Srvc	01-5620	Repairs		183.64
12058006	01/30/2014	O'Reilly Automotive Stores, Inc	01-4300	Supplies		564.00
12058007	01/30/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	1,854.12	
			01-5520	Utilities	9,621.75	11,475.87
12058008	01/30/2014	SAFETY KLEEN CORP	01-5800	Open PO for Supplies and Materials		243.49
12058009	01/30/2014	SAFEWAY INC	01-4300	Open PO for Foods and Products		49.11
12058010	01/30/2014	Servico Lighting & Electric	01-4300	Lighting supplies		879.96
12058011	01/30/2014	Shred-It San Francisco	01-5800	Fees for shredding		124.77
12058012	01/30/2014	Sysco San Francisco	13-4300	Food Service	1,864.72	
			13-4700	Food Service	11,503.58	13,368.30
12058013	01/30/2014	Traylor Barn, Inc.	01-4300	ROP Welding		1,173.34
12058014	01/30/2014	UNITED PARCEL SERVICE	01-5930	Open for fees		29.04
12058015	01/30/2014	Watsonville High School	01-5800	Boy's soccer showcase		175.00
				12/14/2013, 1/11/2014, 1/18/2014		
Total Number of Checks					107	474,872.98

Includes checks for only Bank Account COUNTY

	Count	Amount
Cancel	1	242.32
Net Issue		474,630.66

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	94	141,085.23

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Page 4 of 5

Checks Dated 12/27/2013 through 01/31/2014

Board Meeting Date SMCJUHSD BOT Mtg February 12, 2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
--------------	------------	---------------------	-------------	---------	-----------------	--------------

Fund Summary

Fund	Description	Check Count	Expensed Amount
13	Cafeteria Fund	9	43,146.26
35	School Facility Program (Regul	4	290,442.42
Total Number of Checks		106	474,673.91
Less Unpaid Sales Tax Liability			43.25
Net (Check Amount)			474,630.66

-18-

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Page 5 of 5

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of MOU Between the City of King
Recreation Department and the South Monterey County Joint
Union High School District

MEETING: February 12, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

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

Summary:

The District is renewing its annual MOU with the City of King Recreation Department for use of the City Pool for the KCHS Swim Team.

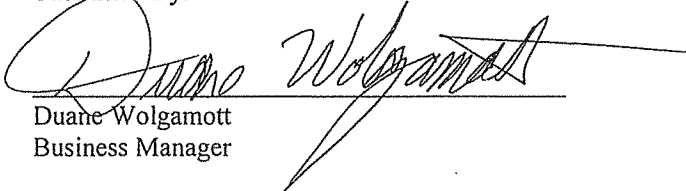
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU with the City of King Recreation Department.


Fiscal Impact:

Not to exceed \$7,500 from the Athletic Fund.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

MEMORANDUM OF AGREEMENT BETWEEN KING CITY RECREATION DEPARTMENT
AND THE KING CITY HIGH SCHOOL SWIM TEAM
Agreement from 1 February 2014 through 15 May 2014

The King City High School (KCHS) Swim Team is part of the High School Athletic program. The King City Recreation Department is interested in supporting the KCHS Swim Team by providing pool facilities for the purpose of holding practices and swim meets. The purpose of this agreement is to delineate use and responsibility to each party.

The KCHS Swim Team, hereafter TEAM, and the King City Recreation Department, hereafter CITY, agree to the following:

The *TEAM* agrees to:

1. Delegate a KCHS staff member or representative to represent TEAM concerning use, scheduling, maintenance, improvements, or matters of concern to TEAM or CITY.
2. Provide CITY with a list of coaching staff and program administrators.
3. Provide certified and trained staff in sufficient numbers to provide suitable adult supervision of participants and be responsible for the conduct of swimmers and spectators associated with the TEAM.
4. Provide a schedule of practice sessions
5. Notify City Recreation Coordinator of any schedule changes, when possible, at least 24 hours in advance.
6. Pay labor cost of all CITY pool staff scheduled to work to support TEAM program.
7. Reimburse CITY for additional pool chemicals, electricity and gas used to maintain appropriate water temperatures and chemical balance when TEAM is the only user not to exceed \$7,500.00 unless mutually agreed upon prior to the end of the swim team season.
8. Enforce all CITY pool rules.
9. Name the CITY as an additional insured and indemnify and save harmless the CITY for any uses, activities, or events associated with the TEAM.

The *CITY* agrees to:

1. Provide all utilities necessary for facility.
2. Maintain facility, to include appropriate water temperature and chemical levels, deck area and restrooms.
3. Coordinate with TEAM representative to develop a schedule that best meets the needs of the CITY and the TEAM. The TEAM is authorized to use the Lap Pool from 3:00-5:00 p.m. Monday - Friday.
4. Meet with TEAM as necessary during the off-season to discuss use of facilities, scheduling and other concerns associated with use of facilities.
5. Bill the TEAM for expenses.

This agreement between KCHS Swim Team and King City Recreation Department regarding the Use Agreement shall terminate 1 June, 2014

KCHS Principal Date

CITY Recreation Coordinator Date

KCHS Swim Team Coach Date

KCHS Athletic Director Date

KCHS District Personnel Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of School Resource Officer Agreement
(City of Greenfield)

MEETING: February 12, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The district has had an ongoing contract with the City of Greenfield to provide School Resource Office (SRO) services to Greenfield High School for several years. This agreement updates and makes current that contract with the City.

Recommendation:

It is recommended that the State Administrator enter into agreement with the City of Greenfield for SRO services.

Fiscal Impact:

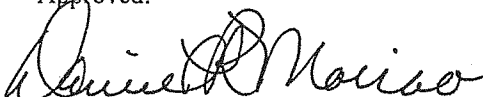
\$60,000 from the General Fund has been budgeted from the approved 2013-2014 budget for this service.

Submitted By:



Daniel R. Moirao Ed.D.
State Administrator

Approved:



Daniel R. Moirao Ed.D.
State Administrator

**SCHOOL RESOURCE OFFICER
AGREEMENT
Between the City of Greenfield and
The South Monterey County Joint Union High School District**

THIS AGREEMENT is made and entered into as of this **28th** day of **February, 2014**, by and between **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT** (hereinafter referred to as "DISTRICT"), and the **CITY OF GREENFIELD**, (hereinafter referred to as "CITY").

WHEREAS, the City of Greenfield has established a School Resource Officer Program (Hereinafter referred to as "SRO Program") pursuant to applicable California law; and

WHEREAS, the **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**, hereinafter referred to as the **DISTRICT** desires that the **CITY** provide law enforcement officers to serve as School Resource Officers (hereinafter referred to as "SROs") in the Greenfield High School located within the City of Greenfield, California and the **CITY** is willing to assign law enforcement officers to serve as SROs under the SRO Program; and

WHEREAS, the **CITY** and **DISTRICT** agree that the SRO Program is a great benefit to the school administration, the student body, and the community as a whole and desire to enter into this School Resource Officer Agreement (hereinafter referred to as "Agreement") to accomplish the purposes expressed herein; and

WHEREAS, the **CITY** and **DISTRICT** understand and agree that the SRO Program is established for the purposes set forth under applicable California law including assistance in the prevention of juvenile delinquency through the provision of programs specifically developed to respond to those factors and conditions that give rise to delinquency.

WHEREAS, the **CITY** and **DISTRICT** recognize the potential outstanding benefits of SRO program to the citizens of Greenfield and particularly to the students of the Greenfield High School located within the City of Greenfield jurisdiction

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and the sum of \$60,000 and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

ARTICLE I

A SRO Program is hereby established to serve the students of Greenfield High School, located within the City of Greenfield jurisdiction. The Purpose of the SRO Program is to:

1. To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;

2. To encourage SROs to attend extra-curricular act activities held at school, when possible, such as PTA meetings, athletic events and concerts;
3. To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sale and/or distribution of controlled substances, and riots;
4. To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;
5. To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus; and
6. To encourage SROs to provide traffic control and crossing guards at the school when deemed necessary for the safety and protection of students and the general public when crossing guard is absent.

Article II Right and Duties of the City

1. Number of School Resource Officers

The City shall assign one regularly employed police officer with the responsibility to provide service to the Greenfield High School.

The District shall provide the SRO an office in a school acceptable to both parties.

The City shall assign the duties and supervision of the SRO to the Chief of Police and/or his designee shall perform scheduled and nonscheduled visits to the school.

The City shall provide documentation of insurance for the SRO and shall hold harmless the District for any duty related occurrences that may arise in the implementation of this agreement.

2. Regular Duty Hours of the SRO

The SRO shall be assigned to the schools fulltime (eight (8) hours) on the days the school is in regular session.

When the school is closed due to in-service training, the SRO, if invited by the school administrator(s), may attend the in-service training or use those hours for SRO administrative duties.

During extended non-school periods, the SRO will be assigned as needed by his/her supervisor.

The City shall take all reasonable actions to ensure that the SRO schedules time off for vacations and floating holidays during periods when school is not in session.

In the event a SRO must take time off during the time the school is in session, such time must be authorized by the officer's police supervisor. The SRO must provide advanced notification to the principal and/or Assistant Principal of the school assigned of the

impending absence.

The SRO may be temporarily reassigned by the Police Department during a law enforcement emergency, staffing shortages, or to participate in mandatory police training necessary to maintain the officer's proficiency.

- 1) In the event, that the SRO is redeployed on a temporary basis exceeding five days, the school district will not be billed for that time.
- 2) All attempts will be made to schedule mandatory training during non-school hours.
- 3) Should the SRO be absent from his/her assignment exceeding five days, for reasons other than outlined above, the school district shall not be billed for that time.

3. Duties, Obligations and Activities of the SRO

The SRO shall:

- 1) Wear the regular City patrol uniform unless special circumstances require other form of dress.
- 2) Make classroom presentations when requested by a teacher on such topics as the role of policing in the community, search and seizure, laws of arrest, traffic laws, crime prevention, victim's rights, community involvement and youth programs.
- 3) Participate in discussions during class to establish rapport with students.
- 4) Take appropriate law enforcement action as required by law and the policies and procedures of the police department.
- 5) Within the bounds of applicable law, will notify the school principal(s) and/or Assistant Principal as soon as practical of any violations or actions which impact school discipline, order or safety and such other violations and actions as the District reasonably request to be reported. This may include interviewing suspects or victims of criminal violations, issuing summonses, and addressing traffic concerns. Should it become necessary to conduct formal law enforcement interviews with students, the SRO shall adhere to the District's Policies, Police Department Procedures and Policies and legal requirements with regards to such interviews.
- 6) Assist other law enforcement personnel in conducting investigations when requested and required to do so.
- 7) Obtain prior permission, advice and guidance from school administrators before enacting any program with the school.
- 8) Provide assistance to school administrators, faculty, and staff upon request, in developing emergency procedures and emergency management plans to include prevention and/or minimization of dangerous situations, which may

result from student unrest or unauthorized intruders.

- 9) Be familiar with the Districts policies and regulations related to safety and students conduct and discipline issues, including the Districts' Code of Conducts.
- 10) Assist administrators, faculty and staff with addressing violations of the Districts' policies at the SRO's discretion. However, the SRO shall not be expected or asked to detain or take into physical custody any student who has only violated a Districts' policy or Districts' code of conduct. It shall be understood and agreed that a SRO, as a law enforcement officer, can only detain or take into physical custody those students for whom there is reasonable suspicion or probable cause that they have committed a criminal offense. The SRO shall not be used for regular assigned lunchroom duties, hall monitoring or other monitoring duties. If there is a problem area, the SRO may assist the school until the problem is solved. However, the SRO shall be physically and visually present during those times.
- 11) Be familiar with and abide by all relevant policies and regulations of the District except to the extent such policies and regulations conflict with his/her responsibilities as a law enforcement officer.
- 12) Work to develop rapport with students and working relationship with student organizations, faculty, staff members, district administrators and community members.
- 13) Coordinate efforts with campus supervisory personnel, i.e., campus supervisors, hall monitors, parking attendants, and building security personnel.
- 14) Maintain detailed, accurate and up to date records as required by the City, Districts and school administrators/principals.
- 15) Attend, whenever possible, school and district in-service training at the invitation of the School administrators/principals
- 16) Address juvenile delinquency issues and problems as well as work proactively with all law enforcement agencies that service the Districts' community.
- 17) Attend parent, faculty, student, administration and other meetings to provide information regarding the SRO program and provide opportunities for involvement and support.
- 18) Provide information regarding community programs so that proper referrals can be made and appropriate assistance accessed, and refer students to school counselors as needed. These programs may include mental health programs, drug treatment programs, etc. as deemed appropriate. The SRO may make referrals to such agencies when necessary thereby acting as a resource person to the students, staff faculty and administration. The schools' administrators shall determine referral guidelines.

- 19) Maintain confidentiality of any and all information obtained in confidence and not disclose the information except as required by Departmental policy, law or court order.
- 20) Maintain confidentiality of the Districts' records and information in accordance with the Districts' policies.
- 21) Build relationships with juvenile justice counselors to help connect youth with needed services.
- 22) Develop and expand crime prevention efforts for students.
- 23) Develop and expand community justice initiatives for students.
- 24) Perform other duties which will promote the purposes of the SRO program and which are mutually agreed upon by the Districts and City.
- 25) Work out a means mutually agreeable between the SRO's supervisor and the school site administration for notifying the school personnel of any planned or unplanned absence from the SRO duty on campus.

The City's Chief of Police, City Manager, Districts' State Administrator and School Principals or his/her designee, must mutually agree upon any additions to the above duties.

ARTICLE III

Duties and Responsibility of District

The District shall provide the full-time SRO with the following materials and facilities, which are deemed necessary to the performance of the SRO program:

1. The District shall provide a private office to conduct matters of confidential business and access to records, which are deemed necessary by the District. The SRO shall maintain confidentiality of the records. The SRO shall confer with the school administrators/principal concerning confidentiality of records whenever necessary.
2. The District shall provide a desk, filing cabinet with locking system and office furniture for use of the SRO.
3. Within legal requirements of confidentiality, the District shall provide information regarding students who are currently suspended, expelled, excluded from extracurricular activities, or students or adults who are not supposed to be on or near the campuses, to include any students who participate in an independent study program, or other off campus programs that do not require their presence on the school site.

ARTICLE IV

Financing of the SRO Program

The terms of this agreement shall run from, February 28th, 2014 to June 30, 2014.

THE DISTRICT AGREES to pay the City the sum of \$60,000 for the first year of this agreement including any back payments for SRO services provided by the City since the beginning of the FY 2014 School year but not yet reimbursed. That sum shall be payable in equal monthly installments of \$5,000. In the absence of either a written agreement to the contrary or cancellation of this agreement by either party, there shall be annual amendments to this agreement to reflect increased personnel costs to the Greenfield Police Department. If this Agreement is enacted mid-year, the annual amount will be prorated.

ARTICLE V

Evaluation and Future Funding

Prior to December 31st of each year, the parties shall evaluate the effectiveness of the SRO Program and consider whether modifications to the program are necessary or advisable to accomplish its purpose. The parties agree to cooperate and negotiate in good faith in fulfilling the intent of the parties' concerning continuation of the Program and future funding of the Program by the City and the Districts.

ARTICLE VI

Appropriations

The obligations of each party under this agreement are contingent upon adequate funds for that purpose being budgeted, appropriated and otherwise made available.

Failure to allocate sufficient funds for this program by one or both parties shall be grounds for revoking of this MOU by either party.

ARTICLE VII

Employment Status of School Resource Officer

The SRO shall remain an employee of the City and shall not be an employee of the District. The District and City acknowledge that the SRO is a law enforcement officer who shall uphold the law under the direct supervision and control of the Greenfield Police Department. The SRO shall remain responsive to the chain of command of the Greenfield Police Department.

The School Administrator has the rights and responsibilities to report any alleged misconduct, non-compliance with the Districts' policies or other questionable behavior on the part of the SRO to the Chief of Police or his/her designee of the Greenfield Police Department. Such reports shall be made in writing unless circumstances dictate making such reports in person or by phone.

ARTICLE VIII

Qualifications of the School Resource Officer

1. The SRO must meet all of the following requirements:
 - 1) Must apply for the position of School Resource Officer.
 - 2) Must be a full time permanent certified police officer with the Police Department.

- 3) Must have maintained the requirement necessary for employment as a police officer with the Greenfield Police Department.
 - 4) Must agree that if assigned for the position of School Resource Officer, he/she will not seek transfer from the position until the end of the school year and that he/she will not schedule time off or vacation during the periods when school is in session.
 - 5) Must attend a California POST accredited training course.
2. Among additional criteria for consideration for the position of SRO are job knowledge, experience, training, education, appearance, attitude, communications skills and bearing.
 3. When it becomes necessary to replace the SRO due to transfer, promotion, resignation or other causes, the Chief of Police of the Greenfield Police Department will notify the State Administrator of the District of the impending vacancy within five (5) working days of becoming aware of such pending vacancy.

ARTICLE IX

Dismissal of School Resource Officer; Replacement

1. In the event that the State Administrator of the District believe the SRO is not effectively performing his/her duties and responsibilities, the State Administrator shall recommend to the Chief of Police or his/her designee of the Greenfield Police Department that the SRO be removed from the program, and shall state the reasons therefore, in writing. The Chief shall, as soon as practical, notify the City Manager of the recommendation. The Chief of Police and/or his/her designee shall meet with the SRO and the Districts' State Administrator to mediate or resolve any problems, which may exist. At such meeting, specified school staff may be invited to be present. If, within a reasonable amount of time after the commencement of such meeting, the problem cannot be resolved, the SRO shall be removed from the program.
2. The Chief of Police may dismiss or reassign the SRO based on departmental rules, regulations, and/or departmental directives, or when it is in the best interest of the Greenfield Police Department to do so.
3. In the event of resignation, dismissal or reassignment of the SRO, or in the case of long-term absences by the SRO, the Police Department shall provide a temporary replacement of the SRO within thirty (30) days of receiving notice of such absence, resignation or reassignment. A permanent replacement for the SRO shall be made as soon as practical. The cost during such an absence, resignation or reassignment shall be deducted from the Districts' obligation.
4. The SRO may be transferred from his/her position for administrative reasons during the school year at the discretion of the Chief of Police. The SRO requesting transfer to another position must do so at the end of the school year, and said request must be in writing. Transfer decisions shall be made at the discretion of the Chief of Police.

ARTICLE X

Termination of Agreement

Any party may terminate this agreement by giving sixty (60) days prior written notice to all parties that any other party failed to substantially perform in accordance with the terms and conditions of this agreement.

Any party giving ninety (90) days written notice to all other parties may terminate this agreement without cause.

ARTICLE XI Good Faith

The Parties, their agents and employees agree to cooperate in good faith in fulfilling the terms of this agreement. The parties agree that they will attempt to resolve any disputes concerning the interpretation of this agreement and unforeseen questions and difficulties, which may arise by good faith negotiations before resorting to any litigation.

ARTICLE XII Modification

This document constitutes the full and final understanding and expression of agreement of the parties, and no terms, conditions, understandings or agreements purported to modify or vary the terms of this agreement shall be binding unless hereafter made in writing and signed by the affected parties.

ARTICLE XIII Non-Assignment

This agreement and each and every covenant herein shall not be capable of assignment except with prior consent of all parties.

ARTICLE XIV Effective Date

This MOU shall be effective from February 28, 2014 to June 30, 2014, and may be renewed annually, for a period to cover the fiscal year.

ARTICLE XV Counterparts

This agreement may be signed in counterparts, and each counterpart shall be deemed an original, and all counterparts taken as a whole shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their duly authorized officers.

Date: _____

City Manager,
Susan A. Stanton, ICMA-CM
City of Greenfield

Date: _____

State Administrator
Daniel R. Moirao, Ed.D.
South Monterey County
Joint Union School District

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

SUBJECT: Williams First Quarter Facilities Report

MEETING: February 12, 2014

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:

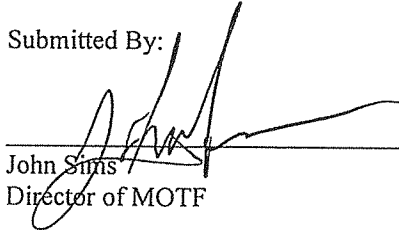
The Facilities second quarter report will be reviewed and repairs made to the items that can be accomplished now. Bigger dollar items will be prioritized and placed on a funding list to be accomplished as funding becomes available.

Recommendation:


The recommendation is being made for the State Administrator to continue to designate funds for the repair and upkeep of our facilities.

Fiscal Impact:

Submitted By:


John Sims
Director of MOTF

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
FIRST QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
OCTOBER 2013

This report summarizes the results of the *Williams* Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2012 Base API) for the months of August - September 2013.

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/ Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
Greenfield High School	Good	8/20/13	Admin bldg	Paint peeling on down spouts, gutters, eaves, 3 rd year	11 / Hazardous Materials (Int - Ext)			
			101	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			106	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			Biology Wrk Rm	Water stains ceiling tiles	4 / Interior Surfaces		Tiles Replaced	11-21-13
			202	Carpet has waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			205	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			203	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			204	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			P602	Rust is present on exterior waves	11 / Hazardous Materials (Int - Ext)			
			P603	Carpet tears and waves, trip hazard	4 / Interior Surfaces			
			P603	Rust under exterior eaves, deteriorating, 3 rd year	11 / Hazardous Materials (Int - Ext)			
			P605	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			

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

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



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
 FIRST QUARTERLY REPORT FOR *SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT*
 OCTOBER 2013

This report summarizes the results of the *Williams* Site Visits and documentation reviews at
 deciles 1, 2, and 3 schools (2012 Base API) for the months of August - September 2013.

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/ Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
Greenfield High School (cont'd)		8/20/13	Boys RR	Water stains ceiling tiles (advised Jose)	4 / Interior Surfaces			
			P609	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
			P609	Skirting has hole @ ramp entry	12 / Structural Damage		Hole Repaired	11-18-13
			P609	Down spout torn protruding metal, injury hazard	13 / Roofs		Repaired	11-19-13
			P610	Down spout torn protruding metal injury hazard	13 / Roofs			
			P615	Carpet is worn, stained	4 / Interior Surfaces			
			PE Ofc	Water stains ceiling tiles	4 / Interior Surfaces			
			Auto Shop	Welding area needs better ventilation	2 / Mechanical Systems			
			Unified Arts 402	Water stains ceiling tiles	4 / Interior Surfaces			
			Boys RR	Soap dispensers are broken	4 / Interior Surfaces			
			Boys RR	Paint chipping on hand dryer	11 / Hazardous Materials (Int - Ext)			
			Office Kitchen	Water stains ceiling tiles	4 / Interior Surfaces		Tile replaced	11-18-13
			Library	Carpet has waves, trip hazard	4 / Interior Surfaces			

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

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



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
FIRST QUARTERLY REPORT FOR *SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT*
OCTOBER 2013

This report summarizes the results of the *Williams* Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2012 Base API) for the months of August - September 2013.

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
Greenfield High School (cont'd)		8/20/13	Library	Paint peeling on down spouts and gutters, 3 rd year	11 / Hazardous Materials (Int - Ext)			
			102	Damaged blinds	15 / Windows/Doors/Gates/Fences (Int-Ext)			
-34-			606	Missing and damaged screens	15 / Windows/Doors/Gates/Fences (Int-Ext)			
			610	Damaged cove base	4 / Interior Surfaces			
			Drinking fountain at B10/4	Low water pressure	9 / Sinks/Fountains (In-Outside)			

All Schools in Good Repair

Rev. 12-19-13

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

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

WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR KING CITY HIGH SCHOOL
OCTOBER 2013

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/ Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
King City High School	Good	4/3/13	181	Hole in window, 3 rd year	15 / Windows, Doors, Gates, Fences			
			184	Paint chipping on trim and beams, 3 rd year	11 / Hazardous Materials			
			184	Dry rot on exterior beams, 3 rd year	12 / Structural Damage			
			197	Weeds growing in gutters of entire length of bldg.	13 / Roofs		Gutters cleaned	6-14-13
-35-			196	Boxes stacked on shelf above 6 foot (earthquake Hazard)	10 / Fire Safety			
			200	Paint chipping on cement floor/cracks/trip hazard	4 / Interior Surfaces			
			193/Shop	Dry rot header and walls, 3 rd year	12 / Structural Damage			
			191	Termites apparent on baseboard, 3 rd year	6 / Pest, Vermin infestation			
			Cafeteria	Trip hazards on cement/asphalt seams West and East walkways	14 / School Grounds/Playgrounds			
			Kitchen	Water damage on wall in dish washing area	4 / Interior Surfaces			
			Kitchen	Paint chipping in service area and over refrigerator	4 / Interior Surfaces			
			Lockers boys PE	Bent, Broken, Metal protruding	4 / Interior Surfaces		To be replaced during winter break	
			103	Light panels diffusers missing	7 / Electrical		Replaced diffusers	6-20-13
			103	Dry rot on beams, Paint chipping on trim	13 / Roofs			

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

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

WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR *KING CITY HIGH SCHOOL*
OCTOBER 2013

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/ Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
King City High School (cont'd)		4/3/13	102	Light bulbs out	7 / Electrical		Replaced light	6-10-13
			111	Dry rot on beams, Paint chipping on trim	13 / Roofs			
			120 RR	Wood rot / Nails protruding on wood benches around trees	14 / School grounds/Playgrounds			
-36-			125	Lights out	7 / Electrical		Replaced light	6-10-13
			122	Damaged room divider between 121 & 122, 3 rd year	12 / Structural Damage			
			146	Water stained ceiling tile	4 / Interior Surfaces		Replaced tile	6-11-13
			145	Lockers are bent, protruding walkway	14 / School Grounds/Playgrounds			
			120 Boys RR	Damaged Sink	9 / Sinks/Fountains		Replaced sink	6-12-13
			142	Exterior light cover broken	7 / Electrical			
			144	Water stains ceiling tiles	4 / Interior Surfaces		Replaced tile	6-27-13
			162	Faucet leaking in custodial storage	9 / Sinks/Fountains			
			161	Ceiling tiles loose	4 / Interior Surfaces		Replaced tiles	6-20-13
			160 Boys RR	Paint chipping on hand dryer	11 / Hazardous Materials			
			160 Girls RR	Damaged Faucets	9 / Sinks Fountains			

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

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Monthly Cash Flow Report

MEETING: February 12, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

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

Summary:

Attached is the cash flow summary report for the following funds:

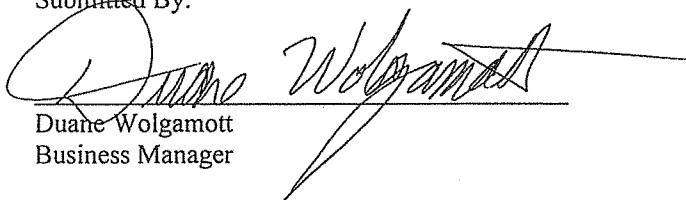
Fund 01 – General Fund
Fund 09 – Charter School Fund
Fund 13 – Cafeteria Fund
Fund 14 – Deferred Maintenance
Fund 17 – Special Reserve Fund
Fund 25 – Capital Facilities Program
Fund 35 – School Facility Program
Fund 56 – Debt Service

Recommendation:


This is an information item only.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		192,857.58	1,600,939.80	1,347,845.74	1,707,901.79	1,536,844.35	616,352.39	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019		1,228,378.00	1,172,371.00	1,655,812.00	1,186,439.99		501,473.00	
Property Taxes	8020-8079				18,533.72	3,632.83-	73,665.88	2,828,802.65	
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299				422,270.66	211,573.61-		97,073.00	
Other State Revenues	8300-8599		35,166.00		197,100.00	66,550.62	301,534.00	18,595.00-	
Other Local Revenues	8600-8799			66,965.56	123,382.30	92,824.43	44,202.59	59,007.91	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	1,263,544.00	1,239,336.56	2,417,098.68	1,130,608.60	419,402.47	3,467,761.56	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999		80,348.05	657,946.37	644,688.18	686,231.49	680,850.33	87,242.00	
Classified Salaries	2000-2999		101,988.10	282,859.78	159,506.17	164,737.82	171,688.94	172,470.98	
Employee Benefits	3000-3999		72,883.43	246,090.50	240,997.82	244,505.23	254,098.64	94,254.25	
Books and Supplies	4000-4999		21,646.90	97,440.02	69,223.79	98,797.88	44,827.05	17,833.52	
Services	5000-5999		174,238.54	102,491.18	119,667.58	185,146.40	188,571.89	110,319.90	
Capital Outlays	6000-6599				64,398.75				
Other Outgo	7000-7499		11,707.90	24,586.59	915,548.56	24,634.63	12,754.11-		
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	462,812.92	1,411,414.44	2,214,030.85	1,404,053.45	1,327,282.74	482,120.65	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	900,028.52-	319,785.94-	310,785.94-	580,176.03	44,815.71-			
Accounts Receivable	9200-9299	2,099,739.92-	1,145,951.25	433,732.06	355,176.47	164,880.14			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330	2,711.00-			2,056.50			654.50	
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		3,002,479.44-	826,165.31	122,946.12	937,409.00	120,064.43	.00	654.50	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 1 of 32

Fund 01 - Actuals through January									Fiscal Year 2013/14
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	474,580.94	218,826.25-	203,961.67-	209,630.72-	17,570.42-	12,611.29-	18,877.45	
Due To Other Funds	9610	148,538.08			148,538.08-				
Current Loans	9640								
Deferred Revenues	9650	422,270.66			422,270.66-				
Undefined Objects									
SUBTOTAL LIABILITIES		1,045,389.68	218,814.17-	203,962.30-	780,420.78-	17,677.02-	12,611.69-	19,966.86	
Nonoperating									
Suspense Clearing	9910		12.08	.63-	18.68	106.60-	.40-	1,089.41	
TOTAL BALANCE SHEET TRANSACTIONS		1,957,089.76-	607,351.14	81,016.18-	156,988.22	102,387.41	12,611.69-	20,621.36	
E. NET INCREASE/DECREASE B - C + D			1,408,082.22	253,094.06-	360,056.05	171,057.44-	920,491.96-	3,006,262.27	
F. ENDING CASH (A + E)			1,600,939.80	1,347,845.74	1,707,901.79	1,536,844.35	616,352.39	3,622,614.66	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-39-

Fund 01 - Actuals through January		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	3,622,614.66							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019	461,736.00						6,206,209.99	9,799,782.00
Property Taxes	8020-8079	143,623.99						3,060,993.41	4,802,118.00
Miscellaneous Funds	8080-8099								104,819.00-
Federal Revenues	8100-8299	20,115.00						327,885.05	1,322,830.00
Other State Revenues	8300-8599	99,464.51						681,220.13	1,299,059.00
Other Local Revenues	8600-8799	291,172.80						677,555.59	732,768.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,016,112.30	.00	.00	.00	.00	.00	10,953,864.17	17,851,738.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,334,295.38						4,171,601.80	7,028,402.94
Classified Salaries	2000-2999	155,577.61						1,208,829.40	2,111,304.00
Employee Benefits	3000-3999	425,835.90						1,578,665.77	2,810,835.00
Books and Supplies	4000-4999	48,435.79						398,204.95	929,959.88
Services	5000-5999	96,066.88						976,502.37	3,916,108.60
Capital Outlays	6000-6599							64,398.75	64,399.00
Other Outgo	7000-7499	64,956.18						1,028,679.75	1,566,845.00
Interfund Transfers Out	7600-7629								47,673.00
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		2,125,167.74	.00	.00	.00	.00	.00	9,426,882.79	18,475,527.42
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							95,211.56-	
Accounts Receivable	9200-9299							2,099,739.92	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330							2,711.00	
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	2,007,239.36	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 3 of 32

Fund 01 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599	23,340.38						620,382.52-	
Due To Other Funds	9610							148,538.08-	
Current Loans	9640								
Deferred Revenues	9650							422,270.66-	
Undefined Objects									
SUBTOTAL LIABILITIES		23,196.84	.00	.00	.00	.00	.00	1,190,322.26-	
Nonoperating									
Suspense Clearing	9910	143.54						869.00	
TOTAL BALANCE SHEET TRANSACTIONS		23,196.84	.00	.00	.00	.00	.00	816,917.10	
E. NET INCREASE/DECREASE B - C + D		1,085,858.60-	.00	.00	.00	.00	.00	2,343,898.48	623,789.42-
F. ENDING CASH (A + E)		2,536,756.06							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-41-

Fund 09 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		1,884.57-	1,884.57-	1,884.57-	.00	.00	.00	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299		87,641.00	34,672.00		122,313.00-			
Due From Other Funds	9310	1,884.57-			1,884.57				
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		1,884.57-	87,641.00	34,672.00	1,884.57	122,313.00-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 5 of 32

Fund 09 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599		87,641.00-	34,672.00-		122,313.00			
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	87,641.00-	34,672.00-	.00	122,313.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		1,884.57-	.00	.00	1,884.57	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	1,884.57	.00	.00	.00	
F. ENDING CASH (A + E)			1,884.57-	1,884.57-	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-43-

Fund 09 - Actuals through January									Fiscal Year 2013/14
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310							1,884.57	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	1,884.57	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 7 of 32

Fund 09 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	1,884.57	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	1,884.57	.00
F. ENDING CASH (A + E)		.00							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-45-

Fund 13 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		150,338.61-	150,507.63-	167,055.99-	43,592.72-	171,943.08-	104,536.40-	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299				1,183.47		87,485.04	52,422.64	
Other State Revenues	8300-8599				140.92		6,772.60	4,083.08	
Other Local Revenues	8600-8799					424.16-	158.16-	43,212.08	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	1,324.39	424.16-	94,099.48	99,717.80	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999			10,151.69	8,874.00	7,612.04	6,620.23	6,752.54	
Employee Benefits	3000-3999			6,312.33	6,160.77	3,915.95	2,953.84	2,950.12	
Books and Supplies	4000-4999				193.08	112,900.38	11,880.60	88,976.50	
Services	5000-5999			84.34	2,045.63	3,921.99	5,238.13	1,931.01	
Capital Outlays	6000-6599				10,831.70				
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	16,548.36	28,105.18	128,350.36	26,692.80	100,610.17	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	254.57-			203.08				
Accounts Receivable	9200-9299	3,599.55-			3,387.47	424.16		212.08-	
Due From Other Funds	9310	146,653.51-			146,653.51				
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		150,507.63-	.00	.00	150,244.06	424.16	.00	212.08-	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 9 of 32

Fund 13 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	169.02	169.02-						
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		169.02	169.02-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		150,338.61-	169.02-	.00	150,244.06	424.16	.00	212.08-	
E. NET INCREASE/DECREASE B - C + D			169.02-	16,548.36-	123,463.27	128,350.36-	67,406.68	1,104.45-	
F. ENDING CASH (A + E)			150,507.63-	167,055.99-	43,592.72-	171,943.08-	104,536.40-	105,640.85-	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-47-

Fund 13 - Actuals through January

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	105,640.85							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299							141,091.15	375,000.00
Other State Revenues	8300-8599							10,996.60	35,000.00
Other Local Revenues	8600-8799							42,629.76	79,500.00
Interfund Transfers In	8910-8929								47,673.00
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	194,717.51	537,173.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	7,199.73						47,210.23	77,878.00
Employee Benefits	3000-3999	4,274.13						26,567.14	49,937.00
Books and Supplies	4000-4999	41,714.00						255,664.56	399,858.00
Services	5000-5999	1,432.26						14,653.36	9,500.00
Capital Outlays	6000-6599							10,831.70	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		54,620.12	.00	.00	.00	.00	.00	354,926.99	537,173.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							203.08	
Accounts Receivable	9200-9299							3,599.55	
Due From Other Funds	9310							146,653.51	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	150,456.14	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE 

Page 11 of 32

Fund 13 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							169.02-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	169.02-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	150,287.12	
E. NET INCREASE/DECREASE B - C + D		54,620.12-	.00	.00	.00	.00	.00	9,922.36-	.00
F. ENDING CASH (A + E)		160,260.97-							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-49-

Fund 14 - Actuals through January									Fiscal Year 2013/14
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 13 of 32

Fund 14 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-51-

Fund 14 - Actuals through January		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 15 of 32

Fund 14 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-53-

Fund 17 - Actuals through January									Fiscal Year 2013/14
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		2,970,358.68	2,970,358.68	2,970,358.68	2,974,098.66	2,974,098.66	2,977,347.40	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799					3,739.98	3,248.74		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	3,739.98	3,248.74	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				3,739.98	3,739.98			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	3,739.98	3,739.98	.00	.00	
(continued)									
Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)									ESCAPE ONLINE

Fund 17 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	3,739.98	3,739.98-	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	3,739.98	.00	3,248.74	.00	
F. ENDING CASH (A + E)			2,970,358.68	2,970,358.68	2,974,098.66	2,974,098.66	2,977,347.40	2,977,347.40	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-55-

Fund 17 - Actuals through January

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	2,977,347.40							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							6,988.72	14,800.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	6,988.72	14,800.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET									
TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE 

Page 19 of 32

Fund 17 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	6,988.72	14,800.00
F. ENDING CASH (A + E)		2,977,347.40							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-57-

Fund 25 - Actuals through January									Fiscal Year 2013/14
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		453,681.54	453,681.54	458,987.22	459,658.23	460,438.19	475,700.09	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799			5,305.68		1,450.97	15,261.90	13,271.44	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	5,305.68	.00	1,450.97	15,261.90	13,271.44	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	104,672.76	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				671.01	671.01-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	671.01	671.01-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 21 of 32

Fund 25 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	671.01	671.01-	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	5,305.68	671.01	779.96	15,261.90	91,401.32-	
F. ENDING CASH (A + E)			453,681.54	458,987.22	459,658.23	460,438.19	475,700.09	384,298.77	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-59-

Fund 25 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	384,298.77							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							35,289.99	10,000.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	35,289.99	10,000.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	104,674.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	104,672.76	104,674.00
D. BALANCE SHEET									
TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE 

Page 23 of 32

Fund 25 - Actuals through January								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	69,382.77-	94,674.00-
F. ENDING CASH (A + E)		384,298.77							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-61-

Fund 35 - Actuals through January									Fiscal Year 2013/14
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		571,259.63	564,451.23	564,451.23	559,741.39	558,241.39	558,841.21	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799					730.32	618.39		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	730.32	618.39	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999					1,500.00			
Capital Outlays	6000-6599				5,440.16		18.57		
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	5,440.16	1,500.00	18.57	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				730.32	730.32-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	730.32	730.32-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 25 of 32

Fund 35 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	6,808.40	6,808.40-						
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		6,808.40	6,808.40-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		6,808.40	6,808.40-	.00	730.32	730.32-	.00	.00	
E. NET INCREASE/DECREASE B - C + D			6,808.40-	.00	4,709.84-	1,500.00-	599.82	.00	
F. ENDING CASH (A + E)			564,451.23	564,451.23	559,741.39	558,241.39	558,841.21	558,841.21	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-63-

Fund 35 - Actuals through January		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	558,841.21							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							1,348.71	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	1,348.71	3,300.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999	10,104.32						11,604.32	
Capital Outlays	6000-6599	280,338.10						285,796.83	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		290,442.42	.00	.00	.00	.00	.00	297,401.15	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 27 of 32

Fund 35 - Actuals through January		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							6,808.40-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	6,808.40-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	6,808.40-	
E. NET INCREASE/DECREASE B - C + D		290,442.42-	.00	.00	.00	.00	.00	302,860.84-	3,300.00
F. ENDING CASH (A + E)		268,398.79							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-65-

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 28 of 32

Fund 56 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	1,248,727.02-							
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		1,248,727.02-	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Page 29 of 32

Fund 56 - Actuals through January		Fiscal Year 2013/14							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		1,248,727.02	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-67-

Fund 56 - Actuals through January		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00							
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE **ONLINE**

Page 31 of 32

Fund 56 - Actuals through January		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00							
G. Ending Cash, Plus Cash Accruals and Adjustments									

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Revenue and Expenditures Report

MEETING: February 12, 2014

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 |
| <u>X</u> | 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 |
| <u>X</u> | Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations |

Summary:

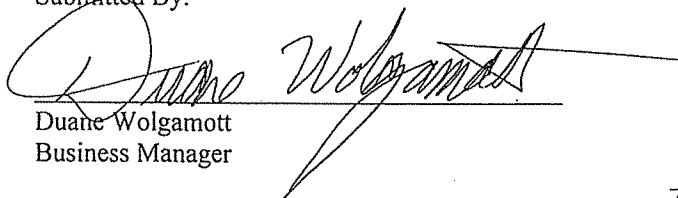
Included is the Fiscal Year to date Revenues and Expenditures Report for each fund.

Recommendation:

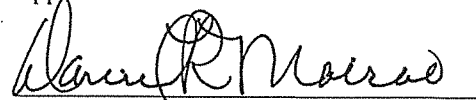
This is an information item only.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - General Fund		Fiscal Year 2014 through 01/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	14,497,081.00	9,267,203.40		5,229,877.60	36%
Federal Revenue	(8100-8299)	1,322,830.00	327,885.05		994,944.95	75%
Other State Revenue	(8300-8599)	1,299,059.00	681,220.13		617,838.87	48%
Other Local Revenue	(8600-8799)	732,768.00	677,555.59		55,212.41	8%
Total Revenue		17,851,738.00	10,953,864.17		6,897,873.83	39%
EXPENSES						
Certified Salaries	(1000-1999)	7,028,402.94	4,171,601.80	.00	2,856,801.14	41%
Classified Salaries	(2000-2999)	2,111,304.00	1,208,829.40	.00	902,474.60	43%
Employee Benefits	(3000-3999)	2,810,835.00	1,578,665.77	.00	1,232,169.23	44%
Supplies and Services	(4000-4999)	929,959.88	398,204.95	375,405.29	156,349.64	17%
Services & Operating Expenses	(5000-5999)	3,916,108.60	976,502.37	646,109.15	2,293,497.08	59%
Capital Outlays	(6000-6999)	64,399.00	64,398.75	.00	0.25	0%
Other Outgo	(7100-7299, 7400-7499)	1,566,845.00	1,028,679.75	.00	538,165.25	34%
Total Expenses		18,427,854.42	9,426,882.79	1,021,514.44	7,979,457.19	43%
Operating Surplus/(Deficit)		(576,116.42)	1,526,981.38	505,466.94		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7610-7629)	47,673.00	.00	.00	47,673.00	100%
Total Other Financing Sources		(47,673.00)	.00	.00	(47,673.00)	100%
Net Surplus/(Deficit)		(623,789.42)	1,526,981.38	505,466.94		
Beginning Fund Balance		2,149,955.00	2,149,947.34	2,149,947.34		
Net Ending Fund Balance		\$1,526,165.58	\$3,676,928.72	\$2,655,414.28		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		1,526,165.58	.00			
Ending Fund Balance		1,526,165.58	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2014 through 01/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Federal Revenue	(8100-8299)	375,000.00	141,091.15		233,908.85	62%
Other State Revenue	(8300-8599)	35,000.00	10,996.60		24,003.40	69%
Other Local Revenue	(8600-8799)	79,500.00	42,629.76		36,870.24	46%
Total Revenue		489,500.00	194,717.51		294,782.49	60%
EXPENSES						
Classified Salaries	(2000-2999)	77,878.00	47,210.23	.00	30,667.77	39%
Employee Benefits	(3000-3999)	49,937.00	26,567.14	.00	23,369.86	47%
Supplies and Services	(4000-4999)	399,858.00	255,664.56	20,286.01	123,907.43	31%
Services & Operating Expenses	(5000-5999)	9,500.00	14,653.36	3,219.00	(8,372.36)	(88)%
Capital Outlays	(6000-6999)	.00	10,831.70	.00	(10,831.70)	0%
Total Expenses		537,173.00	354,926.99	23,505.01	158,741.00	30%
Operating Surplus/(Deficit)		(47,673.00)	(160,209.48)	(183,714.49)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8910-8929)	47,673.00	.00		47,673.00	100%
Total Other Financing Sources		47,673.00	.00		47,673.00	100%
Net Surplus/(Deficit)		.00	(160,209.48)	(183,714.49)		
Net Ending Fund Balance		\$.00	(\$160,209.48)	(\$183,714.49)		
*** calculated ***						

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2014 through 01/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	14,800.00	6,988.72		7,811.28	53%
Total Revenue		14,800.00	6,988.72		7,811.28	53%
Operating Surplus/(Deficit)		14,800.00	6,988.72	6,988.72		
Net Surplus/(Deficit)		14,800.00	6,988.72	6,988.72		
Beginning Fund Balance		2,970,359.00	2,970,358.68	2,970,358.68		
Net Ending Fund Balance		\$2,985,159.00	\$2,977,347.40	\$2,977,347.40		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		2,985,159.00	.00			
Ending Fund Balance		2,985,159.00	.00			

Fund 25 - Capital Facilities Fund		Fiscal Year 2014 through 01/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	10,000.00	35,289.99		(25,289.99)	(253)%
Total Revenue		10,000.00	35,289.99		(25,289.99)	(253)%
EXPENSES						
Other Outgo	(7100-7299, 7400-7499)	104,674.00	104,672.76	.00	1.24	0%
Total Expenses		104,674.00	104,672.76	.00	1.24	0%
Operating Surplus/(Deficit)		(94,674.00)	(69,382.77)	(69,382.77)		
Net Surplus/(Deficit)		(94,674.00)	(69,382.77)	(69,382.77)		
Beginning Fund Balance		453,682.00	453,681.54	453,681.54		
Net Ending Fund Balance		\$359,008.00	\$384,298.77	\$384,298.77		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		359,008.00	.00			
Ending Fund Balance		359,008.00	.00			

Fund 35 - School Facility Program (Regul		Fiscal Year 2014 through 01/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	3,300.00	1,348.71		1,951.29	59%
Total Revenue		3,300.00	1,348.71		1,951.29	59%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	11,604.32	.00	(11,604.32)	0%
Capital Outlays	(6000-6999)	.00	285,796.83	204,451.23	(490,248.06)	0%
Total Expenses		.00	297,401.15	204,451.23	(501,852.38)	0%
Operating Surplus/(Deficit)		3,300.00	(296,052.44)	(500,503.67)		
Net Surplus/(Deficit)		3,300.00	(296,052.44)	(500,503.67)		
Beginning Fund Balance		564,452.00	564,451.23	564,451.23		
Net Ending Fund Balance		\$567,752.00	\$268,398.79	\$63,947.56		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		567,752.00	.00			
Ending Fund Balance		567,752.00	.00			

Fund 56 - Debt Service Fund		Fiscal Year 2014 through 01/31/2014			
	Budget	Actual	Encumbrance	Balance	Avail

Beginning Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
------------------------	--------------	--------------	--------------	--	--

Net Ending Fund Balance	\$1,248,728.00	\$1,248,727.02	\$1,248,727.02		
-------------------------	----------------	----------------	----------------	--	--

*** calculated ***

Components of Ending Fund Balance

Undesignated/Unappropriated - 9790	1,248,728.00	.00
Ending Fund Balance	1,248,728.00	.00

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Site Enrollment, Attendance, and Referral Statistics

MEETING: February 12, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

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

Summary:

Attached are reports for each site indicating enrollment, attendance, and discipline.

Recommendation:

This is an informational item only.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High School

2/5/2014
4:27:29 PM

2013-2014

Daily Apportionment for Month 6

Page 1

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
101	12/23/2013	@	0	0	0	
102	12/24/2013	@	0	0	0	
103	12/25/2013	#	0	0	0	
104	12/26/2013	@	0	0	0	
105	12/27/2013	@	0	0	0	
106	12/30/2013	@	0	0	0	
107	12/31/2013	@	0	0	0	
108	1/1/2014	#	0	0	0	
109	1/2/2014	@	0	0	0	
110	1/3/2014	@	0	0	0	
111	1/6/2014	@	0	0	0	
112	1/7/2014	@	0	0	0	
113	1/8/2014	@	0	0	0	
114	1/9/2014	@	0	0	0	
115	1/10/2014	@	0	0	0	
116	1/13/2014		929	856	73	92.14%
117	1/14/2014		926	863	63	93.20%
118	1/15/2014		930	876	54	94.19%
119	1/16/2014		930	882	48	94.84%
120	1/17/2014		930	878	52	94.41%
Month 6 Average:			929.00	871.00		93.76%

Greenfield High School

2/5/2014

2013-2014

Discipline Distribution Report from 12/16/2013 to 1/31/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
08	*Drugs, Possession of (E)	1	1	-	-	-	-	1	1	-	-	-	-	-	-
10	*Drugs, Use of (E) 48900 (	1	1	-	-	-	-	1	1	-	-	-	-	-	-
36	Behavior, Defiance (E) 489	10	3	6	1	-	3	7	10	-	-	-	-	-	-
37	Behavior, Disobedience (E)	3	-	2	1	-	-	3	3	-	-	-	-	-	-
38	Behavior, Disruptive (E) 48	1	1	-	-	-	-	1	1	-	-	-	-	-	-
39	Behavior, Inappropriate (E)	2	1	1	-	-	-	2	2	-	-	-	-	-	-
41	Class Rules, Violation of	2	-	1	-	1	-	2	2	-	-	-	-	-	-
44	Contract, Behavior	1	-	1	-	-	-	1	1	-	-	-	-	-	-
65	Language, Profanity (E) 48	1	1	-	-	-	-	1	1	-	-	-	-	-	-
71	Off Limits	1	-	1	-	-	-	1	1	-	-	-	-	-	-
74	Profanity (E) 48900 (i)	1	1	-	-	-	-	1	1	-	-	-	-	-	-
92	Other	1	-	1	-	-	-	1	1	-	-	-	-	-	-
Totals:		25	9	13	2	1	3	22	25	-	-	-	-	-	-

King City High School

2/5/2014
4:25:50 PM

2013-2014

Daily Apportionment for Month 6

Page 1

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
101	12/23/2013	@	0	0	0	
102	12/24/2013	@	0	0	0	
103	12/25/2013	#	0	0	0	
104	12/26/2013	@	0	0	0	
105	12/27/2013	@	0	0	0	
106	12/30/2013	@	0	0	0	
107	12/31/2013	@	0	0	0	
108	1/1/2014	#	0	0	0	
109	1/2/2014	@	0	0	0	
110	1/3/2014	@	0	0	0	
111	1/6/2014	@	0	0	0	
112	1/7/2014	@	0	0	0	
113	1/8/2014	@	0	0	0	
114	1/9/2014	@	0	0	0	
115	1/10/2014	@	0	0	0	
116	1/13/2014		905	848	57	93.70%
117	1/14/2014		910	851	59	93.52%
118	1/15/2014		912	861	51	94.41%
119	1/16/2014		911	876	35	96.16%
120	1/17/2014		911	852	59	93.52%
Month 6 Average:			909.80	857.60		94.26%

King City High School

2/5/2014

2013-2014

Discipline Distribution Report from 12/16/2013 to 1/31/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
07	*Drugs, Paraphernalia (E)	1	-	-	-	1	-	1	-	-	-	-	-	-	1
10	*Drugs, Use of (E) 48900 (	1	1	-	-	-	-	1	-	-	-	-	-	-	1
25	*Weapon, Possession of (	2	2	-	-	-	-	2	1	-	-	-	-	-	1
38	Behavior, Disruptive (E) 48	2	1	-	1	-	2	-	2	-	-	-	-	-	-
39	Behavior, Inappropriate (E)	2	1	-	1	-	2	-	2	-	-	-	-	-	-
47	Disruption of School Activiti	2	-	2	-	-	-	2	2	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	6	1	3	1	1	6	-	6	-	-	-	-	-	-
Totals:		16	6	5	3	2	10	6	13	-	-	-	-	-	3

Portola-Butler Contin. High School

2/5/2014

4:34:47 PM

2013-2014

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 6 - From 12/23/2013 Through 01/17/2014

Regular Program												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
11 TOTAL	5	16	12	28	0	28	4	408.00	375.50	5.17	380.67	25.38
12 TOTAL	5	37	5	42	3	39	6	612.00	529.42	11.25	540.67	36.04
PROGRAM TOTAL	5	53	17	70	3	67	10	1020.00	904.92	16.42	921.33	61.42

91.91%

86.51%

88.72%

Program I Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	5	1	0	1	1	0	4	3.00	0.00	0.00	0.00	0.00
PROGRAM TOTAL	5	1	0	1	1	0	4	3.00	0.00	0.00	0.00	0.00

0

Program X Fifth year senior												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	5	2	0	2	0	2	0	30.00	27.00	0.00	27.00	1.80
PROGRAM TOTAL	5	2	0	2	0	2	0	30.00	27.00	0.00	27.00	1.80

90%

Preparer's Signature

Date

Principal's Signature

Date

To the best of my knowledge, the information contained on this document is accurate and complete.

Portola-Butler Contin. High School

2/5/2014

2013-2014

Discipline Distribution Report from 12/16/2013 to 1/31/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
36	Behavior, Defiance (E) 489	1	-	-	1	-	-	1	1	-	-	-	-	-	-
37	Behavior, Disobedience (E)	1	-	-	1	-	-	1	1	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	2	-	1	-	1	2	-	2	-	-	-	-	-	-
Totals:		4	-	1	2	1	2	2	4	-	-	-	-	-	-

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Revised District Budget for Federal Programs

MEETING: February 12, 2014

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:

Each year, Districts determine their anticipated budget for Federal Programs. Upon the closing of the State and District books, the anticipated budget figures may vary. Attached are the revised prior year district carryovers, current year district entitlements and current year direct services to students at school sites program category.

Recommendation:

Fiscal Impact:

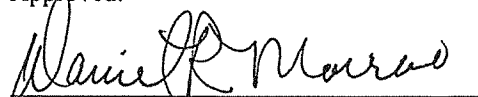
The revision reflects a net gain of \$136,846 for direct services to students at school sites.

Submitted By:



Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		390,325	517,534	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	39,782	51,989	88,504	96.44%
Title II, Part D, Enhancing Education Through Technology	1,371		1,371	100%
Title III, Limited English Proficient	37,531	60,878	96,441	98%
Title III, Immigrants	4,358	5,133	9,153	96.44%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education		58,008	55,943	96.44%
McKinney-Vento Homeless Education				
IDEA, Special Education		269,449	269,449	100%
Other (describe)				
TOTAL	83,042	835,782	1,038,395	91.3%

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	792,110		673,294	85%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	792,110		673,294	85%

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: First Reading Board Policies

MEETING: February 12, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

_____	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
<u> X </u>	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 0420.43 Charter School Revocation (new)

BP 2210 Administrative Discretion Regarding Policies (new)

BP 3111 Deferred Maintenance Funds (revised)

BP 3551 Food Service Operations, Cafeteria Fund (revised)

AR 3551 Food Service Operations, Cafeteria Fund (revised)

AR 3554 Other Food Sales (revised)

BP 4131 Staff Development (new)

BP 4231 Personnel Classified Staff Development (new)

BP 4331 Personnel Staff Development (new)

BP 5123 Promotion, Acceleration, Retention (revised)

AR 5123 Promotion Acceleration Retention (new)

Recommendation:

No action is necessary at this time as this is a first reading. All suggested changes should be presented at this time so the policies can be approved at the second reading.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Revocation

~~***Note: The following policy is optional. Education Code 47607 and 5 CCR 11968.5.2 11968.5.3 authorize the Governing Board to revoke the charter of a charter school in its jurisdiction when certain substantiated findings are made. In Today's Fresh Start, Inc. v. Los Angeles County Office of Education, the California Supreme Court confirmed that the revocation process prescribed in the Education Code provides a charter school with sufficient due process and that a charter school is not entitled to any additional evidentiary hearing by a neutral third party.***~~

~~***Note: In addition, Education Code 47604.5 authorizes the State Board of Education (SBE), upon the recommendation of the Superintendent of Public Instruction (SPI), to revoke the charter of any charter school, whether or not the SBE is the chartering authority, if it makes certain findings relating to gross financial mismanagement, illegal or improper use of funds, substantial and sustained departure from measurably successful practices that may jeopardize the educational development of students, or, as amended by AB 97 (Ch. 47, Statutes of 2013), failure to improve student outcomes across multiple state and school priorities identified in the charter pursuant to Education Code 47605 or 47605.6. SBE revocation procedures are specified in 5 CCR 11968.5 11968.5.1.***~~

The Governing Board expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.42 - Charter School Renewal)
(cf. 0500 - Accountability)

The Board may revoke a charter before the date it is due to expire whenever the Board makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

~~***Note: Education Code 47607.3, as added by AB 97 (Ch. 47, Statutes of 2013), provides additional criteria for considering revocation of a charter, as described below. Pursuant to Education Code 47607.3, if, in three out of four consecutive years, a charter school fails to improve outcomes for three or more numerically significant student subgroups served by the school, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, then the district (1) must provide technical assistance to the school using an evaluation rubric adopted by the SBE pursuant to Education Code 52064.5, or (2) may request that the SPI assign the California Collaborative for Educational Excellence (CCEE) to provide advice and assistance to the school; see BP 0420.41 Charter School Oversight. If the CCEE informs the Board that the school has failed or is unable to implement the CCEE's recommendations or continues to have persistent or acute inadequate performance, then the Board must consider revocation of the charter.***~~

The Board shall also consider revocation of a charter whenever the California Collaborative for Educational Excellence (CCEE), after providing advice and assistance to the charter school pursuant to Education Code 47607.3, submits to the Board either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE
2. That the inadequate performance of the charter school, as based on an evaluation rubric adopted by the State Board of Education (SBE), is so persistent or acute as to require revocation of the charter

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607, 47607.3)

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

(cf. 9320 - Meetings and Notices)

If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school

committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.

3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including the refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body

~~***Note: Pursuant to Education Code 47607 and 5 CCR 11968.5.2, a decision to issue a Notice of Intent to Revoke as provided in item #2 below must be supported by substantial evidence that the charter school has failed to remedy or refute a violation. "Substantial evidence" is not defined in law or state regulations. The district should consult legal counsel as necessary.***~~

2. If there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32; 5 CCR 11968.5.2)

~~***Note: Pursuant to Education Code 47604.32, if a charter school ceases operation for any reason, including revocation, the district must notify the California Department of Education; see BP 0420.41 Charter School Oversight. In addition, the district and/or charter school must implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962; see AR 0420.4 Charter School Authorization.***~~

Severe and Imminent Threat

The procedures specified above shall not be applicable when the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)

Appeals

~~***Note: Pursuant to Education Code 47607 and 5 CCR 11968.5.3-11968.5.5, within 30 days of the Board's final decision to revoke a charter, the charter school may appeal the revocation, including a revocation based on a severe and imminent threat, to the County Board of Education. The County Board may reverse the revocation if it determines that the district's findings are not supported by substantial evidence, in which case the district may appeal the reversal to the SBE. If the County Board upholds the revocation or does not issue a decision within 90 days of its receipt of the appeal, the charter school may appeal to the SBE. Pursuant to Education Code 47607, if either the County Board or the SBE reverses the revocation, the district remains the chartering authority.***~~

~~***Note: Education Code 47607 further provides that, while an appeal is pending, a charter school whose revocation is based on a material violation of any of the conditions, standards, or procedures set forth in its charter or on a failure to meet or pursue any of the student outcomes identified in the charter will continue to qualify as a charter school for funding and all other purposes of the Charter Schools Act and may continue to hold all existing grants, resources, and facilities in order to ensure that the education of students enrolled in the school is not disrupted.***~~

~~***Note: As added by AB 97 (Ch. 47, Statutes of 2013), Education Code 47607.3 provides that a charter school may not appeal a revocation made pursuant to Education~~

~~Code 47607.3 based on findings of the CCEE that the school failed or is unable to implement the CCEE's recommendations or that revocation is warranted based on persistent or acute inadequate performance.***~~

If the Board revokes a charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. Either the charter school or the district may subsequently appeal the County Board's decision to the SBE. However, a revocation based upon the findings of the CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607, 47607.3; 5 CCR 11968.5.3-11968.5.5)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant student subgroups; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2013) 57 Cal.4th 197

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2012

WEB SITES

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

California Charter Schools Association: <http://www.calcharters.org>

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

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

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

(3/12 11/12) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 12, 2014

Adopted:

King City, CA

Administration

Administrative Discretion Regarding Board Policy

~~***Note: The following optional policy may be revised to reflect district practice. Education Code 42605, which granted districts flexibility to use funds received for "Tier 3" categorical programs for any "education purpose," has been repealed by AB 97 (Ch. 47, Statutes of 2013). Pursuant to AB 97, funding for many of the categorical programs affected has been redirected into the new local control funding formula (LCFF) and districts must instead develop a local control and accountability plan (LCAP) that identifies the goals and specific actions the district will take to improve the achievement of all students. For more information about LCFF and its impact on district policies, see CSBA's policy brief Impact of Local Control Funding Formula on Board Policies. For specific requirements related to the LCAP, see BP/AR 0460 Local Control and Accountability Plan.***~~

The Governing Board desires to be proactive in communicating its philosophy, priorities, and expectations for the district; clarifying the roles and responsibilities of the Board, Superintendent, and other senior administrators; and setting direction for the district through written policies. However, the Board recognizes that, in the course of operating district schools or implementing district programs, situations may arise which may not be addressed in written policies.

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 9000 - Role of the Board)
(cf. 9310 - Board Policies)

In any situation in which immediate action is needed to avoid any risk to the safety or security of district students, staff, or property or disruption to student learning, the State Administrator/Superintendent or designee shall have the authority to act on behalf of the district.

As necessary, the State Administrator/Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the exercise of this authority.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.5 - Emergency Schedules)

The State Administrator/Superintendent or designee shall notify the Board as soon as

practicable after he/she exercises this authority. The Board president and the State Administrator/Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the State Administrator/Superintendent or designee shall make the necessary recommendations to the Board.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE

35010 Control of district, prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35161 Powers and duties; authority to delegate

35163 Official actions, minutes and journal

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, Policy Brief, November 2013

WEB SITES

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

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

(11/09 7/11) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 12, 2014

Adopted:

King City, CA

BP 3111 Business and Noninstructional Operations

Deferred Maintenance Funds

~~As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance.~~

In order to help meet the district's facility maintenance needs, the Governing Board shall discuss proposals and plans for expenditures of deferred maintenance facility funds at a regularly scheduled public hearing.

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

(cf. 7000 - Concepts and Roles)

(cf. 7210 - Facilities Financing)

In any year that the district does not set aside one-half of one percent of its current-year revenue limit average daily attendance for deferred maintenance, the **Superintendent or his/her designee shall submit to the State Administrator/Board** shall submit a report, by March 1. to the Legislature, with copies to the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the State Allocation Board. (Education Code 17584.1)

The report shall include all of the following: (Education Code 17584.1)

1. A schedule of the complete school facilities deferred maintenance needs of the district for the current year, including a schedule of costs per school site and total costs
2. A detailed description of the district's spending priorities for the current year, and an explanation of why those priorities, or any other considerations, have prevented the district from setting aside sufficient local funds so as to permit it to fully fund its deferred maintenance program and, if eligible, to participate in the state deferred maintenance funding program as set forth in Education Code 17584
3. An explanation of how the Board **District administration** plans to meet its current-year facilities deferred maintenance needs without setting aside the funds **essential to maintain safe and healthy environments** set forth in Education Code 17584

Copies of the report shall be made available at each school site and shall be provided to the public upon request. (~~Education Code 17584.1~~)

(*cf. 3580 - District Records*)

~~Legal Reference:~~

~~EDUCATION CODE~~

~~17565-17591 Property maintenance and control, especially:~~

~~17584 Deferred maintenance~~

~~17584.1 Deferred maintenance reports~~

~~Management Resources:~~

~~WEB SITES~~

~~Department of General Services, Office of Public School Construction:~~

~~<http://www.opsc.dgs.ca.gov>~~

~~11/99~~

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

First Reading: February 12, 2014

Adopted:

King City, California

BP 3551 Business and Noninstructional Operations

Food Service Operations/Cafeteria Fund

The Governing Board intends that, insofar as possible, school food services shall be a self-supporting, nonprofit program. To increase cost effectiveness, the **State Administrator**/Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

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

(cf. 3552 - Summer Meal Program)

The **State Administrator**/Superintendent or designee shall ensure that all food services administrators and personnel possess appropriate qualifications and receive ongoing professional development related to the effective management and implementation of the district's food services program.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~***Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Pursuant to 42 USC 1776, such districts must ensure that food service personnel who conduct or oversee administrative procedures and other appropriate personnel receive training on administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures) at least once each year. In addition, all food service personnel are required to receive annual training that (1) is designed to improve the accuracy of approvals for free and reduced price meals and the identification of reimbursable meals at the point of service and (2) includes modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. The CDE provides online training that meets these requirements; see the CDE's web site.***~~

~~***Note: In addition, on a date to be determined by the U.S. Secretary pursuant to 42 USC 1776, food service directors will be required to meet minimum requirements related to education, training, and certification.***~~

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

~~In addition, meals may be sold to other individuals and organizations that are on campus during meal times for a legitimate purpose, such as classroom volunteers, parents/guardians, or students' siblings.~~

~~The Superintendent or designee shall recommend meal prices, based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760, for students and nonstudents for approval by the Board. Students who are enrolled in the free or reduced price meal programs shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.~~

~~(cf. 3553—Free and Reduced Price Meals)~~

~~***Note: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias, or other costs determined by Governing Board resolution, pursuant to Education Code 38100).***~~

~~***Note: Students who meet federal eligibility criteria for the reduced price meal program cannot be charged more than the amounts listed in 42 USC 1758 and 1773; see AR 3553—Free and Reduced Price Meals. In setting prices for students who are not eligible for the free and reduced price meal program, 42 USC 1760 requires schools to charge those students a price that is, on average, equal to the difference between free meal reimbursement and paid meal reimbursement. Schools that charge less than the average are required to gradually increase their prices over time until they meet the requirement or may cover the difference with nonfederal funds. 42 USC 1760 provides that the price shall generally not increase more than 10 cents each year, but allows districts to establish a higher increase at their discretion.***~~

Meal prices, as recommended by the State Administrator/Superintendent or designee and approved by the State Administrator/Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

~~***Note: The following paragraph is optional. Pursuant to Education Code 38082, the Board may, by formal resolution, authorize the serving of meals to persons other than those listed above. In Management Bulletin No. 00-111, the CDE states that the Board's policy or resolution must specify the circumstances under which those other persons will be served and indicates that using funds from the National School Lunch or Breakfast Program to serve any nonstudent would be contrary to program goals.***~~

Meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

~~Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture foods.~~

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law. Program financial reports shall be presented regularly to the Board.

(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or food service management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)

Program Monitoring and Evaluation

The State Administrator/Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

~~***Note: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. Each district is reviewed at least once every three years. USDA correspondence dated August 30, 2013, provides a list of documents that may be requested by the CDE for the review.***~~

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

~~38080-38086 Cafeteria, establishment and use~~

~~38090-38095 Cafeterias, funds and accounts~~

~~38100-38103 Cafeterias, allocation of charges~~

~~42646 Alternate payroll procedure~~

~~45103.5 Contracts for management consulting services; restrictions~~

~~49490-49493 School breakfast and lunch programs~~

~~49500-49505 School meals~~

~~49554 Contract for services~~

HEALTH AND SAFETY CODE

~~113700-114437 California Retail Food Code~~

UNITED STATES CODE, TITLE 42

~~1751-1769j School lunch programs~~

~~1771-1791 Child nutrition, including:~~

~~1773 School breakfast program~~

CODE OF FEDERAL REGULATIONS, TITLE 2

~~255 Cost Principles for State, Local, and Indian Tribal Governments~~

CODE OF FEDERAL REGULATIONS, TITLE 7

~~210.1-210.31 National School Lunch Program~~

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

USDA FDP-02-2010 Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, August 2010

USDA SNP-01-2008 Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, February 2008

00-111 Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, July 2000

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

U.S. DEPARTMENT OF EDUCATION GUIDANCE

FAQs About School Meals

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/end>
(3/01-11/07) 3/11

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

225 Cost Principles for State, Local, and Indian Tribal Governments

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program
250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012

Storage and Inventory Management of United States Department of Agriculture (USDA)

Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-01-2008, February 2008

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Financial Management of the School Meal Programs, Correspondence, August 30, 2013

Indirect Costs: Guidance for State Agencies and School Food Authorities, 2011

U.S. DEPARTMENT OF EDUCATION GUIDANCE

FAQs About School Meals

WEB SITES

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

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

(11/07 3/11) 12/13

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

First Reading: February 12, 2014

Adopted:

King City, California

Business and Noninstructional Operations

Food Service Operations/Cafeteria Fund

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain an account indicating payments received from each student for the purchase of school meals.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, parents/guardians shall be notified of the district's meal payment policies and encouraged to prepay for meals whenever possible.

(cf. 1113 - District and School Web Sites)

Students and their parents/guardians shall be notified whenever their account has a zero balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

~~In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, a student shall be allowed at least three replacement tickets each school year in the event that tickets are lost or stolen. School staff shall maintain a list of students who have reported lost or stolen tickets and the number of occurrences for each student. When it has been determined that a student has reached the limit, school staff shall issue at least one advance warning to the student or his/her parent/guardian prior to denying a replacement ticket. However, prekindergarten and younger primary students or students with disabilities who may be unable to take full responsibility for their meal tickets shall not be denied meals when tickets are lost or stolen.~~

~~***Note: The following optional paragraph may be revised to reflect district practice. According to the USDA's "FAQs About School Meals," any district that participates in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) and has one or more schools which use a system of meal tickets (or tokens, cards, or other~~

~~similar medium of exchange) may limit the number of lost or stolen tickets it will replace for students each school year, as long as the limit is set at three or more. However, such a limit may only be established if the school (1) advises students and parents/guardians of the district's rules regarding replacement tickets at the beginning of the school year and/or when applications for free and reduced-price meals are distributed or approved; (2) issues at least one advance warning to the student or his/her parent/guardian prior to refusing to issue a replacement ticket; and (3) does not deny meals to prekindergarten or younger primary students or students with disabilities who may be unable to take full responsibility for their meal tickets. Although these requirements apply only to students who qualify for free or reduced-price meals, the USDA recommends that districts apply the same limits for students who pay full price for their meals in order to ensure that needy students are not overtly identified because of a disparate ticket replacement policy.***~~

In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the State Administrator/Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The State Administrator/Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Students and parents/guardians shall be advised in writing of the school's policy regarding replacement tickets at the beginning of the school year and/or when applications for free and reduced-price meals are distributed or approved.

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or

designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091, 38092)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR 255, and the California School Accounting Manual. (Education Code 38091, 38101; 2 CFR 255)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

~~***Note: The following optional paragraph may be revised to reflect district practice. 2 CFR 225 and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Indirect costs are those that are incurred for the benefit of multiple programs or objectives and typically support administrative overhead functions (e.g., accounting, payroll, purchasing, utilities, janitorial services). Each program or objective that benefits from the indirect cost bears a commensurate portion of the cost. Costs may be charged to the nonprofit food service account only if properly documented.***~~

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

~~***Note: Pursuant to 2 CFR 210.2 and 210.14, net cash resources (i.e., all monies that have accrued to the nonprofit school food service at any given time, less cash payable) should not exceed three months average expenditures. If there is a surplus, then according to USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, the district must lower the price of paid lunches, improve food quality, or make other improvements to school meal operations. The spending plan developed by the district under such circumstances must be approved by the CDE.***~~

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 210.14)

U.S. Department of Agriculture Foods

The **State Administrator**/Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA foods shall be used in school lunches as far as practicable, but also may be used in other nonprofit food service activities, with any revenues accruing to the district's nonprofit food service account. Such activities may include school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students. (7 CFR 250.60)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

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

First Reading: February 12, 2014

Adopted:

King City, California

Business and Noninstructional Operations

Other Food Sales

National Standards for Foods and Beverages

Food and beverage sales outside the district's food service program shall comply with applicable nutritional standards specified in Education Code 49431, 49431.2, 49431.5, and 49431.7 and 5 CCR 15575-15578.

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

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 1230 - School-Connected Organizations)

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

At a high school, the sale of food items that do not comply with the standards in Education Code 49431.2 may be permitted in any of the following circumstances: (Education Code 49431.2)

1. The sale takes place off and away from school premises.
2. The sale takes place on school premises at least one-half hour after the end of the school day.
3. The sale occurs during a school-sponsored student activity after the end of the school day.

(cf. 6145 - Extracurricular and Cocurricular Activities)

Beverage sales that do not comply with the standards in Education Code 49431.5 may be permitted at a high school as part of a school event under either of the following circumstances: (Education Code 49431.5)

1. The sale occurs during a school-sponsored event and takes place at the location of the event at least one-half hour after the end of the school day.
2. Vending machines, student stores, and cafeterias are used later than one-half hour after the end of the school day.

Additional Requirements for Schools Participating in the National School Lunch or Breakfast Program

The sale of foods outside of the district's food service program during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of

approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization(s) sponsoring the sale. (7 CFR 210.11, 220.12)

No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B, and 7 CFR 220, Appendix B, shall be sold in food service areas during breakfast and lunch periods. (7 CFR 210.11, 220.12)

In high schools, a student organization may be approved to sell food items during or after the school day if all of the following conditions are met: (5 CCR 15501)

1. Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.
2. The specific nutritious food items are approved by the Superintendent or designee.
3. Food items sold during the regular school day are not prepared on the premises.
4. The food items sold are not those sold in the district's food service program at that school during that school day.

~~***Note: 7 CFR 210.11, as amended by 78 Fed. Reg. 125, requires the district to maintain specified records.***~~

The State Administrator/Superintendent or designee shall maintain records, or shall require organizations selling foods and beverages to maintain records, to document compliance with federal nutrition standards for all competitive foods and beverages sold through and outside the district's food services program. At a minimum, these records shall include receipts, nutrition labels, and/or product specifications. (7 CFR 210.11)

(11/05 11/07) 12/13

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

First reading: February 12, 2014

Adopted:

King City, California

Personnel

Staff Development

~~***Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. (United Faculty of Contra Costa Community College District v. Contra Costa Community College District) Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of agreement, may be determined by PERB on a case-by-case basis. ***~~

The State Administrator/ Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The State Administrator/Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

(cf. 6111 - School Calendar)

~~***Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans. ***~~

The State Administrator/Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

~~***Note: Pursuant to Education Code 99242, the Math and Reading Professional Development program self repealed on January 1, 2013. In addition, AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533) into the local control funding formula. At their discretion, districts may design professional development opportunities to meet the purposes of these programs or other local needs. Items #1-11 below are optional. ***~~

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.5 - Environmental Education)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

2. Use of effective, subject-specific teaching methods, strategies, and skills

3. Use of technologies to enhance instruction

(cf. 0440 - District Technology Plan)

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students

(cf. 4112.22 - Staff Teaching English Language Learners)

(cf. 4112.23 - Special Education Staff)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6141.5 - Advanced Placement)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

(cf. 6178 - Career Technical Education)

6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

9. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

10. Knowledge of topics related to student health, safety, and welfare

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.63 - Steroids)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.52 - Suicide Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

11. Knowledge of topics related to employee health, safety, and security

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.42/4219.42/4319.42- Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4158/4258/4358 - Employee Security)

~~***Note: The following optional paragraph may be revised to reflect district practice. Education Code 44277 encourages districts to establish professional growth programs that give individual teachers a wide range of options and significant roles in determining the course of their professional growth. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential, and are required to provide staff development and support to teachers participating in internship programs (Education Code 44325-44328, 44450-44468, and 44830.3). In addition, 20- USC 6319 requires that the Title I local educational agency plan include professional development designed to enable teachers of core academic subjects to meet the requirements of the No Child Left Behind Act for "highly qualified" teachers; see BP/AR-4112.24 Teacher Qualifications Under the No Child Left Behind Act. ***~~

The State Administrator/Superintendent or designee may, in conjunction with individual teachers and interns, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

The State Administrator/ Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)
(cf. 3350 - Travel Expenses)

The State Administrator/Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

41530-41533 Professional Development Block Grant
44032 Travel expense payment
44259.5 Standards for teacher preparation
44277 Professional growth programs for individual teachers
44325-44328 District interns
44450-44468 University internship program
44570-44578 Inservice training, secondary education
44580-44591 Inservice training, elementary teachers
44630-44643 Professional Development and Program Improvement Act of 1968
44700-44705 Classroom teacher instructional improvement program
45028 Salary schedule and exceptions
48980 Notification of parents/guardians: schedule of minimum days
56240-56245 Staff development; service to persons with disabilities
99200-99206 Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

6601-6702 Preparing, Training and Recruiting High Quality Teachers and Principals

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:

CSBA PUBLICATIONS

Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
State Board of Education Guidelines and Criteria for Approval of Training Providers,
March 2008

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
California Standards for the Teaching Profession, 2009

WEB SITES

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

California Department of Education, Professional Development:

<http://www.cde.ca.gov/pd>

California Subject Matter Projects: <http://csmpp.ucop.edu>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(11/06 11/08) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 12, 2014

Adopted:

King City, CA

Personnel

Staff Development

~~***Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. (United Faculty of Contra Costa Community College District v. Contra Costa Community College District) Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of agreement, may be determined by PERB on a case-by-case basis. ***~~

~~***Note: Pursuant to Education Code 45391, as added by SB 590 (Ch. 723, Statutes of 2013), a district that expends funds for professional development for any school site staff must consider the needs of its classified school employees to update their skills and learn best practices. ***~~

~~***Note: Pursuant to Education Code 45387, the Governing Board may authorize a permanent classified employee to attend job related inservice training with pay during working hours for one or more school days each year. ***~~

The State Administrator/Governing Board recognizes that classified staff does essential work that supports a healthy school environment and the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

(cf. 4200 - Classified Personnel)

(cf. 4261.3 - Professional Leaves)

~~***Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans. ***~~

The State Administrator/Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff

development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)

~~***Note: Items #1-10 below reflect optional topics for professional development of classified staff specified in Education Code 45391, as added by SB 590 (Ch. 723, Statutes of 2013), and may be revised to reflect district practice.***~~

Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics: (Education Code 45391)

1. Student learning and achievement
 - a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students
 - b. Alignment of curriculum and instructional materials with Common Core State Standards
 - c. The management and use of state and local student data to improve student learning
 - d. Best practices in appropriate interventions and assistance to at-risk students

- (cf. 4222 - Teacher Aides/Paraprofessionals)
- (cf. 5121 - Grades/Evaluation of Student Achievement)
- (cf. 5123 - Promotion/Acceleration/Retention)
- (cf. 5149 - At-Risk Students)
- (cf. 6011 - Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6143 - Courses of Study)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)

2. Student and campus safety

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.5 - Sex Offender Notification)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance

(cf. 0440 - District Technology Plan)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4040 - Employee Use of Technology)
(cf. 6163.4 - Student Use of Technology)

4. School facility maintenance and operations, including new research and best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites

(cf. 3510 - Green School Operations)
(cf. 3511- Energy and Water Management)

5. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

6. School transportation and bus safety

(cf. 3540 - Transportation)
(cf. 3541- Transportation for School-Related Trips)

(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 3542 - Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

7. Parent involvement, including ways to increase parent involvement at school sites

(cf. 1240 - Volunteer Assistance)
(cf. 6020 - Parent Involvement)

8. Food service, including new research on food preparation to provide nutritional meals and food management

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3555 - Nutrition Program Compliance)

9. Health, counseling, and nursing services

(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5141.3 - Health Examinations)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

10. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)
(cf. 6161.3 - Toxic Art Supplies)

~~***Note: AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533) into the local control funding formula. The following optional paragraph is for use by districts that choose to continue to offer a professional development program designed to meet the purposes of this program. ***~~

For classroom instructional aides, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students.

(cf. 4131 - Staff Development)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4215 - Evaluation/Supervision)

The State Administrator/Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

41530-41533 Professional Development Block Grant

44032 Travel expense payment

45380-45387 Retraining and study leave (classified employees)

45390-45392 Professional development for classified school employees

52060-52077 Local control and accountability plan

56240-56245 Staff development; service to persons with disabilities

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

California School Employees Association: <http://www.csea.com>

(10/98 7/05) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 12, 2014

Adopted:

King City, CA

Personnel

Staff Development

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

~~***Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans. ***~~

The State Administrator/Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

~~***Note: Pursuant to Education Code 44517, the state's Administrator Training Program self-repealed on January 1, 2013. Funding for that program has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, the content of the district's staff development program for administrators may be adapted to meet district needs. Items #1-10 below are optional. ***~~

The district's staff development program for district and school administrators may include, but is not limited to, the following topics:

1. Personnel management, including best practices on hiring, recruitment,

assignment, and retention of staff

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4113 - Assignment)

2. Effective fiscal management and accountability practices

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

3. Academic standards and standards-aligned curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

4. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

5. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

6. The use of technology to improve student performance and district operations

(cf. 0440 - District Technology Plan)

7. Creation of safe and inclusive school environments

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

(cf. 5137 - Positive School Climate)

8. Parental involvement and community collaboration

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

9. Employee relations

10. Effective school and district planning processes

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4315 - Evaluation/Supervision)

The State Administrator/Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

44681-44689.2 Administrator training and evaluation

52060-52077 Local control and accountability plan

Management Resources:

WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
PUBLICATIONS

California Professional Standards for Educational Leaders, 2001

WEB SITES

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

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

California School Leadership Academy: <http://www.csla.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

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

(10/98 11/01) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 12, 2014

Adopted:

King City, CA

Students

Promotion/Acceleration/Retention

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement that are established by the governing board.

Progress toward high school graduation shall be based on the student's ability to pass the required subjects and electives necessary to earn the required number of credits. The student must also perform a required number of community service hours, and pass the California High School Exit Examination (CAHSEE).

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

Students shall be identified on the basis of grades and units earned.

In order to be designated at each grade level, grades 9-12, and in order to be eligible to participate in school activities for a specific grade level, students must earn the following credits toward graduation:

Grade 9	0-59 credits
Grade 10	60-119 credits
Grade 11	120-179 credits
Grade 12	180 + credits
Graduation	240 + credits

~~***Note: Pursuant to Education Code 60640-60649, as amended by AB 484 (Ch. 489, Statutes of 2013), beginning in the 2013-14 school year, the state assessment system will transition from the Standardized Testing and Reporting (STAR) program to the California Assessment of Student Performance and Progress; see BP/AR 6162.51 - State Academic Achievement Tests. Thus, districts selecting Option 2 below should determine the availability and appropriateness of state assessments for the purpose of identifying students who should be retained and who are at risk of being retained.***~~

~~***Note: The California Department of Education's FAQs Pupil Promotion and Retention states that STAR results may not be the exclusive criterion for promotion or retention since the test has not been certified for that purpose; thus, other indicators must also be used. These other indicators of achievement (e.g., grades, district assessments, portfolios, attendance) should be specified in the blanks provided below. ***~~

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:

**(cf. 5149 - At-Risk Students)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)**

~~***Note: The remainder of this policy is for use by all districts. ***~~

~~Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)~~

**(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)**

~~***Note: Education Code 48070.5 mandates that the district's policy specify the teacher(s) responsible for the promotion/retention decision in cases where the student does not have a single regular classroom teacher. The following paragraph should be revised to indicate the specific teacher(s) who will be responsible (e.g., teachers responsible for core subjects). ***~~

If a student does not have a single regular classroom teacher, the State Administrator/Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

~~***Note: Education Code 48070.5 mandates that the district's policy include a process by which the teacher's decision to promote or retain a student may be appealed; see the accompanying administrative regulation. ***~~

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

~~***Note: Education Code 48070.5 requires that the Board adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are recommended for retention or who are identified as being at risk for retention. See BP 6179—Supplemental Instruction for language fulfilling this mandate. However, funding for supplemental instructional categorical programs for students in grades 2–9 who have been retained or recommended for retention (Education Code 37252.2) and for students in grades 2–6 who have been identified as being at risk of retention (Education Code 37252.8) has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, the district may design supplemental instructional programs for these purposes in a manner that meets district and student needs. ***~~

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

~~37252–37254.1 Supplemental instruction
41505–41508 Pupil Retention Block Grant
46300 Method of computing average daily attendance
48010 Admittance to first grade
48011 Promotion/retention following one year of kindergarten
48070–48070.5 Promotion and retention
56345 Elements of individualized education plan
60640–60649 California Assessment of Student Performance and Progress
60850–60859 Exit examination
CODE OF REGULATIONS, TITLE 5
200–202 Admission and exclusion of students~~

Management Resources:

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
FAQs Promotion, Retention, and Grading (students with disabilities)
FAQs Pupil Promotion and Retention
Kindergarten Continuance Form
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>~~

(11/00 7/05) 12/13

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

56345 Elements of individualized education plan

60641-60648 Standardized Testing and Reporting Program

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10

CDE PUBLICATIONS

Performance Level Tables for the California Standards Tests and the California

Alternative Performance Assessment

Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten

LEGISLATIVE COUNSEL'S OPINION

Promotion and Retention #21610

WEB SITES

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

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

(3/00 11/00) 7/05

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

First Reading: February 12, 2014

Adopted:

King City, California

Students

Promotion/Acceleration/Retention

Retention at Other Grade Levels

~~***Note: The following section applies to grades 1-12. For indicators established by the Governing Board for the identification of students for retention at their current grade level, see the accompanying Board policy. ***~~

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

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

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

When a student is identified as being at risk of retention, the State Administrator/Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 - Parental Notifications)

~~***Note: The following paragraph is optional. ***~~

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

Appeal Process

~~***Note: Education Code 48070.5 mandates that the district's policy include a process by which the teacher's decision to promote or retain a student may be appealed; also see the accompanying Board policy. The following section provides a sample appeal process and may be revised to reflect district practice.***~~

Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the parent/guardian shall submit a written request to the State Administrator/Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the State Administrator/Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the State Administrator/Superintendent or designee may meet with the parent/guardian and the teacher. If the State Administrator/Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

~~***Note: The following paragraph is for use by districts that choose to allow the Superintendent or designee's decision to be appealed to the Board. Districts that authorize the Superintendent or designee to make the final determination should delete the following paragraph.***~~

The Superintendent or designee's determination may be appealed by submitting a written appeal to the State Administrator/Governing Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the parent/guardian, the teacher, and the Superintendent or designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 5125 - Student Records)

(cf. 5125.3 - Challenging Student Records)

(3/00 11/00) 12/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: February 12, 2014
Adopted: King City, CA

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of 2012-13 Annual Financial Audit

MEETING: February 12, 2014

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:

All schools districts are audited at the end of each fiscal year. The enclosed audit copy is for the fiscal year ending June 30, 2013. There are findings in this audit which will be shared with staff and resolutions determined over the coming months.

A representative of Cristy White Associates will be at the meeting for the presentation of the audit.

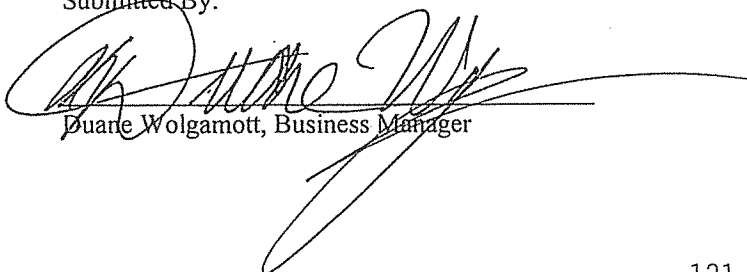
Recommendation:

The recommendation is being made for the State Administrator to accept the 2012-13 financial audit.

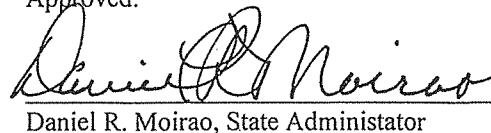
Fiscal Impact:

None

Submitted By:


Duarte Wolgamott, Business Manager

Approved:


Daniel R. Moirao, State Administrator

SOUTH MONTEREY COUNTY JOINT UNION
HIGH SCHOOL DISTRICT

AUDIT REPORT

JUNE 30, 2013

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
OF MONTEREY COUNTY

KING CITY, CALIFORNIA

JUNE 30, 2013

The South Monterey County Joint Union High School District (formerly known as the King City Joint Union High School District) was established in 1911 and consists of an area comprising approximately 2,500 square miles. The District operates two high schools and one continuation high school. There were no boundary changes during the year.

GOVERNING BOARD

Member	Office	Term Expires
Mike Foster	President	2015
Debra McAlahney-Dodson	Clerk	2013
Raul Rodriquez	Member	2013
Paulette Bumbalough	Member	2013
Bob White	Member	2015

DISTRICT ADMINISTRATORS

Daniel Moirao, Ed.D.
State Administrator

Linda Grundhoffer
Interim Chief Business Officer

Duane Wolgamott
Business Manager

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
TABLE OF CONTENTS
FOR THE YEAR ENDED JUNE 30, 2013

FINANCIAL SECTION

Independent Auditors' Report	1
Management's Discussion and Analysis.....	4
Basic Financial Statements	
Government-wide Financial Statements	
Statement of Net Position	11
Statement of Activities	12
Fund Financial Statements	
Governmental Funds – Balance Sheet.....	13
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	14
Governmental Funds – Statement of Revenues, Expenditures, and Changes in Fund Balances.....	15
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities	16
Fiduciary Funds – Statement of Net Position.....	17
Notes to Financial Statements	18

REQUIRED SUPPLEMENTARY INFORMATION

General Fund – Budgetary Comparison Schedule	45
Schedule of Funding Progress.....	46
Notes to Required Supplementary Information.....	47

SUPPLEMENTARY INFORMATION

Schedule of Expenditures of Federal Awards	48
Schedule of Average Daily Attendance (ADA).....	49
Schedule of Instructional Time.....	50
Schedule of Financial Trends and Analysis.....	51
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements.....	52
Schedule of Charter Schools	53
Combining Statements – Non-Major Governmental Funds	
Combining Balance Sheet.....	54
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances.....	55
Notes to Supplementary Information.....	56

FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Christy White, CPA

John Dominguez, CPA, CFE

Tanya M. Rogers, CPA, CFE

Michael Ash, CPA

Heather Daud

SAN DIEGO

LOS ANGELES

SAN FRANCISCO/BAY AREA

Corporate Office:

2727 Camino Del Rio South
Suite 219

San Diego, CA 92108

toll-free: 877-220-7229

tel: 619-270-8222

fax: 619-260-9085

www.christywhite.com

Licensed in the California
State Board of Accountancy

Governing Board

South Monterey County Joint Union High School District

King City, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the South Monterey County Joint Union High School District, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the South Monterey County Joint Union High School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Required Supplementary Information (continued)

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the South Monterey County Joint Union High School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, which is required by the U.S. Office of Management and Budget Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2013 on our consideration of South Monterey County Joint Union High School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Monterey County Joint Union High School District's internal control over financial reporting and compliance.

Christy White Associates

San Diego, California
November 25, 2013

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2013

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- Fund financial statements focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - Governmental Funds provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.
 - Fiduciary Funds report balances for which the District is a custodian or *trustee* of the funds, such as Associated Student Bodies and pension funds.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Revenue limit funding and federal and state grants finance most of these activities.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement, rounds off the numbers, and rearranges them slightly, so you can see our total revenues, expenses, and special items for the year.

	Governmental Activities		
	2013	2012	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 62,963	\$ 90,846	\$ (27,883)
Operating grants and contributions	3,062,159	3,218,971	(156,812)
Capital grants and contributions	6,261	42,920	(36,659)
General revenues			
Property taxes	6,152,614	6,066,584	86,030
Unrestricted federal and state aid	8,819,708	9,802,950	(983,242)
Other	282,005	232,344	49,661
Total Revenues	18,385,710	19,454,615	(1,068,905)
EXPENSES			
Instruction	9,442,274	9,747,379	(305,105)
Instruction-related services	1,540,567	1,690,619	(150,052)
Pupil services	2,053,496	2,004,513	48,983
General administration	1,562,088	1,405,981	156,107
Plant services	2,352,369	1,724,346	628,023
Ancillary and community services	415,099	589,001	(173,902)
Debt service	1,359,233	1,487,882	(128,649)
Other Outgo	189,019	574,926	(385,907)
Total Expenses	18,914,145	19,224,647	(310,502)
Change in net position	(528,435)	229,968	(758,403)
Net Position - Beginning	9,392,320	9,162,352	229,968
Net Position - Ending	\$ 8,863,885	\$ 9,392,320	\$ (528,435)

The cost of all our governmental activities this year was \$18,914,145 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$6,152,614 because the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions and through other charges for services.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2013

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2012-13 the District had invested \$25,850,716 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2013	2012	Net Change
CAPITAL ASSETS			
Land	\$ 2,269,094	\$ 2,269,094	\$ -
Construction in progress	2,003,154	2,003,154	-
Buildings & improvements	30,795,933	30,795,933	-
Furniture & equipment	3,773,989	3,773,989	-
Accumulated depreciation	(12,991,454)	(12,991,454)	-
Total Capital Assets	\$ 25,850,716	\$ 25,850,716	\$ -

Long-Term Debt

At year-end, the District had \$25,613,416 in long-term debt, a decrease of 6.7% from last year – as shown in table below. (More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.)

	Governmental Activities		
	2013	2012	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 10,866,540	\$ 12,057,982	\$ (1,191,442)
Lease revenue bonds	13,605,000	14,125,000	(520,000)
Capital leases	470,960	555,781	(84,821)
Early retirement incentive	-	168,255	(168,255)
Compensated absences	171,606	173,038	(1,432)
Net OPEB obligation	499,310	384,997	114,313
Total Long-term Liabilities	\$ 25,613,416	\$ 27,465,053	\$ (1,851,637)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2013

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 7,894,501
Accounts receivable	2,103,340
Prepaid expenses	2,711
Capital assets, not depreciated	4,272,248
Capital assets, net of accumulated depreciation	21,578,468
Total Assets	35,851,268
LIABILITIES	
Deficit cash	151,969
Accrued liabilities	799,727
Unearned revenue	422,271
Long-term liabilities, current portion	1,805,981
Long-term liabilities, non-current portion	23,807,435
Total Liabilities	26,987,383
NET POSITION	
Net investment in capital assets	14,513,216
Restricted:	
Capital projects	1,018,134
Debt service	2,488,144
Educational programs	947,732
Unrestricted	(10,103,341)
Total Net Position	\$ 8,863,885

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2013

	General Fund	Bond Interest & Redemption Fund	Debt Service Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 4,063,246	\$ 1,557,586	\$ 1,248,727	\$ 1,024,942	\$ 7,894,501
Accounts receivable	2,099,740	-	-	3,600	2,103,340
Due from other funds	-	-	-	148,538	148,538
Prepaid expenditures	2,711	-	-	-	2,711
Total Assets	\$ 6,165,697	\$ 1,557,586	\$ 1,248,727	\$ 1,177,080	\$ 10,149,090
LIABILITIES					
Deficit cash	\$ -	\$ -	\$ -	\$ 151,969	\$ 151,969
Accrued liabilities	474,581	-	-	6,977	481,558
Due to other funds	148,538	-	-	-	148,538
Unearned revenue	422,271	-	-	-	422,271
Total Liabilities	1,045,390	-	-	158,946	1,204,336
FUND BALANCES					
Nonspendable	8,711	-	-	-	8,711
Restricted	947,732	1,557,586	1,248,727	1,018,134	4,772,179
Assigned	778,169	-	-	-	778,169
Unassigned	3,385,695	-	-	-	3,385,695
Total Fund Balances	5,120,307	1,557,586	1,248,727	1,018,134	8,944,754
Total Liabilities and Fund Balances	\$ 6,165,697	\$ 1,557,586	\$ 1,248,727	\$ 1,177,080	\$ 10,149,090

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2013

	General Fund	Bond Interest & Redemption Fund	Debt Service Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES					
Revenue limit sources	\$ 10,955,350	\$ -	\$ -	\$ (30,458)	\$ 10,924,892
Federal sources	944,921	-	-	436,406	1,381,327
Other state sources	3,279,119	6,858	-	25,311	3,311,288
Other local sources	1,229,988	1,372,960	-	165,255	2,768,203
Total Revenues	16,409,378	1,379,818	-	596,514	18,385,710
EXPENDITURES					
Current					
Instruction	9,496,216	-	-	-	9,496,216
Instruction-related services					
Instructional supervision and administration	455,198	-	-	-	455,198
Instructional library, media, and technology	132,442	-	-	-	132,442
School site administration	952,927	-	-	-	952,927
Pupil services					
Home-to-school transportation	582,535	-	-	-	582,535
Food services	-	-	-	673,540	673,540
All other pupil services	797,421	-	-	-	797,421
General administration					
Centralized data processing	148,125	-	-	-	148,125
All other general administration	1,413,963	-	-	-	1,413,963
Plant services	1,468,141	-	-	35,000	1,503,141
Facilities acquisition and maintenance	-	-	-	850,660	850,660
Ancillary services	415,099	-	-	-	415,099
Transfers to other agencies	215,461	-	-	-	215,461
Debt service					
Principal	520,000	1,165,000	-	84,821	1,769,821
Interest and other	713,143	304,070	-	23,851	1,041,064
Total Expenditures	17,310,671	1,469,070	-	1,667,872	20,447,613
Excess (Deficiency) of Revenues					
Over Expenditures	(901,293)	(89,252)	-	(1,071,356)	(2,061,903)
Other Financing Sources (Uses)					
Transfers in	2,686	-	-	185,756	188,442
Transfers out	(185,756)	-	-	(2,686)	(188,442)
Net Financing Sources (Uses)	(183,070)	-	-	183,070	-
NET CHANGE IN FUND BALANCE	(1,084,363)	(89,252)	-	(888,286)	(2,061,903)
Fund Balance - Beginning	3,201,254	1,646,838	-	6,158,565	11,006,657
Prior Period Adjustment	3,003,416	-	1,248,727	(4,252,143)	-
Fund Balance - Ending	\$ 5,120,307	\$ 1,557,586	\$ 1,248,727	\$ 1,018,134	\$ 8,944,754

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF NET POSITION
JUNE 30, 2013

	Agency Funds
	Student Body
	Fund
ASSETS	
Cash and cash equivalents	\$ 144,417
Total Assets	\$ 144,417
LIABILITIES	
Accrued liabilities	\$ 17,623
Due to student groups	126,794
Total Liabilities	\$ 144,417

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fund Financial Statements. The fund financial statements provide information about the District's funds, including its fiduciary funds. Separate statements for each fund category – governmental and fiduciary – are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Fiduciary funds are used to account for assets held by the District in a trustee or agency capacity for others that cannot be used to support the District's own programs.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections 15125–15262*). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

Debt Service Fund: This fund was established during the fiscal year to separate funds that will be used to pay State School Apportionment Lease Revenue Bonds.

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Charter Schools Special Revenue Fund: This fund may be used by authorizing District's to account separately for the activities of District-operated charter schools that would otherwise be reported in the authorizing District's General Fund. This fund was closed out during the year ended June 30, 2013.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fiduciary Funds

Trust and Agency Funds: Trust and agency funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the District's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

Student Body Fund: The Student Body Fund is an agency fund and, therefore, consists only of accounts such as cash and balancing liability accounts, such as due to student groups. The student body itself maintains its own general fund, which accounts for the transactions of that entity in raising and expending money to promote the general welfare, morale, and educational experiences of the student body (*Education Code Sections 48930–48938*).

D. Basis of Accounting – Measurement Focus

Government-Wide and Fiduciary Financial Statements

The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus. The government-wide and fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Assets, Liabilities, Fund Balance and Net Position

Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition. Cash held in the county treasury is recorded at cost, which approximates fair value.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time the individual inventory items are requisitioned. Inventories are valued at historical cost and consist of expendable supplies held for consumption.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Liabilities, Fund Balance and Net Position (continued)

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Deferred Issuance Costs, Premiums, and Discounts

In the government-wide financial statements, long-term obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts, as well as issuance costs, are deferred and amortized over the life of the bonds using the straight line method.

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For purposes of the budget, on-behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

J. New Accounting Pronouncements

GASB Statement No. 61 – In November 2010, GASB issued Statement No. 61, *The Financial Reporting Entity: Omnibus – an amendment of GASB Statement No. 14 and No. 34*. The objective of this Statement is to improve financial reporting for a governmental financial reporting entity and modifies certain requirements for inclusion of component units in the financial reporting entity. The Statement is effective for periods beginning after June 15, 2012. The District has implemented GASB Statement No. 61 for the year ended June 30, 2013.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Activities	Fiduciary Funds
Cash in county	\$ 5,593,521	\$ -
Cash on hand and in banks	255	144,417
Cash with fiscal agent	2,142,756	-
Cash in revolving fund	6,000	-
Deficit cash	151,969	-
Total cash and cash equivalents	\$ 7,894,501	\$ 144,417

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section 41001*. The Monterey County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Cash with Fiscal Agent – The amount of \$2,142,756 represents cash held by U.S. Bank as trustee for the repayment of State Fund Apportionment Lease Revenue Bonds. This amount is fully collateralized.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 2 – CASH AND INVESTMENTS (continued)

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2013, the District's bank balance was not exposed to custodial credit risk.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2013 consisted of the following:

	General Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal Government			
Categorical aid	\$ 483,714	\$ 3,600	\$ 487,314
State Government			
Categorical aid	188,895	-	188,895
Lottery	137,910	-	137,910
Local Government			
Other local sources	1,289,221	-	1,289,221
Total	<u>\$ 2,099,740</u>	<u>\$ 3,600</u>	<u>\$ 2,103,340</u>

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 5 – INTERFUND TRANSACTIONS (continued)

B. Operating Transfers

Interfund transfers for the year ended June 30, 2013 consisted of the following:

Interfund Transfers Out	Interfund Transfers In		
	General Fund	Non-Major Governmental Funds	Total
General Fund	\$ -	\$ 185,756	\$ 185,756
Non-Major Governmental Funds	2,686	-	2,686
Total Interfund Transfers	\$ 2,686	\$ 185,756	\$ 188,442
Transfer from the General Fund to the Cafeteria Fund for encroachment.			\$ 146,654
Transfer from the General Fund to the Charter Schools Fund to close the fund.			39,102
Transfer from the Deferred Maintenance Fund to the General Fund to close the fund.			2,686
Total			\$ 188,442

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2013 consisted of the following:

	Non-Major Governmental		Total Governmental		Total Fiduciary
	General Fund	Funds	District-Wide	Activities	
Payroll	\$ 51,485	\$ -	\$ -	\$ 51,485	\$ -
Construction	-	6,808	-	6,808	-
Vendors payable	423,096	169	-	423,265	17,623
Unmatured interest	-	-	318,169	318,169	-
Total	\$ 474,581	\$ 6,977	\$ 318,169	\$ 799,727	\$ 17,623

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2013, consisted of \$422,271 in the General Fund attributable to federal sources.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 8 – LONG-TERM DEBT (continued)

B. General Obligation Bonds (continued)

The annual requirements to amortize the general obligation bonds are as follows:

Year Ended June 30,	Principal	Interest	Total
2014	\$ 1,160,000	\$ 358,106	\$ 1,518,106
2015	1,240,000	323,306	1,563,306
2016	1,315,000	286,106	1,601,106
2017	1,395,000	246,656	1,641,656
2018	1,485,000	204,806	1,689,806
2019 - 2020	4,060,000	303,319	4,363,319
Total	\$ 10,655,000	\$ 1,722,299	\$ 12,377,299

C. State School Apportionment Lease Revenue Bonds

On July 22, 2009, Senate Bill 130, Chapter 20, Statutes of 2009, was enacted. This legislation provided an emergency apportionment loan to the district of \$5 million. In addition the bill authorized the district to augment the emergency loan with an additional \$8 million of lease financing in order to increase the emergency loan to a total of \$13 million. This loan provides a floating line of credit. As of June 30, 2012, the district received the balance of the apportionment loan amount. The legislation requires the district to repay the loan, including interest calculated at a rate equal to the rate earned by the State's Pooled Money Investment account on the effective date of Senate Bill 130. The bill provides that the loan be repaid over a 20-year period.

On April 7, 2010, the California Infrastructure and Economic Development Bank (I-Bank) issued \$14,395,000 in lease revenue bonds bearing interest at 2.0% to 5.6% with maturities from August 15, 2011 through August 15, 2029. The bonds were issued to fund the emergency apportionment given to the district. The district entered into a lease-back agreement whereby the scheduled lease payments will provide the source for the required principal and interest payments on the bonds. The lease payments will be made by an intercept of apportionments due to the district by the State Controller's Office. The intercepts will be made July through October beginning July 2010 and held by the Trustee until the principal and interest bond payments are due as per the debt service schedule.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 8 – LONG-TERM DEBT (continued)

E. Early Retirement

The District had obligations to CalSTRS totaling \$168,255 on behalf of employees. Certificated employees have retired under Golden Handshake agreements in prior years. The District has paid off the obligations during the year ended June 30, 2013.

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2013:

	General Fund	Bond Interest & Redemption Fund	Debt Service Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable					
Revolving cash	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
Prepaid expenditures	2,711	-	-	-	2,711
Total non-spendable	8,711	-	-	-	8,711
Restricted					
Educational programs	947,732	-	-	-	947,732
Capital projects	-	-	-	1,018,134	1,018,134
Debt service	-	1,557,586	1,248,727	-	2,806,313
Total restricted	947,732	1,557,586	1,248,727	1,018,134	4,772,179
Assigned					
Other assignments	778,169	-	-	-	778,169
Total assigned	778,169	-	-	-	778,169
Unassigned					
Remaining unassigned	3,385,695	-	-	-	3,385,695
Total unassigned	3,385,695	-	-	-	3,385,695
Total	\$ 5,120,307	\$ 1,557,586	\$ 1,248,727	\$ 1,018,134	\$ 8,944,754

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than three percent of General Fund expenditures and other financing uses.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

C. Annual OPEB Cost and Net OPEB Obligation (continued)

The annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation for the year ended June 30, 2013 and the preceding two years were as follows:

Year Ended June 30,	Annual OPEB Cost	Percentage Contributed	Net OPEB Obligation
2013	\$ 232,284	51%	\$ 499,310
2012	\$ 239,911	45%	\$ 384,997
2011	\$ 326,673	62%	\$ 253,921

D. Funded Status and Funding Progress

The funded status of the plan as of the most recent actuarial evaluation consists of the following:

Actuarial Valuation Date	Actuarial Valuation of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
October 1, 2011	\$ -	\$ 1,761,155	\$ 1,761,155	0%	\$ 9,606,525	18%

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, investment returns, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

The schedule of funding progress, presented as required supplementary information following the notes to financial statements, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 11 – EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2013 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to CalSTRS for the last three fiscal years were as follows:

	Contribution	Percent of Required Contribution
2012-13	\$ 572,275	100%
2011-12	\$ 596,053	100%
2010-11	\$ 624,983	100%

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately \$392,111 to CalSTRS (5.176% of 2010-11 creditable compensation subject to CalSTRS).

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2013

NOTE 12 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2013.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2013.

NOTE 13 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in three joint ventures under joint powers authorities (JPAs), the Monterey County Schools' Insurance Group, the Monterey and San Benito Counties Liability/Property JPA, and the Monterey County Schools' Workers' Compensation JPA. The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

NOTE 14 – PRIOR PERIOD ADJUSTMENT

The beginning fund balance of the General Fund increased by \$3,003,416 due to the reclassification of the Special Reserve Fund for Other than Capital Outlay Projects pursuant to GASB Statement No. 54. The beginning fund balance of the Debt Service Fund increased by \$1,248,727 to establish the fund in order to repay the State School Apportionment Lease Revenue Bonds. The two aforementioned amounts total \$4,252,143, which equals the decrease in the beginning fund balance of the Special Reserve Fund for Other Than Capital Outlay Projects.

REQUIRED SUPPLEMENTARY INFORMATION

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2013**

	Budgeted Amounts		Actual*	Variances -
	Original	Final	(Budgetary Basis)	Final to Actual
REVENUES				
Revenue limit sources	\$ 10,137,028	\$ 11,186,355	\$ 10,955,350	\$ (231,005)
Federal sources	922,896	1,237,893	944,921	(292,972)
Other state sources	2,591,845	2,513,268	2,887,008	373,740
Other local sources	653,300	677,254	1,218,281	541,027
Total Revenues	14,305,069	15,614,770	16,005,560	390,790
EXPENDITURES				
Certificated salaries	6,886,010	7,027,435	7,177,691	(150,256)
Classified salaries	2,113,777	2,172,785	2,104,511	68,274
Employee benefits	3,080,834	3,071,123	2,895,456	175,667
Books and supplies	859,391	863,093	662,787	200,306
Services and other operating expenditures	1,952,935	2,631,716	2,623,849	7,867
Capital outlay	-	38,462	-	38,462
Other outgo	1,628,834	1,571,714	1,448,604	123,110
Total Expenditures	16,521,781	17,376,328	16,912,898	463,430
Excess (Deficiency) of Revenues				
Over Expenditures	(2,216,712)	(1,761,558)	(907,338)	854,220
Other Financing Sources (Uses)				
Transfers in	1,500,000	-	2,686	2,686
Transfers out	-	(133,861)	(146,654)	(12,793)
Net Financing Sources (Uses)	1,500,000	(133,861)	(143,968)	(10,107)
NET CHANGE IN FUND BALANCE	(716,712)	(1,895,419)	(1,051,306)	844,113
Fund Balance - Beginning	2,252,974	3,201,254	3,201,254	-
Fund Balance - Ending	\$ 1,536,262	\$ 1,305,835	\$ 2,149,948	\$ 844,113

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- On behalf payments of \$392,111 are not included in the actual revenues and expenditures reported in this schedule.
- Actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Special Reserve Fund for Other than Capital Outlay Projects in accordance with the fund type definitions promulgated by GASB Statement No. 54.

See accompanying note to required supplementary information.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2013**

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Funding Progress

This schedule is required by GASB Statement No. 45 for all sole and agent employers that provide other postemployment benefits (OPEB). The schedule presents, for the most recent actuarial valuation and the two preceding valuations, information about the funding progress of the plan, including, for each valuation, the actuarial valuation date, the actuarial value of assets, the actuarial accrued liability, the total unfunded actuarial liability (or funding excess), the actuarial value of assets as a percentage of the actuarial accrued liability (funded ratio), the annual covered payroll, and the ratio of the total unfunded actuarial liability (or funding excess) to annual covered payroll.

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2013, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Certificated salaries	\$ 7,027,435	\$ 7,177,691	\$ 150,256

SUPPLEMENTARY
INFORMATION

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/Program or Cluster	CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A Cluster			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 480,641
Title I, Part A, Program Improvement LEA Corrective Action	84.010	14955	5,413
Subtotal Title I, Part A Cluster			<u>486,054</u>
Title II, Part A, Teacher Quality	84.367A	14341	64,463
Title III, Limited English Proficient (LEP) Student Program	84.365	10084	65,021
Title III, English Language Acquisition	84.365	10084	12,194
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	269,449
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	84.048	14893	56,908
Advanced Placement Incentive Program Grant	84.330C	14504	2,157
Total U. S. Department of Education			<u>956,246</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
Especially Needy Breakfast	10.553	13526	52,394
National School Lunch Program	10.555	13391	354,986
USDA Commodities	10.555	*	29,026
Subtotal Child Nutrition Cluster			<u>436,406</u>
Forest Reserve Funds	10.665	10044	3,328
Total U. S. Department of Agriculture			<u>439,734</u>
Total Federal Expenditures			<u>\$ 1,395,980</u>

* - PCS Number not available or not applicable

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2013

Grade Level	1982-83		1986-87		2012-13 Actual Minutes	Number of Days	Status
	Actual Minutes	Actual Minutes Reduced	Minutes Requirement	Minutes Requirement Reduced			
Grade 9	61,065	59,369	64,800	63,000	64,595	178	Complied
Grade 10	61,065	59,369	64,800	63,000	64,595	178	Complied
Grade 11	61,065	59,369	64,800	63,000	64,595	178	Complied
Grade 12	61,065	59,369	64,800	63,000	64,595	178	Complied

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

	General Fund	Special Reserve Fund for Other Than Capital Outlay Projects
June 30, 2013, annual financial and budget report fund balance	\$ 2,149,948	\$ 2,970,359
Adjustments and reclassifications:		
Increase (decrease) in total fund balances:		
Fund balance transfer (GASB 54)	2,970,359	(2,970,359)
Net adjustments and reclassifications	2,970,359	(2,970,359)
June 30, 2013, audited financial statement fund balance	\$ 5,120,307	\$ -

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 JUNE 30, 2013

	Charter Schools Fund	Cafeteria Fund	Deferred Maintenance Fund	Special Reserve Fund for Other Than Capital Outlay Projects	Capital Facilities Fund	County School Facilities Fund	Non-Major Governmental Funds
ASSETS							
Cash and cash equivalents	\$ -	\$ -	\$ -	\$ -	\$ 453,682	\$ 571,260	\$ 1,024,942
Accounts receivable	-	3,600	-	-	-	-	3,600
Due from other funds	1,885	146,653	-	-	-	-	148,538
Total Assets	\$ 1,885	\$ 150,253	\$ -	\$ -	\$ 453,682	\$ 571,260	\$ 1,177,080
LIABILITIES							
Deficit cash	\$ 1,885	\$ 150,084	\$ -	\$ -	\$ -	\$ -	\$ 151,969
Accrued liabilities	-	169	-	-	-	6,808	6,977
Total Liabilities	1,885	150,253	-	-	-	6,808	158,946
FUND BALANCES							
Restricted	-	-	-	-	453,682	564,452	1,018,134
Total Fund Balances	-	-	-	-	453,682	564,452	1,018,134
Total Liabilities and Fund Balance	\$ 1,885	\$ 150,253	\$ -	\$ -	\$ 453,682	\$ 571,260	\$ 1,177,080

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2013

	Charter Schools Fund	Cafeteria Fund	Deferred Maintenance Fund	Special Reserve Fund for Other Than Capital Outlay Projects	Capital Facilities Fund	County School Facilities Fund	Non-Major Governmental Funds
REVENUES							
Revenue limit sources	\$ (30,458)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (30,458)
Federal sources	-	436,406	-	-	-	-	436,406
Other state sources	(8,096)	33,407	-	-	-	-	25,311
Other local sources	(548)	57,073	34,999	-	67,470	6,261	165,255
Total Revenues	(39,102)	326,886	34,999	-	67,470	6,261	596,514
EXPENDITURES							
Current							
Pupil services							
Food services	-	673,540	-	-	-	-	673,540
Plant services	-	-	35,000	-	-	-	35,000
Facilities acquisition and maintenance	-	-	-	-	-	850,660	850,660
Debt service							
Principal	-	-	-	-	84,821	-	84,821
Interest and other	-	-	-	-	23,851	-	23,851
Total Expenditures	-	673,540	35,000	-	108,672	850,660	1,667,872
Excess (Deficiency) of Revenues							
Over Expenditures	(39,102)	(146,654)	(1)	-	(41,202)	(844,399)	(1,071,358)
Other Financing Sources (Uses)							
Transfers in	39,102	146,654	-	-	-	-	185,756
Transfers out	-	-	(2,686)	-	-	-	(2,686)
Net Financing Sources (Uses)	39,102	146,654	(2,686)	-	-	-	183,070
NET CHANGE IN FUND BALANCE	-	-	(2,687)	-	(41,202)	(844,399)	(888,288)
Fund Balance - Beginning	-	-	2,687	4,252,143	494,884	1,408,851	6,158,565
Prior Period Adjustment	-	-	-	(1,252,143)	-	-	(1,252,143)
Fund Balance - Ending	\$ -	\$ -	\$ -	\$ -	\$ 453,682	\$ 564,452	\$ 1,018,134

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2013

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The following schedule provides reconciliation between revenues reported on the Statement of Revenue, Expenditures, and Changes in Fund Balance, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2013 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2013.

	CFDA Number	Amount
Total Federal Revenues reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance		\$ 1,381,327
ARRA - Education Technology State Grants	84.386	(6,704)
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	21,357
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		<u>\$ 1,395,980</u>

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of *Education Code Sections 46200 through 46206*.

Districts must maintain their instructional minutes at either the 1982-83 actual minutes or the 1986-87 requirements, whichever is greater, as required by *Education Code Section 46201*. Through 2014-15, the instructional day and minute requirements have been reduced pursuant to *Education Code Section 46201.2*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

OTHER INDEPENDENT
AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT
AUDITING STANDARDS

Independent Auditors' Report

Governing Board
South Monterey County Joint Union High School District
King City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of South Monterey County Joint Union High School District, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the South Monterey County Joint Union High School District's basic financial statements, and have issued our report thereon dated November 25, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered South Monterey County Joint Union High School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Monterey County Joint Union High School District's internal control. Accordingly, we do not express an opinion on the effectiveness of South Monterey County Joint Union High School District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weakness or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

Christy White, CPA

John Dominguez, CPA, CFE

Tanya M. Rogers, CPA, CFE

Michael Ash, CPA

Heather Daud

SAN DIEGO

LOS ANGELES

SAN FRANCISCO/BAY AREA

Corporate Office:

2727 Camino Del Rio South
Suite 219
San Diego, CA 92108

toll free: 877.220.7229

tel: 619.270.8222

fax: 619.260.9085

www.christywhite.com

Licensed by the California
State Board of Accountancy

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT
ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB
CIRCULAR A-133

Independent Auditors' Report

Governing Board
South Monterey County Joint Union High School District
King City, California

Report on Compliance for Each Major Federal Program

We have audited South Monterey County Joint Union High School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of South Monterey County Joint Union High School District's major federal programs for the year ended June 30, 2013. South Monterey County Joint Union High School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of South Monterey County Joint Union High School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about South Monterey County Joint Union High School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

Christy White, CPA

John Dominguez, CPA, CFE

Tanya M. Rogers, CPA, CFE

Michael Ash, CPA

Heather Daud

SAN DIEGO

LOS ANGELES

SAN FRANCISCO/BAY AREA

Corporate Office:
2727 Camino Del Rio South
Suite 219
San Diego, CA 92108

toll-free: 877-220-7229
tel: 619-270-8222
fax: 619-260-9085
www.christywhite.com

Licensed Public Accountant
State Board of Accountancy

Report on Internal Control Over Compliance

Management of South Monterey County Joint Union High School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered South Monterey County Joint Union High School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of South Monterey County Joint Union High School District's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies..

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as Finding #2013-08 to be material weaknesses.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as Finding #2013-09 to be significant deficiencies.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

South Monterey County Joint Union High School District's response to the internal control over compliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. South Monterey County Joint Union High School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Christy White, CPA

John Dominguez, CPA, CFE

Tanya M. Rogers, CPA, CFE

Michael Ash, CPA

Heather Daud

SAN DIEGO

LOS ANGELES

SAN FRANCISCO/BAY AREA

Corporate Office

2727 Camino Del Rio South
Suite 219
San Diego, CA 92108

toll-free: 877-220-7229

tel: 619-270-8222

fax: 619-260-9085

www.christywhite.com

licensed by the California
State Board of Accountancy

Governing Board

South Monterey County Joint Union High School District
King City, California

Report on State Compliance

We have audited South Monterey County Joint Union High School District's compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K - 12 Local Education Agencies 2012-13*, issued by the California Education Audit Appeals Panel that could have a direct and material effect on each of South Monterey County Joint Union High School District's state programs for the fiscal year ended June 30, 2013, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of South Monterey County Joint Union High School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *Standards and Procedures for Audits of California K - 12 Local Education Agencies 2012-13*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about South Monterey County Joint Union High School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of South Monterey County Joint Union High School District's compliance with those requirements.

PROGRAM NAME	PROCEDURES IN AUDIT GUIDE	PROCEDURES PERFORMED
After School Education and Safety Program:		
General requirements	4	Not Applicable
After school	5	Not Applicable
Before school	6	Not Applicable
Contemporaneous Records of Attendance; for charter schools	1	Not Applicable
Mode of Instruction; for charter schools	1	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom Based; for charter schools	4	Not Applicable

Christy White Associates

San Diego, California
November 25, 2013

SCHEDULE OF FINDINGS
AND QUESTIONED COSTS

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2013**

FINANCIAL STATEMENTS

Type of auditors' report issued:	Qualified
Internal control over financial reporting:	
Material weakness(es) identified?	Yes
Significant deficiency(ies) identified?	Yes
Non-compliance material to financial statements noted?	Yes

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	Yes
Significant deficiency(ies) identified?	Yes
Type of auditors' report issued:	Qualified
Any audit findings disclosed that are required to be reported in accordance with section .510(a) of OMB Circular A-133?	Yes
Identification of major programs:	

<u>CFDA Number(s)</u>	<u>Name of Federal Program of Cluster</u>
84.010	Title I, Part A Cluster
84.027	IDEA Basic Local Assistance Entitlement, Part B, Sec 611
10.553, 10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:	\$ 300,000
Auditee qualified as low-risk auditee?	No

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	No
Significant deficiency(ies) identified?	Yes
Type of auditors' report issued on compliance for state programs:	Unmodified

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING 2013-02: CAPITAL ASSETS (30000) (60000) (Material Weakness)

Criteria: The District should maintain a complete capital asset listing. These assets should be depreciated in conformity with generally accepted accounting principles, tracked, accounted for, and properly valued. Good internal controls and prudent accounting practices require the establishment and adherence to sound policies and procedures for capital assets.

Condition: The District has not been maintaining their capital asset listing. Auditor was unable to receive adequate documentation to support the capital asset listing presented in the financial statements rendering capital assets unauditable.

Cause: Lack of policies and procedures over capital assets.

Perspective/Context: All District capital assets.

Effect: Balance of capital asset listing may be materially misstated without an accurate listing and support for the amount the District presents as capital assets. The auditor's opinion was qualified because it can't be determined whether the capital assets and related accumulated depreciation are fairly stated.

Recommendations: The District should obtain a complete valuation for its capital assets and confirm that a valuation is complete, accurate, and adequately supports the amount they state in their financial statements. The District should also establish and implement written policies and procedures surrounding recording and tracking of capital assets and calculation of depreciation expense.

District Response: The district has taken back responsibility for capital assets 2013-14. The external firm used in the past did not complete their work. The physical inventory will be done during winter break 2013-14 and the report will be completed by Spring of 2014. Also, the district hired a firm to complete the land valuations of the district in 2013-14. The report should be completed by the end of December, 2013. The Business Manager will update policies and procedures for inventory and capital assets by the end of 2013-14.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING 2013-04: CASH IN COUNTY TREASURY RECONCILIATIONS (30000)

Criteria: Good internal controls and prudent business practices require that cash reconciliations be performed and reviewed by the District on a regular basis to ensure that they understand and agree with all the reconciling items and adjustments.

Condition: The District is not reviewing or preparing a reconciliation for the cash in the county treasury.

Cause: District does not receive reconciliations from the County Office of Education.

Perspective/Context: District's cash in county treasury.

Effect: Reconciliations of the cash in county will prevent against misstatement of the stated ending balance each month.

Recommendations: The District should obtain, review and maintain reconciliations for the cash in county treasury.

District Response: This finding has been in many audit reports. The district has requested several times cash reconciliations from the County Office. However, no data has been provided to the district with which cash for this district can be verified and reconciled.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING 2013-06: COMPENSATED ABSENCES (30000)

Criteria: Compensated absences balances are reported as long-term liabilities on the District's Government-Wide financial statements.

Condition: 2 out of 15 vacation accrual balances were not updated with the correct pay rate in calculating the long term vacation accrual. Good internal controls and prudent business practices require the district to maintain employee records for compensated absences and ensure that accurate totals are used for reporting long-term debt in the financial statements. It was also noted that 11 out of 15 vacation balances tested exceeded the carryover threshold of 21 days (168 hours), outlined in the CSEA contracts. The District uses this as the standard for all employees.

Cause: District does not have sound internal controls surrounding the compensated absences calculation.

Perspective/Context: The District's compensated absences balance at June 30, 2013.

Effect: District's compensated absences balance is at risk of misstatement.

Recommendation: Sound internal control practices should be implemented to oversee the vacation balance accrual. Items such as pay rate and balances should be updated and monitored to ensure accurate reporting and compliance with CSEA contracts.

District Response: The district migrated to a new financial/payroll system in July, 2013. This system will enable to the district to pull the correct data for pay rates and vacation balances directly from the system. The district is in the process of developing a plan for the reduction of vacation balances and enforcing the contract language.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

FIVE DIGIT CODE

50000

AB 3627 FINDING TYPE

Federal Compliance

FINDING 2013-08: TIME CERTIFICATIONS (50000)

Program: NCLB: Title I, Part A, Basic Grants Low-Income and Neglected, PCA 14329, CFDA 84.010, U.S. Department of Education, Passed through the California Department of Education

Criteria: CFR, Title 2, Part 225, Appendix B, Section 8(h) states that employees who are charged solely to a Federal award or cost objective must be supported by periodic time certifications that the employee worked solely on that program for the period covered by the time certification. These time certifications should be prepared at least semi annually and be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

Employees who work on multiple activities or cost objectives, a distribution of their salaries and wages will be supported by personnel activity reports or equivalent unless a statistical sampling system or other substitutes system has been approved a Federal agency.

Condition: 2 of 5 employees tested did not have proper time certifications on hand. Additionally, we found 1 of the 5 employees noted was mistakenly charged to the program.

Cause: District oversight and control over time certifications and those being charged to federal programs is not sufficient.

Questioned Costs: Employees charged to CFDA 84.010 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected totaling \$13,667.

Perspective/Context: 3 out of 5 employees charged to CFDA 84.010 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected.

Effect: District may not be in compliance with federal regulations per CFR, Title 2, part 225, Appendix B, section 8(h).

Recommendations: The District should comply with CFR, Title 2, Part 225 and CSAM procedure 905, which require employee time certification forms to be maintained for employees who charge time to a federal program.

District Response: The district will reimburse the program for incorrect charges from the 2012-13 year by year-end in 2013-14.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

FIVE DIGIT CODE

10000
40000
41000
60000
61000
70000
71000
72000

AB 3627 FINDING TYPE

Attendance
State Compliance
CalSTRS
Miscellaneous
Classroom Teacher Salaries
Instructional Materials
Teacher Misassignments
School Accountability Report Card

FINDING 2013-10: ANNUAL ATTENDANCE REPORT (10000)

Criteria: The Annual Attendance Report should tie to supporting documentation per Education Code Section 41601. Auditors are required to verify compliance in Section 19817.2 of the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*.

Condition: The District's Annual Attendance Report did not match supporting documentation.

Context: The Grade 9-12 ADA was reported at 1695.15, it should have been reported at 1663.35. The 9-12 ADA for Continuing Education was reported at 94.15, it should have been reported at 96.16. The Grade 9-12 ADA for Special Education – Special Day Class was reported at 43.35, it should have been reported at 41.90.

Cause: Discrepancies were due to clerical errors.

Effect: Misstatement of ADA on the annual attendance report.

ADA Impact: The District's Annual Report was overstated by 31.80 ADA for Grades 9-12. The District's Annual Report was understated by 2.01 for Grades 9-12 for Continuation Education. The District's Annual Report was overstated by 1.45 for Grades 9-12 for Special Education – Special Day Class

Questioned Cost: As the district is funded primarily on P2 reporting, there is no questioned cost.

Recommendation: We recommend implementation of internal controls to ensure accuracy of attendance reporting.

District Response: Beginning in 2013-14 the Business Manager has taken over the responsibility of verification of attendance and filing the State reports. The district has already revised and filed the Annual attendance report for the 2012-13 year.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-01: GOING CONCERN (30000) (60000)

Based on a review of the district's current fiscal condition, we have concluded that substantial doubt exists as to the district's ability to continue as going concern due to declining enrollment, negative certifications filed for all three interim periods, budget cuts to federal and state governmental programs, significant audit findings, persistent declining enrollment, unwillingness of other governments to continue funding programs at existing levels, and the districts inability to meet its financial obligations to employees and governmental agencies constitutes substantial doubt in our independent auditors' report.

Recommendation: The district should continue to monitor its plans to address declining enrollment, comply with state and federal regulations to avoid penalties and questioned costs, and continue to work to meet its financial obligations.

Current Status: Not implemented, see Finding #2013-01.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-02: CAPITAL ASSETS NOT AUDITABLE (30000) (60000)

The district's capital assets disclosed the following deficiencies in which the district did not:

- Maintain a complete asset listing.
- Maintain a current asset listing with the location of all assets or verify that all assets listed have correct tag numbers.
- Maintain source documents to support value of all items reported on the asset listing.
- Maintain a useful life schedule for assets to be capitalized and to calculate depreciation amounts.
- Properly value equipment items reported on the asset listing.
- Ensure that all disposed assets were properly written off.
- Complete a Schedule of Capital Assets (Form Asset) for fiscal year 2011-12.
- Provide the payment schedule for a lease agreement regarding construction work done at King City High School.

Recommendation: The district should obtain a complete valuation for its capital assets to include land, buildings, vehicles, and equipment. The district should confirm that the valuation is complete, accurate, and approved by the State Administrator.

In addition, the district should establish written policies and implement procedures to ensure:

- Depreciation expense is calculated and reported in accordance with governmental accounting standards.
- Complete records of the district's capital assets are maintained with information that identifies asset number, asset description, acquisition date, original cost, funding source, location, serial number, time and mode of disposal, if applicable, sale proceeds.
- All capital assets are identified as property of the district and all tag identification numbers are tracked by the district. In addition, all capital assets purchased with federal funds should be identified and maintained in accordance with federal requirements.
- A physical inventory of capital assets is performed at least annually and reconciled to the general ledger.
- Capital assets are reviewed on a regular basis to determine whether assets exist, are obsolete, in need of repair, still useful to the district, or should be disposed of (i.e. sold or retired).

Current Status: Not implemented, see Finding #2013-02.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-03: ASSOCIATED STUDENT BODY FUND (ASB) NOT AUDITABLE (30000) (60000)

Our review of the ASB Fund disclosed the following deficiencies:

- ASB funds were comingled with other funds in the county treasury General Fund account. As a result, the General Fund financial statements were overstated by the balances that include ASB activity.
- The beginning cash balance in the general ledger did not agree with the prior year ending cash balance.
- Bank reconciliations were not performed on a regular basis.
- Cash receipts lack supporting documentation or the documentation did not correspond with the receipt amounts of 6 of 7 transactions reviewed.
- Adequate documentation was not maintained for 36 of 44 cash disbursement transactions reviewed.
- Annual budgets were not adopted by the governing student body.

Due to the uncertainty of the ASB cash balances, the auditor's opinion will be qualified because the SCO cannot determine whether ASB funds are fairly stated.

Recommendation: The district should:

- Verify that the beginning cash balances shown in the general ledger tie to prior year ending cash balances for ASB.
- Perform bank reconciliations on a monthly basis.
- Establish separate bank accounts for all ASB activities for King City High School and Greenfield High School.
- Ensure adequate documentation is maintained for all cash receipts and disbursements.
- Ensure that annual budgets are adopted by the governing student body.

Current Status: Not implemented, see Finding #2013-03.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-04: CASH RECONCILIATIONS NOT PERFORMED (30000)

Our review of the district's cash accounts disclosed that the district did not reconcile various cash accounts on a regular basis. Cash in County Treasury, Cash with Fiscal Agent, and the Revolving Fund cash accounts has immaterial differences between cash balances reported in the district's general ledger and amounts shown on the bank statements. District management has stated that the county office of education reconciles the Cash in County Treasury account; however, the county office of education does not provide the reconciliation detail to the district. Therefore, the district does not review or verify its reconciliations for accuracy.

Good internal controls and prudent business practices require that cash reconciliations to be performed and reviewed by the district on a regular basis to ensure that they understand and agree with all reconciling items and adjustments.

Recommendation: The district should obtain, review and maintain reconciliations for all cash accounts.

Current Status: Not implemented, see Finding #2013-04.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-05: REVOLVING FUND USED AS A CLEARING ACCOUNT (30000)

Our review of the district's Revolving Fund disclosed that the district uses the Revolving Fund as a clearing account. The district deposits revenue collections, such as associated student body cash,, into the Revolving Fund and then writes a check to the county treasury to transfer the funds out of the Revolving Fund. The district established a maximum limit of \$6,000 for the Revolving Fund, however, at times the bank statements showed ending balances in excess of the \$6,000.

We also noted that the district does not have policies and procedures in place to address the authorized uses and restrictions of the revolving fund.

Recommendation: The district should establish a separate bank account to be used as a clearing account and adopt a formal policy that limit the district's allowable deposits and addresses specific uses and restriction of the revolving fund.

Current Status: Not implemented, see Finding #2013-05.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-06: REVENUE REPORTING DEFICIENCIES (30000) (60000)

Our review of the district's revenue disclosed variances between the general ledger and amounts shown of the Form CAT. In addition, variances were noted between the district's financial statements and the supporting detail obtained for the revenue limit because the district did not accrue a receivable for its revenue limit. As a result, revenues for the General Fund were understated by \$314,524. Because the amount is material to the General Fund, an adjusting journal entry is required.

We also noted that adequate documentation to support the total revenues reported in the financial statements (i.e, copies of grants, awards, entitlements, and apportionment documentation) were not consistently maintained by the district.

Good internal controls and prudent business practice requires that the district maintain adequate documentation to support the total revenues reported on the financial statements. In addition, the district should review the supporting detail used to post totals in the general ledger to ensure that the amounts shown on the financial statements are accurate.

Recommendation: The district should:

- Maintain adequate documentation to support all totals reported in the financial statements.
- Record the following entry to properly reflect the ending balance for revenues for the General Fund (Fund 01).

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-07: ACCOUNTS RECEIVABLE DEFICIENCIES (30000)

Our review of the district's accounts receivable disclosed that the district did not maintain adequate journal entry forms for 3 of 25 transactions reviewed. Three of the journal entry forms used by the district to post accounts receivable transactions were lacking descriptive information such as transaction and approval dates, authorizing signatures, and clear descriptive details about the purpose for the journal entries.

We also noted that the district failed to accrue a receivable due from the California Department of Education for the revenue limit. As a result, the General Fund was materially misstated by \$314,524. See Finding 12-06 for the recommended adjusting journal entry.

Good internal controls and prudent business practice requires that the district maintain adequate documentation to support accounts receivable balances reported on the financial statements. In addition, the journal entries must be supported by the documentation showing the purpose, approval dates, verification and authorization of the journal entry.

Recommendation: The district should:

- Maintain adequate documentation to support its accounts receivable balances that are reported on the financial statements.
- Ensure all accounts receivable transactions are recorded in the appropriate accounting period.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-08: INADEQUATE INTERNAL CONTROLS OVER PAYROLL (30000) (60000)

The district's payroll records disclosed the following deficiencies:

- Paychecks from the county office of education were not properly safeguarded or reviewed for accuracy.
- The pay rate for 2 of 25 employees files reviewed did not agree to the salary schedule.
- One employee was underpaid by \$4,016 based on the difference between the salary amounts when he transitioned from one position to another.
- The district did not consistently maintain payroll deductions information (i.e., W-4, DE-4, and deductions authorized forms) for all employees.
- Annual salary placement forms were not maintained or signed by district employees on a consistent basis.
- The district did not record an accrued expense of \$40,081 for salaries due at June 30, 2012.

The district's internal controls over payroll are inadequate and errors in the payroll process could occur as a result.

Good internal controls and prudent business practices require the district to properly safeguard employee payroll information, ensure that salary amounts are properly calculated, and maintain complete and organized personnel files. Proper maintenance of these files would allow the district to ensure that employees are paid in accordance with the district salary schedules, withholdings, and authorized deductions established for each employee.

Recommendation: The district should strengthen internal controls over payroll by:

- Safeguarding paychecks and reviewing them for accuracy.
- Ensuring pay rates are accurate.
- Maintaining current employee records.
- Ensuring that salary expenditures are recorded in appropriate accounting period.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-09: ACCOUNTS PAYABLE AND EXPENDITURE DEFICIENCIES (30000)

The district's expenditures disclosed the following deficiencies:

- The district did not properly record accounts payable for 4 of 16 transactions reviewed. Payments that were issued in July, August, and September 2012 for services provided during the 2011-12 fiscal period (before June 30, 2012) were not posted to accounts payable. As a result, accounts payable was understated at year-end by \$475,409. Of this amount, \$439,476 is material to the County School Facilities Fund and requires an adjusting journal entry.
- The district did not record accounts payable for salaries that were due at June 30, 2012, totaling \$40,081. However, this amount is immaterial to the General Fund.
- The district did not maintain adequate supporting documentation for 19 of 35 expenditure transactions reviewed as follows:
 - Purchase orders were not prepared for four transactions totaling \$1,047,935.
 - Purchase orders were dated after the invoice date for one transactions totaling \$39,914.
 - No supporting documentation was maintained for one transaction totaling \$1,450.
 - Six transactions were posted to the wrong general ledger accounts totaling \$63,400.
 - Proper authorization was not obtained for the 11 transactions totaling \$55,526.
- The district paid for two lawnmowers that were not allowed to be purchased with developer fees. As a result, the district improperly charged \$38,462 to the Capital Facilities Fund. Because this amount is material to the Capital Facilities Fund, an adjusting journal entry is required.

Good internal controls and prudent business practices require the district to properly accrue payable transactions in the correct fiscal year and ensure that proper documents are maintained to support all expenditures. The district should also ensure that expenditures are allowable for specific funds.

Recommendation: The district should:

- Review all expenditure transactions and ensure they are recorded in the appropriate fund and accounting period.
- Maintain adequate supporting documentation for all transactions.
- Record the following entry to properly reflect the ending balance for accounts payable for the County School Facilities Fund (Fund 35).
- Record the following entries to adjust the fund balance for the Capital Facilities Fund (Fund 25) and the General Fund (Fund 01).

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-10: INADEQUATE SEGREGATION OF DUTIES (30000)

Our review of the internal control systems for the district disclosed many key functions within the district office that lack separation and are performed by one or two individuals, as follows:

- The same person who receives the bank statements also reviews and reconciles the accounts.
- One person receives the money for deposit, prepares that deposit slip, and makes the deposit at the bank.
- The cash disbursements function is divided between two people who at times perform duties that should be segregated, such as opening the mail, authorizing payments, entering payment and vendor information into the district's computer system, and investigating discrepancies.

We also identified that the district has no back-up plan for employees who perform critical functions in case they are out of the office for an extended period of time.

The district has inadequate segregation of duties, and as a result, processes and procedures within the business office could be compromised.

Good internal controls and prudent business practices require the district to have adequate segregation of duties and a back-up plan to ensure work will continue if an employee is out for an extended period of time.

Recommendation: The district should:

- Separate key business functions so that a single employee is not responsible for multiple functions that require checks and balances.
- Develop and implement a back-up plan for employees who perform critical duties at the district to ensure that the work will continue if the employee is out for an extended period of time.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-11: CAPITAL LEASE NOT PROPERLY RECORDED (30000) (60000)

Our review of the district's contracts and vendors disclosed that the district did not maintain adequate records to support a modernization lease agreement between the district and the construction firm used for the modernization project at King City High School. We requested additional information to support a lease agreement but the district was unable to provide as follows:

- A payment schedule that shows the number of lease payments.
- Support to show the amount was recorded as a capital lease in the financial statements.

We were able to verify the transaction qualifies as a capital lease; however, the district did not record it as a capital lease. As a result, the district's capital assets and capital lease obligations are not properly stated.

Also refer to Finding 2012-02.

Good internal controls and prudent business practices require the district to properly record capital lease agreements and maintain accurate payment schedules to support its outstanding lease agreements.

Recommendation: The district should ensure that its capital lease agreements are properly recorded and amortization schedules are prepared to reflect current and future liabilities.

Current Status: The District continues to record this lease as an operating lease.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-12: IMPROPER USE OF INTERFUND TRANSACTIONS (30000) (60000)

Our review of the district's interfund transactions disclosed that the district incorrectly recorded the closure of the Charter School Special Revenue Fund (Fund 09) into the Special Reserve Fund for Other Than Capital Outlay (Fund 17) by posting a liability to object 9610 for Fund 09 and posting a Due from Other Funds to object 9310 for Fund 17. The district should have used the cash and receivable accounts instead of the Due from Other Funds account.

Good internal controls and prudent business practices require the district to properly record transactions to the right accounts.

Recommendation: The district should ensure the correct entries are made to close-out the Charter School Fund.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-13: IMPROPER USE OF INTERFUND TRANSACTIONS (30000) (60000)

Our review of the district's records for long-term debt disclosed the following deficiencies for compensated absences:

- The schedule of compensated absences contained inaccurate pay rates for 5 of 30 employee files reviewed. As a result, the net overstatement for the five employees was \$1,268.
- The conversation entry for compensated absences was not calculated correctly. The amount reported by the district was understated by \$27,207.

The district did not properly review or maintain compensated absences records, and, therefore caused long-term debt to be inaccurate. However, the variances that were disclosed are immaterial to the balances reported in the financial statements.

Good internal controls and prudent business practices require the district to properly maintain employee records for compensated absences and ensure that accurate totals are used for reporting long-term debt in the financial statements.

Recommendation: The district should review all of the calculations used in the financial statements for compensated absences to ensure that the totals are accurate, and complete.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-14: CONVERSION ENTRIES NOT PROPERLY RECORDED (30000) (60000)

Our review of the district's conversion entries disclosed various entries that were entered incorrectly or not entered at all into the district's accounting system. A summary of entries not properly recorded are as follows:

1. Entry BB001 – Posted all depreciation of \$12,923,225 to accumulated depreciation for equipment instead of splitting accumulated depreciation between buildings (\$9,486,014) and equipment (\$3,437,211).
2. Entry CE001 – Capital outlay expenditures of \$1,563,677 were posted in error to buildings (object code 9430) instead of work in progress (object code 9450).
3. Entry CE003 – An entry to eliminate other financing sources (uses) and expenditures relating to the issuance of debt, and to reflect long-term liabilities net of premium and deferred charges for debt issuance costs of \$357,982 was not posted.
4. Entry CE002 – Debt service expenditures of \$1,283,672 were posted to lease revenue bonds payable and other general long-term debt instead of general obligation bonds payable (\$920,000), capital leases payable (\$81,276), and lease revenue bonds payable (\$282,396). As a result, an amount of \$363,672 was duplicated. Also, the early retirement amount of \$102,292 was not posted.
5. Entry CE004 – The entry was reversed. Instead of a debit to local revenues (object code 8699) and a credit to equipment (object code 9440), the entry should have been a debit to equipment for \$40,794 and credit to local revenues for \$40,794.
6. Entry CE005 – The disposal of \$75,690 in capital assets was debited to the wrong function. Instead, \$13,818 should have been debited to accumulated depreciation for equipment, because the disposal of a bus for \$61,872 was removed in the prior year's financial statements.
7. Entry CE009 – The entry for compensated absences was incorrect. The actual balance of the entry should have been posted for \$46,221 instead of \$73,428.
8. Entry CE011 – An entry to work in progress for renovations completed at King City High School was not posted. The entry should have been a debit to buildings (object code 9450) for \$1,003,985.
9. Entry CE012 – The depreciation expense was not posted. The entry should have been a debit to plant services (function 8100) and a credit to accumulated depreciation-equipment (object code 9445) for \$82,047.
10. Entry CE021 – The amount posted for other postemployment benefits (OPEB) was incorrect. The amount posted should have been \$131,076, instead of \$188,537.
11. Entry CE022 – The early retirement amount for a district employee was not posted. The entry should have been a debit to instruction (function 1000) and a credit to other general long-term debt (object code 9669) for \$43,974.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-14: CONVERSION ENTRIES NOT PROPERLY RECORDED (30000) (60000) (continued)

As a result of the errors that were originally entered into the district's accounting system, the financial statements were not fairly stated. However, after reviewing the errors with district management, the correcting adjustments were made.

GAAP requires that financial statements be completed and accurate. Good internal controls and prudent business practices require the district to review the financial information to ensure that account balances are accurate and all necessary transactions have been posted.

Recommendation: The district should review all conversation entries and ensure that all required transactions are accurate and properly posted in the accounting system.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-15: DISCREPANCIES BETWEEN GENERAL LEDGER AND FORM CAT (30000)

Our review of accounts receivable and deferred revenues disclosed the following discrepancies between the general ledger and amounts reported on the Form CAT:

- Five of six resources reviewed for accounts receivable were reported incorrectly on the Form CAT for a net overstatement of \$136,485.
- Two of four resources reviewed for the deferred revenues were reported incorrectly on the Form CAT for a net understatement of \$29,563.
- \$27,599 accounts receivable for Transportation Home to School (resource 7230) was recorded in the general ledger but was not reported on the Form CAT.
- \$21,744 accounts receivable for Agriculture Career Technical Education Incentive (resource 7010) was reported on the Form CAT, but not the general ledger.
- The accounts receivable reported on the Form CAT for Lottery-Instructional Materials (resource 6300) was \$7,628 greater than the amount reported in the general ledger.
- The total balance of deferred revenues reported on the Form CAT was \$8,649 greater than the balance reported in the general ledger.
- The balance for revenue deferred from the prior year as reported on the Form CAT was \$35,629 greater than the balance of deferred revenue as reported in the general ledger.

Good internal controls and prudent business practices require that the district maintain adequate documentation to support account balances reported on the financial statements.

Recommendation: The district should review its Form CAT to ensure that the amounts shown are accurate and ties to the general ledger.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-16: REFUNDING BOND ISSUANCE NOT RECORDED (30000) (60000)

Our review of the district's long term debt disclosed that the district did not post an entry for the new general obligation refunding bonds that were issued on March 20, 2012, for the defeasance of all outstanding general obligation refunding bonds for 1998. The impact of not posting this transaction caused the district's long-term debt and expenditures to be understated at June 30, 2012 by \$357,982.

Recommendation: The district should ensure that accurate documentation for all bond issuances are maintained and properly recorded in the financial statements.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-17: INADEQUATE CONTROLS OVER SALARIES AND WAGES – TIME CERTIFICATION NOT MAINTAINED

CFDA#84.010 – Title I Program, U.S. Department of Education, California Department of Education (30000) (50000)

Our review of employees' salary expenditures disclosed inadequate controls over employee time certifications form for one employee paid with Title I program. The district did not provide a time certification form for one employee paid with Title I federal funds. As a result, wages paid to the employee without a time certification form, totaling \$11,314, are in question.

Good internal controls require that adequate records be maintained.

This is a repeat of prior year Finding 11-15.

Recommendation: The district should comply with CFR, Title 2, Part 225 (formerly OMB Circular A-87) and CSAM Procedure 905, which require that employee time certification forms be maintained for employees who charge time to a federal program.

Current Status: Not implemented, See Finding #2013-08.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-18: INADEQUATE CONTROLS OVER PURCHASES

CFDA#10.555 – National School Lunch Program, U.S. Department of Agriculture, California Department of Education (30000) (50000)

Our review of allowable costs disclosed inadequate controls for the National School Lunch Program. We noted purchase orders that were dated after the invoice date for 3 of 18 transactions reviewed. However, the expenditures were for allowable activities.

We also noted that district has no written policies and procedures for the fiscal management of its federal programs.

Due to the district's weak internal controls and not having policies and procedures for the fiscal management of its federal programs, there is an increased risk for unallowable activities charged to federal programs.

Good internal controls require that purchase orders be prepared prior to the purchase of goods or services, and that written policies and procedures are developed for purchases.

This is a repeat of prior year Finding 11-17.

Recommendation: The district should ensure that purchase orders are prepared prior to the purchase of goods and services. In addition, the district should develop written policies and procedures for the fiscal management of its federal programs.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-19: NATIONAL SCHOOL LUNCH PROGRAM (NSLP) – NONCOMPLIANCE WITH ELIGIBILITY REQUIREMENTS
CFDA#10.555 – U.S. Department of Agriculture, California Department of Education (30000) (50000)

Our review of the NSLP disclosed that the district did not properly adjust the eligibility status for 2 of 7 student files reviewed, and students who should have been classified as either reduced price or not eligible for the program because their income verification forms were not returned, were instead classified to receive free meals. As a result, students who were required to pay the reduced or full price for meals, instead received free meals. However, there are no questioned costs because the value of the meals is negligible.

Good internal controls require that applications be received and reviewed to ensure that only eligible participants receive program benefits.

Recommendation: The district should ensure that income verification forms are received and reviewed in order to determine the proper eligible status for student that participate in the NSLP.

Current Status: Not implemented, see Finding #2013-09.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-20: ED JOBS PROGRAM – NONCOMPLIANCE WITH ALLOWABLE COST REQUIREMENTS

CFDA#84.010 – Ed Jobs Program, U.S. Department of Education, California Department of Education (30000) (50000)

Our review of the district's Ed Jobs Program disclosed that the district charged improper salaries to the program. General administrative expenses are prohibited from being charged to the Ed Jobs Program, and therefore, the salary for the Chief Business Official was improperly charged to the program during the month of May 2012. As a result, \$10,287 is in question.

Good internal controls require that the district implement policies and procedures to ensure that program funds are spent for the intended purpose and only allowable activities are charged against the program.

Recommendation: The district should:

- Reverse the unallowable administrative salary expenditures that were charged to the Ed Jobs Program, and apply them to the proper resource.
- Ensure that unallowable expenditures are not charged against its federal programs.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-21: ATTENDANCE REPORTING DEFICIENCIES (10000) (30000) (40000)

While verifying attendance that was reported for King City High School, we noted that the district overclaimed attendance for 1 out of 14 students selected for review. Apportionment days claimed for one student did not agree to the attendance days shown on the teacher's weekly register. Teachers marked the student with 'U' (unexcused absences) for one day, and the Monthly Attendance Report showed the student present on the same day. Total attendance was overreported by 1 day, or .01 ADA at P-2, or \$54 in state funding.

Good internal controls require school sites to properly record attendance and maintain attendance records to accurately reflect student attendance claimed by the district.

This is a repeat of prior year Finding 11-20.

Recommendation: The district should:

- Strengthen controls at the school site to assure teachers and attendance staff properly record attendance.
- Comply with Education Code sections 46010 and 46010.3 and not report attendance for students who were absent.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-22: INSTRUCTIONAL TIME OVERSTATED (30000) (40000)

The district miscalculated the instructional minutes for Greenfield High School and King City High School by not including the correct number of minimum days in the calculation. There were 47 minimum days in the school year based on the school calendar, but the district used 34 days when calculating total instructional time for the school year. As a result, the district overstated instructional time by 778 minutes. However, the school sites still met the required number of instructional minutes for the school year.

Good internal controls require the district to ensure that instructional time calculations incorporate all schedules, including rally days.
This is a repeat of prior year Finding 11-24.

Recommendation: The district should ensure that instructional time calculations are correct.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-23: INACCURATE CALCULATION OF ADMINISTRATOR-TO-TEACHER RATIO (30000) (40000)

The Standards and Procedures for Audits of California K-12 Local Education Agencies (section 19829(a)), require that the auditor verify that the school district is in compliance with the administrator-to-teacher ratio requirement for the year audited, by determining that the employees were properly classified and that the ratio was calculated consistent with the provisions of Education Code section 41403. When the number of administrator per one hundred teachers exceeds that allowable ratio set forth in Education Code section 41402, the number of excess administrators and the associated penalty is to be reported as set forth in Education Code section 41404.

In order to verify that the district was in compliance with the administrator-to-teacher ratio, we requested and were furnished with the district's categorization listing of all certified employees. In this listing, the district's human resources department categorized all of the certified employees, including teachers and administrators, into four categories by assigning object codes as required by the California School Accounting Manual.

Good internal controls and best business practices require that management monitor its staffing to ensure compliance with State requirements.

This is a partial repeat of prior year Finding 11-25.

Recommendation: The district should:

- Pay the State the penalty amount of \$118,112.
- Establish internal controls to monitor the number of administrative employees employed by the district to ensure that the administrator-to-teacher ratio does not exceed the maximum number allowed.
- Ensure that accurate FTE totals are used for the administrator-to-teacher ratio calculation.
- Adhere to California Education Code and instructions prescribed by CDE in preparing the ratio and penalty calculations.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-24: SCHOOL ACCOUNTABILITY REPORT CARD (SARC) DEFICIENCIES (40000) (72000)

While reviewing the district's SARC reports, we noted discrepancies between the information contained in the SARC and the information contained in the Facility Inspection Tool (FIT) reports. A summary of the discrepancies are as follows:

King City High School:

- The SARC reported Restrooms/Fountains as "Fair," when the FIT reported Restrooms/Fountains as "Good."
- The SARC reported External/Grounds as "Fair," when the FIT reported External/Grounds as "Good."

Greenfield High School:

- The SARC reported Interior Surfaces as "Good," when the FIT reported Interior Surfaces as "Fair."

Good internal controls require that reports be accurate and adequately supported.

This is a repeat of prior year Finding 11-26.

Recommendation: The district should implement a review process to ensure that the information reported in the SARC is complete, accurate, and consistent with the Facility Inspection Tool.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2013

FINDING #2012-25: PERTUSSIS IMMUNIZATION VERIFICATION DEFICIENCIES (10000) (30000) (40000)

Our review of the district's pertussis immunization records for the 2011-12 school year disclosed the district did not have evidence on file to support when the pertussis vaccine was given to students, or that an exemption existed by the 30th calendar day after the first day of school attended by the students. We noted deficiencies for 2 of 183 sampled files reviewed as follows:

- One student attended school for four days beyond the 30 day conditional period before receiving the vaccination. As a result, 4 days, or .02 ADA was overreported.
- One student did not receive the vaccination at all due to a medical exemption, but the supporting documentation was lost by the district. As a result, 36 days, or .20 ADA was overreported.

Based on the files that were reviewed, a total of 40 pupil attendance days were overreported, which equates to .22 ADA.

Recommendation: The district should:

- Review attendance records to ensure pupils who are not eligible for apportionment are not claimed.
- Maintain adequate records to support when immunization records are verified by the district.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Resolution #08:13/14 Ag Education
Incentive Grant

MEETING: February 12, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

The Ag Incentive Grant has a long history in the South Monterey County Joint Union High School District in supporting students in their ongoing educational pursuits in the Agriculture Industry. In Governor Brown's initial budget proposal for 2014-2015, this grant has been eliminated.

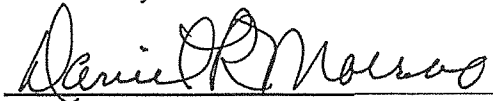
Recommendation:

It is recommended that the State Administrator approve Resolution #08:13/14 in support of continuing the funding for the California Ag. Incentive Grant.

Fiscal Impact:

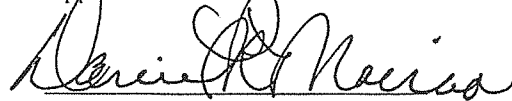
The loss of this grant is approximately \$22,000.00

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Resolution #08:13/14

Relative to the:

Agricultural Education Incentive Grant

WHEREAS, California's reputation for leadership in a variety of innovative and expanding agricultural industries has been made possible through the availability of well-trained and educated personnel; and

WHEREAS, California, being the leading agriculture-producing state in the nation for over 60 years, has a compelling interest in ensuring that its' school system supports and promotes the continued development of innovative and thoughtful agricultural leaders; and

WHEREAS, The Agricultural Education Incentive Grant program has given clear guidance and direction to school districts throughout California in developing and promoting high-quality program standards; and

WHEREAS, The Agricultural Incentive Grant program has provided financial incentives for districts to embark on a systematic and sustained process for improving the delivery and effectiveness of Agricultural Education throughout California; and

WHEREAS, The Future Farmers of America organization, which is integral to high school instruction, has long proven itself as an outstanding teaching strategy that promotes excellence in agriculture education for students throughout California; and

WHEREAS, The goal of the California Future Farmers of America organization is to teach and promote premier leadership, personal growth and career success among its members; and

WHEREAS, The Future Farmers of America has a long and well-established tradition of providing meaningful, relevant leadership development experiences that have had a positive effect on the lives of thousands of students in their communities; therefore

BE IT RESOLVED, that the South Monterey County Joint Union High School District Board of Education encourages the Governor and all Members of the California State Legislature to support high-quality Agricultural Education in California through continued funding of the Agricultural Education Incentive Grant program.

Passed this 12th day of January, 2014

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Resolution #09:13-14
Week of the School Administrator

MEETING: February 12, 2014

AGENDA SECTION:

☒ ACTION

☐ INFORMATION

☐ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The contributions of all district employees are to be recognized and appreciated. March 2-8, 2014 is acknowledged as the week of the School Administrator and a time to express our gratitude for the work they have done in moving student achievement forward. The attached resolution makes public the South Monterey County Joint Union High School District Board of Education and the State Administrator's recognition of our district's administrator's contributions.

Recommendation:

It is recommended that the State Administrator accept Resolution #09:13-14 recognizing the week of March 2, - 8, 2014, as the Week of the School Administrator.

Fiscal Impact:

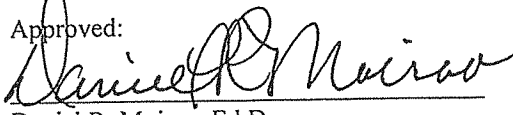
None

Submitted By:



Daniel R. Moirao, EdD.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION #09:13/14
Week of the School Administrator
March 2-8, 2014

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems, Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the first full week of March as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, the future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the State Administrator and Board of Education of the South Monterey County Joint Union High School District that all school leaders be commended for the contributions they make to successful student achievement.

I, Daniel Moirao, Ed.D., State Administrator of the South Monterey County Joint Union High School District, hereby declare March 2 – 8, 2014 as the Week of the School Administrator, adopted by the State Administrator at the meeting held on the 12th day of February, 2014.

Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of the MOU with 4C4P (Four Cities for Peace) Clergy Council

MEETING: February 12, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

4C4P is a collaborative initiative of the Cities of Gonzales, Soledad, Greenfield and King City aimed at reducing violence and increasing positive outcomes for all our community members. The collaborative is partially funded through the Cal GRIP-6 grant. A key goal of the Cal GRIP-6 grant is prevention, intervention and suppression of gang activity. The 4C4P Clergy Council is the recognized clergy agency to provide prevention and intervention services.


Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between SMCJUHSD and 4C4P Clergy Council so the 4C4P Clergy Council may provide gang prevention and intervention services to the parents and students of SMCJUHSD.

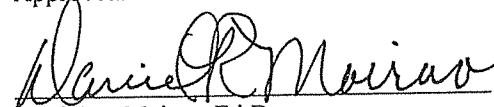
Fiscal Impact:

None

Submitted By:


Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

MEMORANDUM OF UNDERSTANDING
4C4P (Four Cities For peace) Clergy Council

And

South Monterey County Joint Union High School District

Agreement # _____

This Memorandum of Understanding (MOU) is entered into by and between the 4C4P Clergy Council and the South Monterey County Joint Union High School District.

PURPOSE : The purpose of the MOU is to establish and maintain a provision of service relationship between the two parties. The 4C4P Clergy Council will provide support and outreach to school sites in the area of gang-prevention, gang-intervention and youth outreach programs such as HopeBoyz, HopeGirlz, Peacemakers and Granny's Love, provide outreach efforts to include: parent information and presentations, mentoring, counseling, tutoring, drug/alcohol intervention, support groups, youth groups, field trips, and emergency resource intervention at schools sites when requested. The 4C4P Clergy Council will work with school administration to help create "Safe-Zones" where gang violence is discouraged.

TERM: The term of the MOU shall commence February 1st, 2014, and shall be ongoing.

COMPENSATION: The South Monterey County Joint Union High School District will not be charged for the services provided by the 4C4P Clergy Council for this program.

DESCRIPTION OF SERVICES:

- A. South Monterey County Joint Union High School District agrees to the following:
 - 1. Serve as lead Administrative Agent of all district schools.
 - 2. Provide space to accommodate the 4C4P Clergy Council members with facilities at school sites.
 - 3. Refer students through site administration, with input from staff, based on the needs of the student.
 - 4. The Outreach Specialists and Counselors will organize, update and maintain records for all students and provide feedback to site administration.
 - 5. Utilize South Monterey County Joint Union High School District approved parent permission slips for participation prior to students being served.
- B. 4C4P Clergy Council agrees to the following:
 - 1. Provide representation at meetings convened by the South Monterey County Joint Union High School District to review the program.
 - 2. Pastor Andrew Salinas will provide a list of all 4C4P Clergy Council members to the Assistant Superintendent prior to their work with the District.

3. 4C4P volunteers will provide the District Human Resources Administrator proof of TB test and fingerprint clearance prior to working on the campuses of SMCHUSD or working with the students of SMCJUHSD.
4. Communicate with site administration regarding students referred to any of the programs.

TERMINATION: Either party may terminate this MOU without cause upon thirty (30) days written notice.

AUTHORIZED APPROVAL:

4C4P Clergy Council

South Monterey County
Joint Union High School District

Signature	Date
Rev. Andrew Salinas 4c4p Clergy Council Chair/Co-Founder (Gang-Prevention/Youth-Outreach Services) 212 South Vanderhurst, King City CA 93930 (831) 386-5929	

Signature	Date
Wendy Pospichal, ED.D. Assistant Superintendent (Administrative Services) 800 Broadway St. King City, CA 93930 (831) 385-0606	



"Ushering
Peace and
Wellbeing"

Referral Form

831-386-5929

Project: _____

(Email this form to: pastoredgar@yahoo.com)

Referral Date: / /

(If applicable) Forwarded Date: / /

FROM:

- ☐ Police
- ☐ Clergy Council
- ☐ School
- ☐ Probation/Parole
- ☐ Court
- ☐ Public Defender
- ☐ Other _____

TO:

- ☐ Police
- ☐ Clergy Council
- ☐ School
- ☐ Probation/Parole
- ☐ Court
- ☐ Public Defender
- ☐ Other _____

FORWARDED TO:

- ☐ Police
- ☐ Clergy Council
- ☐ School
- ☐ Probation/Parole
- ☐ Court
- ☐ Public Defender
- ☐ Other _____

Person Referred: _____ D.O.B. _____ Age: _____

Address: _____ Tel: _____

Guardian (If Minor): _____ Tel: _____

☐ Mother ☐ Father ☐ Other _____ Tel: _____

Address if Different: _____

Child/Sibling: _____ D.O.B. _____ School: _____

Child/Sibling: _____ D.O.B. _____ School: _____

Child/Sibling: _____ D.O.B. _____ School: _____

Reason for Referral: ☐ Violent Tendencies ☐ Gang Involvement ☐ Truancy ☐ Other

Expand/Describe/Additional Details: _____

School _____ Grade: _____ Type of School _____

☐ Not of School Age ☐ Not in School ☐ Expelled ☐ Suspended; How Long?: _____

Reason: _____

Degree of Gang involvement: ☐ Top 20% ☐ Gang/Crew: _____

☐ High ☐ Medium ☐ Low ☐ Unknown ☐ Associates/gangs ☐ Probation ☐ Parole

☐ Graffiti ☐ Gang Attire ☐ Gang Behavior ☐ Gang Paraphanelia ☐ Self Declared

History and Activities (Write additional comments in the back): ☐ Relatives are/were in gangs

☐ Cooperative ☐ Uncooperative ☐ Indifferent ☐ _____

Employer: _____ ☐ Not Working

Interest in Working: ☐ High ☐ Medium ☐ Low ☐ Other: _____

Referred by: _____ Agency: _____

Tel: _____ 2nd Tel: _____ E-Mail: _____

Forwarded by: _____ Agency: _____

Tel: _____ 2nd Tel: _____ E-Mail: _____

Probation/Parole Agent: _____ Address: _____

Tel: _____ 2nd Tel: _____ E-Mail: _____

Revised June 27, 2013-EAM

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: 2014 CSBA Delegate Assembly Election

MEETING: February 12, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

As a part of the California School Boards Association (CSBA), the board is to elect a member to the Delegate Assembly of CSBA. There is one identified candidate, Bettye Lusk (from Monterey Peninsula USD). She is the incumbent to this position. After the Board's discussion on this matter, the State Administrator will either submit our vote for her election or submit the name of a write-in candidate.

Recommendation:

It is recommended that the State Administrator sign the Official Delegate Assembly Ballot for Subregion 9-B voting for Bettye Lusk to serve as the representative to the Delegate Assembly.

Fiscal Impact:

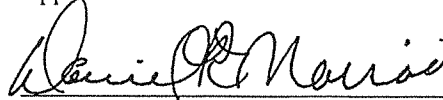
None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 17, 2014**

January 31, 2014

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Josephine Lucey, President

Re: 2014 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 17, 2014

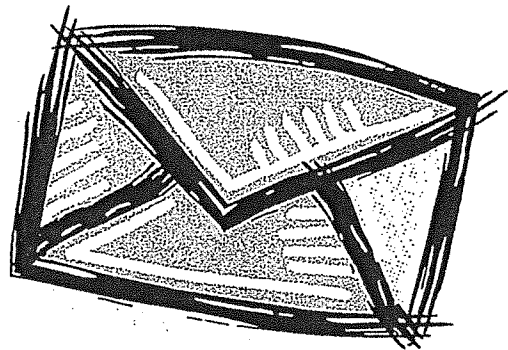
Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Monday, March 17. No exceptions are allowed.**

Election results will be available no later than Tuesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016. The next meeting of the Delegate Assembly is on Saturday, May 17 – Sunday, May 18 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Tuesday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.



**BALLOTS SHOULD BE RETURNED IN THE
ENCLOSED ENVELOPE; HOWEVER, SHOULD THE
ENVELOPE BECOME MISPLACED; PLEASE USE
YOUR STATIONERY AND RETURN TO:**

**CSBA
DELEGATE ASSEMBLY ELECTIONS
3251 BEACON BLVD.
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE
ENVELOPE, WRITE THE REGION OR SUBREGION
NUMBER (THIS NUMBER APPEARS ON THE
BALLOT AT THE TOP).**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2014**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2014 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-B
(Monterey County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016

**denotes incumbent*

☐

Bettye Lusk (Monterey Peninsula USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of Delegates in your Region.

Region 9 – Tami Gunther, Director (Atascadero USD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Cynthia Hawthorne (Santa Cruz City Schools), term expires 2014
Kathleen Ritchie (San Lorenzo Valley USD), term expires 2014
George Wylie (San Lorenzo Valley USD), term expires 2015

Subregion B

Lila Cann (Salinas Union HSD), term expires 2015
Bettye L. Lusk (Monterey Peninsula USD), term expires 2014

Subregion C

Mark Buchman (San Luis Coastal USD), term expires 2014
Vicki Meagher (Lucia Mar USD), term expires 2015

County Delegate

John McPherson (Monterey COE), term expires 2015

Counties

San Benito, Santa Cruz (Subregion A)
Monterey (Subregion B)
San Luis Obispo (Subregion C)

2014 Delegate Assembly Candidate Biographical Sketch Form



DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: <u>Bettye Lusk, Ed.D.</u>	CSBA Region: <u>9B</u>
District or COE: <u>Monterey Peninsula Unified School District</u>	Years on board: <u>7 years</u>
Contact Number: <u>831-238-2125</u>	E-mail: <u>blusk@mpusd.k12.ca.us</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2009</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- To assist our CSBA leadership and staff in the establishment of formal structure and processes that support effective governance in the implementation of local control funding formula and Common Core Standards.
- To ensure that each school district in our state provide an enriching and challenging curriculum aligned to the Common Core Standards. We must guarantee that each district has a plan to demonstrate powerful teaching and learning to maximize all students' performance equitably.
- To promote and develop positive relations with all segments of the school community in order to foster open communications with all stakeholders. Additionally promote accessibility to facilities to partner in the improvement in culture of our school.

As elected School Board members we give a voice to our children, parents, staff and community. These priorities ensure a quality education for every child. This fulfills the beliefs, vision and mission of CSBA.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

- Board member, Trustee Area #2 since November 2005, serving two (2) one-year terms as Board President – presently Clerk-Vice President (2013/2014)
- Board Policy Subcommittee member, representing Trustee Area 2, serving four consecutive years and recently appointed to a fifth year.
- Board Representative and Vice-President to the Monterey County School Boards Association (1 year term) 2013-2013 – current President (2013-2014)
- Monterey Peninsula Unified School Board of Education Liaison to the City of Seaside City Council
- Alternate, Early Childhood Education Program
- Parent Workshop Facilitator – Monterey Peninsula Coalition of Scholarship Organizations
- Masters of Governance graduate
- CSBA Annual Education Committee member 2012-2013
- CSBA Annual Education Committee Chair 2014-2015
- Co-Chair Monterey County Office of Education "First Educational Summit" – Spanish Bay November 2013
- Member- Curriculum Focus Group Correctional Training Facility Western Association of Schools and Colleges
- Executive Director – Women's Department Bethel Missionary Baptist Church

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am totally committed to continuing my service to the districts in Region 9B and CSBA, if elected. My appointment in 2009 and now completion of second-elected term, has allowed me to continue to become more knowledgeable to CSBA's policies and formal structure, in which we govern. This has enabled me to network with colleagues more effectively which supports the resolution of many location, regional, and state issues in a collaborative way.

Now, more than ever before the success of our schools will be largely determined by the leadership of its governance teams. The Commitment of each board member, staff member, parent, elected civic leadership, business, and the community at large, is critical to the success of each and every child. We as dedicated school board members are mandated to put the achievement of the learner foremost in our decisions. We as committed school board members must exercise our stewardship responsibility by working in unity to make efficient use of the human and financial resources that are available for use at the local event.

I commit to carry out my responsibilities with conscience and dignity and continue to put the welfare of students first in my work as a local school board member, delegate assembly Region 9B representative and a citizen of the community I will continue to honor the position of parents and uphold the public trust with which I am charged.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Bettye Lusk -221- Date: 12/16/13

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Resolution #10:13/14
CALPERS Employer Pick-up

MEETING: February 12, 2014

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:

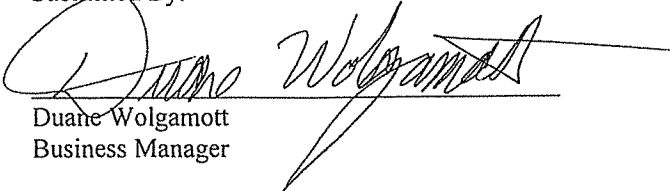
The District's classified employee contributions to their retirement system are being taken out of their check post tax. The certificated employees have had their retirement contributions authorized to be taken out pre-tax. This results in a savings to the employees and no cost to the District (other than time to perform some processes to implement if approved).

Recommendation: The recommendation is being made for the State Administrator to approve Resolution #10:13/14

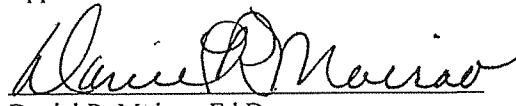
Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**Resolution of the Governing Board of the
South Monterey County Joint Union High School District**

RESOLUTION # 10:13/14

CALPERS EMPLOYER PICK-UP

WHEREAS, the Board of Trustees/State Administrator of the South Monterey County Joint Union High School District on behalf of the South Monterey County Joint Union High School District has the authority to implement the provision of section 414(h)(2) of the Internal Revenue Code (IRC); and

WHEREAS, the Board of Administration of the Public Employees' Retirement System adopted its resolution regarding section 414(h)(2) IRC on September 18, 1995; and

WHEREAS, the Internal Revenue has stated in December 1985, that the implementation of the provisions of section 414(h)(2) IRC pursuant to the Resolution of the Board of Administration would satisfy the legal requirements of section 414(h)(2) IRC; and

WHEREAS, the South Monterey County Joint Union High School District has determined that even though the implementation of the provisions of section 414(h)(2) IRC is not required by law, the tax benefit offered by section 414(h)(2) IRC should be provided to its employees who are members of the Public Employees' Retirement System;

NOW, THEREFORE, BE IT RESOLVED:

- I. That the South Monterey County Joint Union High School District will implement the provision of section 414(h)(2) Internal Revenue Code by making employee contributions pursuant to California Government Code section 20691 to the Public Employees' Retirement System on behalf of its employees who are members of the Public Employees' Retirement System. "Employee contributions" shall mean those contributions to the Public Employees' Retirement System which are deducted from the salary of employees and are credited to individual employees and are credited to individual employee's account pursuant to California Government Code section 20691.
- II. That the contributions made by the employee to the Public Employees' Retirement Systems, designated as employee contributions, are being paid by the employee who are members of the Public Employees' Retirement System.
- III. That the employees shall not have the option of choosing to have the employee contributions paid by the South Monterey County Joint Union High School District, instead of having them paid by the employee to the Public Employees' Retirement System.

- IV. That the employee shall pay to the Public Employees' Retirement System the contributions designated as employee contributions from the same source of funds are used in paying salary.
- V. That the amount of the contributions designated as employee contributions and paid by the employee to the Public Employees' Retirement System and shall be the entire contribution required on the employee by the Public Employees' Retirement Law (California Government Code sections 20000, et seq.).
- VI. That the contributions designated as employee contributions made by the employee to the Public Employees' Retirement System shall be treated for all purposes, other than taxation, in the same way the member contributions are treated by the Public Employees' Retirement System.

Passed this day of the 12th day of February, 2014.

Daniel R. Moirao Ed.D., State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Odysseyware Courses Meeting a-g Requirements

MEETING: February 12, 2014

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:

Odysseyware is the District adopted, rigorous, on-line curriculum in which students may earn original or credit recovery credits. Over time, the course selection offered by Odysseyware has grown. In order to earn credits, be designated as College Prep, or meet the UC-CSU a-g requirements, the course must be Board approved.

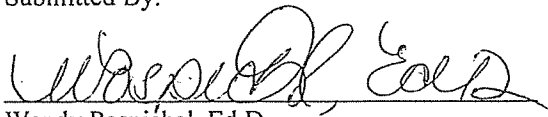
Recommendation:

The recommendation is being made for the State Administrator to approve the following Odysseyware courses, offered to SMCJUHSD students, as courses which meet the UC-CSU a-g requirements: *Government* and *U.S. History Foundations to Present*.

Fiscal Impact:

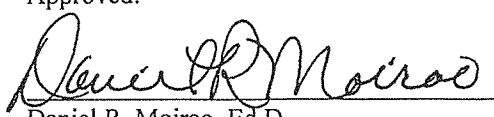
None

Submitted By:



Wendy Pospichal, Ed.D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Wendy Pospichal - Announcing Additional A-G Approved Courses and Free A-G Webinar Training

From: Teresa Rose <trose@odysseyware.com>
Date: 1/23/2014 2:41 PM
Subject: Announcing Additional A-G Approved Courses and Free A-G Webinar Training
BC: Wendy Pospichal

Dear Valued Educational Partners,

We're sorry you were unable to join us for the Odysseyware Learning Summits that took place in Sacramento and Ontario, California last week. It was a positive, energetic and collaborative time for our attendees and a great benefit for us to hear direct feedback on how Odysseyware is being used with students and the specific needs each school district is currently facing. We were able to share empowering information regarding new features and updates to the Odysseyware program, as well as our current status and efforts to gain A-G approval for our course offerings.

We are pleased to announce we've received A-G approval for two additional courses, *Government* and *U.S. History Foundations to Present*. As discussed at the OWLS, we currently have courses under review and will be submitting additional core courses and electives, as well as our CTE course offerings after the submission period opens on February 1.

In an effort to continue partnering with you in the A-G approval process, we invite you and the individuals at your district who are responsible for updating your A-G course list to attend an informational A-G webinar training hosted by a representative from our Curriculum Team. You will be instructed on how to update your school's A-G course list with Odysseyware courses that are currently A-G approved, how to add Odysseyware courses as an online version to your existing A-G approved courses, and have the opportunity to ask A-G related questions.

There will be two informational one hour A-G webinar training sessions offered:

- **Tuesday, February 4, 2014 at 10:00am PST**
- **Thursday, February 6, 2014 at 3:30pm PST**

Please feel free to forward this information to appropriate individuals in your district who would benefit from this knowledge in how to add Odysseyware courses to your current A-G approved course list.

If you're interested in attending one of the a-g webinar sessions, please respond and I will send you a registration link. We are striving to support your schools in offering a wide range of A-G approved Odysseyware courses.

Thank you,

Teresa Rose M.Ed. Customer Experience Manager

P 480.735.7859 | Toll Free 877.795.8904 ext. 7859
 A 300 N. McKemy Avenue | Chandler, AZ 85226
 E trose@odysseyware.com



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: School Accountability Report Card (SARC)
For Portola – Butler Continuation High School

MEETING: February 12, 2014

AGENDA SECTION:

XX ACTION

☐ INFORMATION

☐ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The School Accountability Report Card (SARC) is required to be approved and posted for each school site. This is the SARC for Portola-Butler Continuation High School for 2012 – 2013.

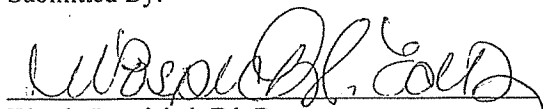
Recommendation:

The recommendation is being made for the State Administrator to approve the Portola – Butler Continuation High School 2012 – 2013 SARC.

Fiscal Impact:

None

Submitted By:



Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Portola-Butler Continuation High
Street	760 Broadway St.
City, State, Zip	King City, Ca, 93930
Phone Number	831-385-4661
Principal	Micheal Onderko, Director
E-mail Address	monderko@smcjuhsd.org
County-District-School (CDS) Code	27660682730083

District	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Web Site	smcjuhsd.org
Superintendent First Name	Daniel
Superintendent Last Name	Moirao
E-mail Address	dmoirao@smcjuhsd.org

Last updated: 1/28/2014

School Description and Mission Statement (School Year 2012-13)

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

Students, who are at least 16 years of age, and in grades 11 and 12, attend Portola-Butler High School in order to make up units that were missed at the comprehensive site, or as an alternative path to finishing high school. The educational programs at the school are tailored for students to work at their own pace. In the 2012-2013 school year, 109 students were enrolled at Portola-Butler High School.

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

Contact Person: Michael Onderko, Principal
Contact Phone Number: (831) 385-4661

Portola-Butler High School encourages parents to be active in their student's education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of Portola-Butler High School. Parents and Community volunteers are frequently guest speakers. Our business community and local civic organizations have a long history of providing our students with opportunities to grow and learn through community service hours.

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

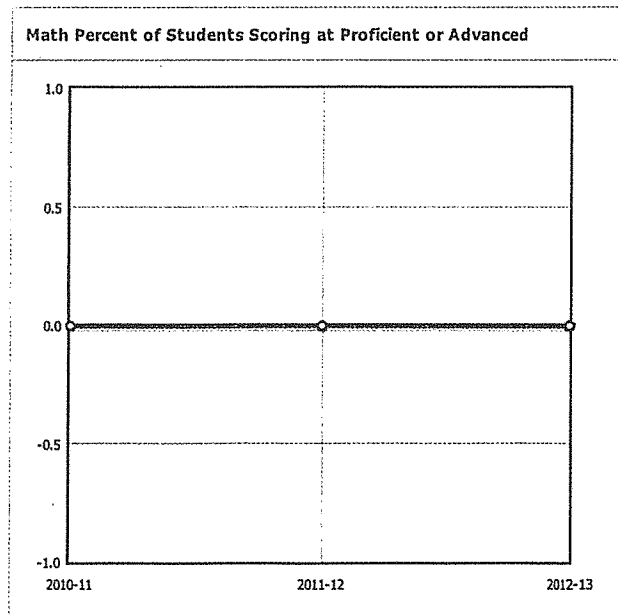
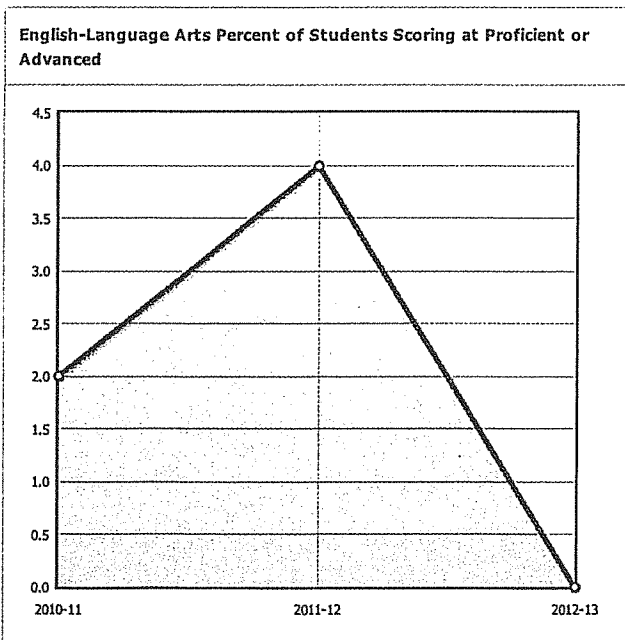
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

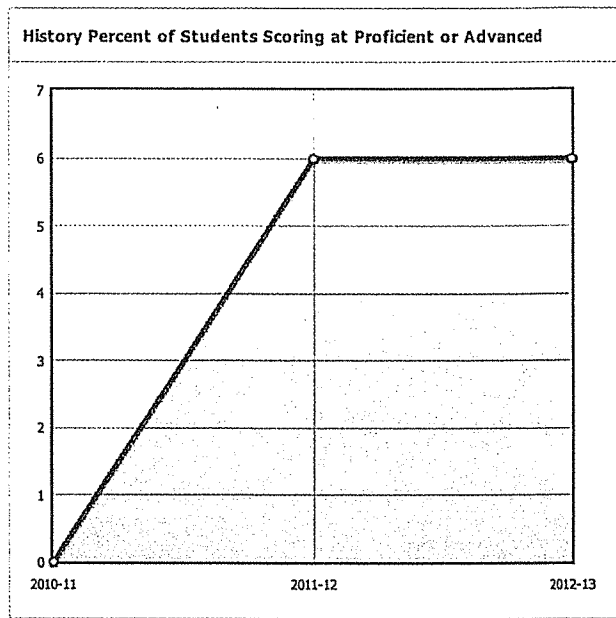
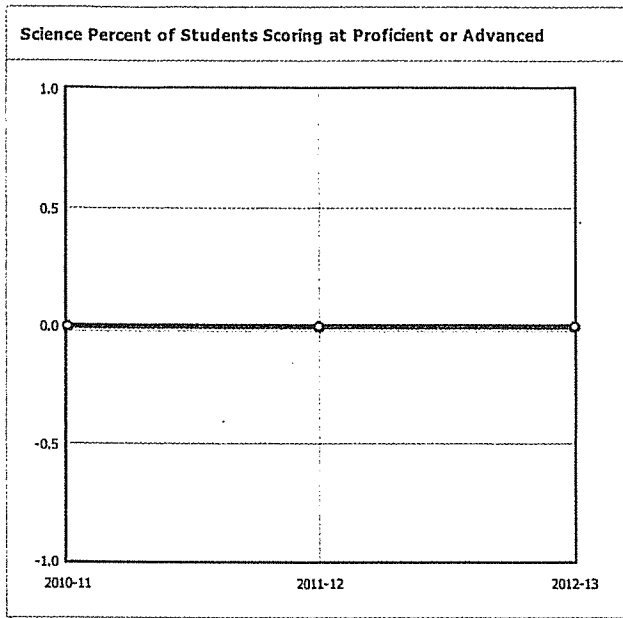
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	2%	4%	N/A	34%	33%	33%	54%	56%	55%
Mathematics	N/A	N/A	N/A	22%	19%	9%	49%	50%	50%
Science	N/A	N/A	N/A	30%	30%	37%	57%	60%	59%
History-Social Science	N/A	6%	6%	40%	37%	34%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





Last updated: 1/28/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	33%	9%	37%	34%
All Students at the School	N/A	N/A	N/A	6%
Male	N/A	N/A	N/A	8%
Female	N/A	N/A	N/A	3%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	6%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	5%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

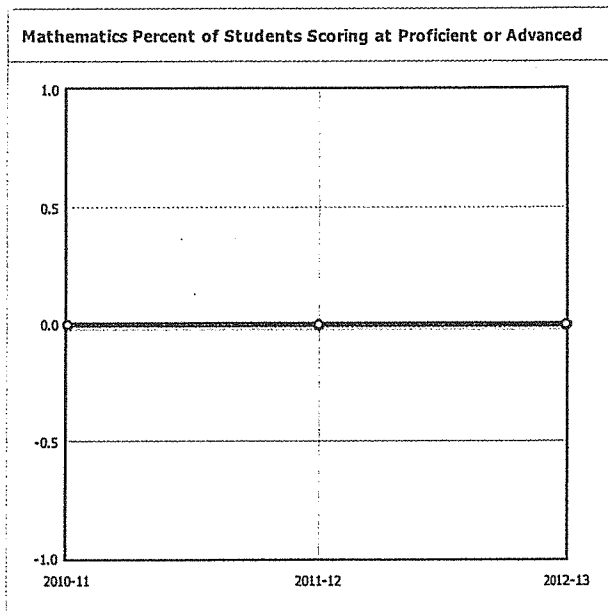
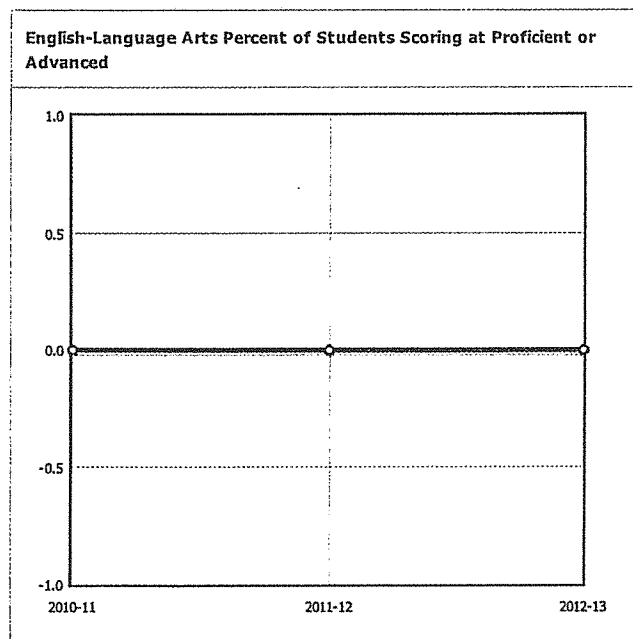
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	44%	32%	41%	59%	56%	57%
Mathematics	N/A	N/A	N/A	43%	38%	37%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/28/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59%	24%	18%	63%	27%	10%
All Students at the School	0%	N/A	N/A	0%	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Last updated: 1/28/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	148	-230	61
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	30	493	1,361	663	4,655,989	790
Black or African American	0		2		296,463	708
American Indian or Alaska Native	0		4		30,394	743
Asian	0		7		406,527	906
Filipino	0		7		121,054	867
Hispanic or Latino	29	480	1,250	651	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	0		64	810	1,200,127	853
Two or More Races	1		27	760	125,025	824
Socioeconomically Disadvantaged	27	466	1,160	648	2,774,640	743
English Learners	22	480	934	614	1,482,316	721
Students with Disabilities	1		164	464	527,476	615

Last updated: 1/28/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	0.7%

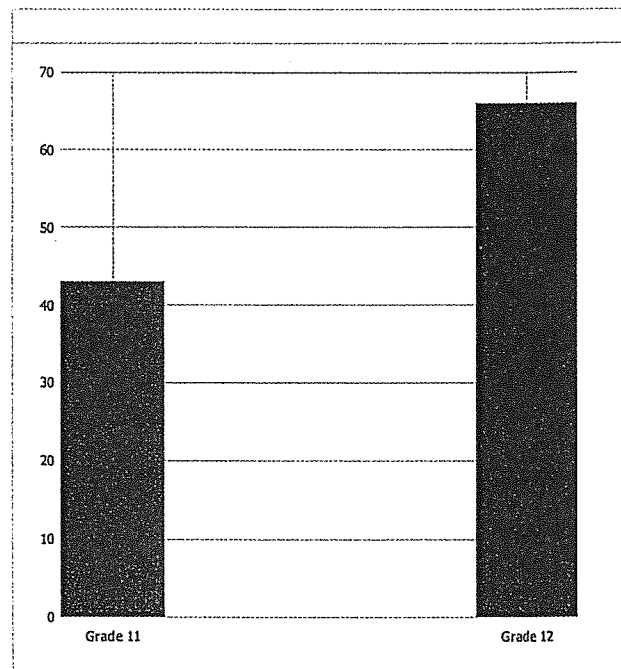
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/28/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

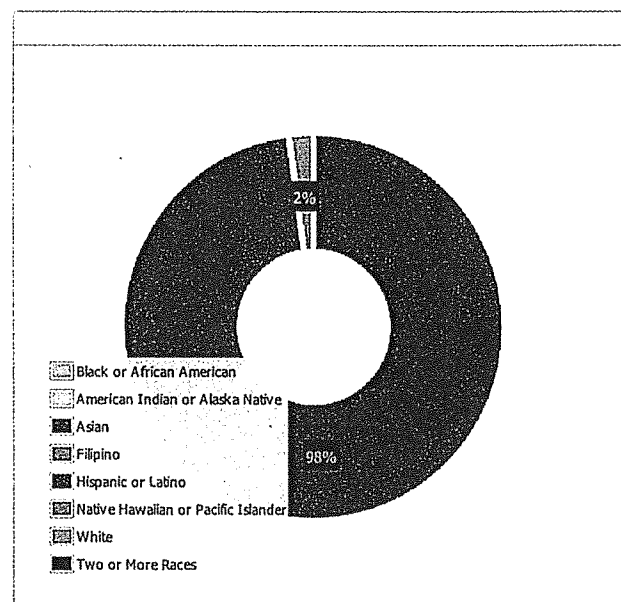
Grade Level	Number of Students
Grade 11	43
Grade 12	66
Total Enrollment	109



Last updated: 1/28/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.9
Asian	0.0
Filipino	0.0
Hispanic or Latino	94.5
Native Hawaiian or Pacific Islander	0.0
White	2.8
Two or More Races	0.9
Socioeconomically Disadvantaged	70.6
English Learners	71.6
Students with Disabilities	9.2



Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Secondary)

2010-11	2011-12	2012-13
---------	---------	---------

Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	52.8	1	1	4	4.0	19		
Mathematics	21.0	2	1	0	32.6	4	0	1	4.0	11		
Science	0.0	0	0	0	18.5	1	0	1	3.0	10		
Social Science	18.0	1	0	0	56.3	0	0	3	4.0	19		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/28/2014

School Safety Plan (School Year 2012-13)

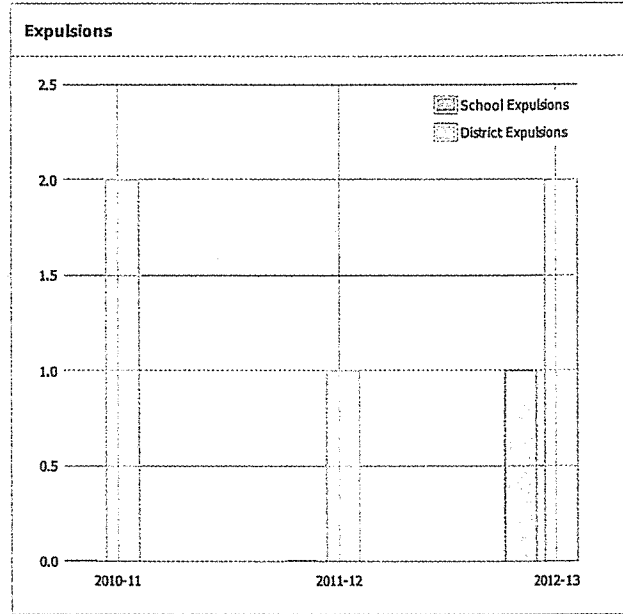
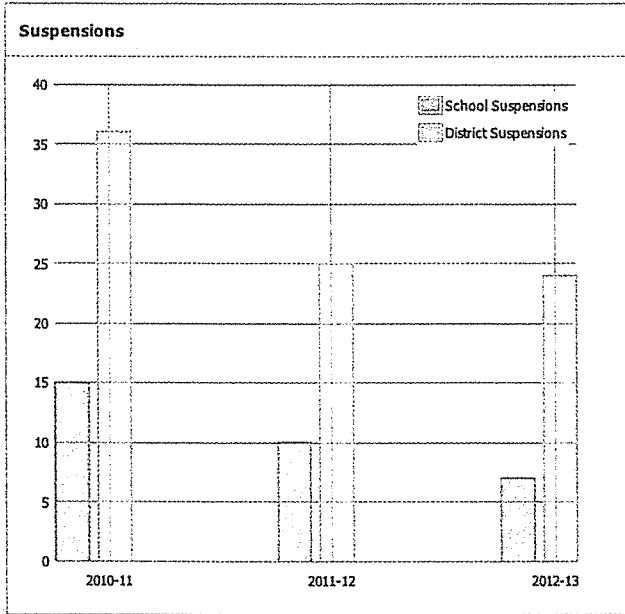
Portola-Butler Continuation High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2012-2013 school year, it was approved by the School Site Board on February 11, 2013.

Last updated: 1/28/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	15.00	10.48	7.34	36.29	25.29	24.20
Expulsions	0.00	0.00	1.83	2.66	1.39	2.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2013, and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has four portable classrooms and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

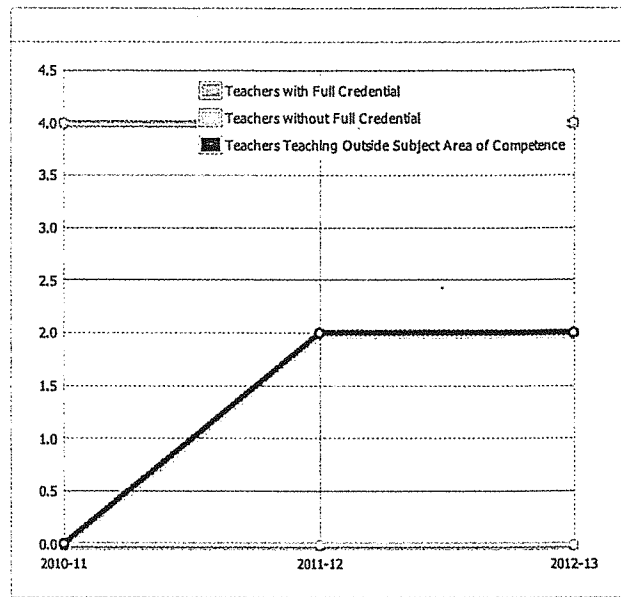
Overall Rating	Fair
----------------	------

Last updated: 1/28/2014

Teachers

Teacher Credentials

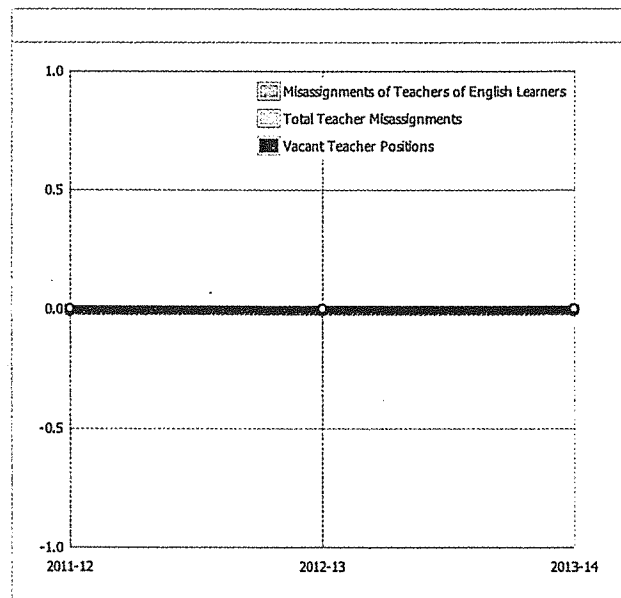
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	4	4	4	76
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	2	2



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	73	27
All Schools in District	78	22
High-Poverty Schools in District	78	22
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/28/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Glencoe (2002)		0.0
Mathematics	AGS Basic Math Skills (2003) AGS Consumer Math (2003) AGS Algebra (2004)		0.0
Science	Glencoe/McGraw Hill (2002) McDougal Littell (2006) AGS Biology (2004) AGS Earth Science (2004) Holt Biology (2004) McDougal Littell Earth Science (2005) AGS Life Science (2004) AGS Physical Science (2002)		0.0
History-Social Science	McDougal/ Littell (2006) AGS World History (2008) AGS US History (2005) AGS Economics (2005) AGS US Government (2001) Houghton Mifflin Patterns of Interaction (2006) McDougal Littell The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006) AGS American Government (2006)	Yes	0.0
Foreign Language	Holt (2003)		0.0
Health	McDougal/ Littell (1998) Glencoe Fearon (2001) AGS Health (2006)		0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,901	\$278	\$6,623	N/A
District	N/A	N/A	\$7,374	\$75,018
Percent Difference – School Site and District	N/A	N/A	10.20%	9.70%
State	N/A	N/A	\$5,537	\$69,602
Percent Difference – School Site and State	N/A	N/A	19.60%	24.90%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/28/2014

Types of Services Funded (Fiscal Year 2012-13)

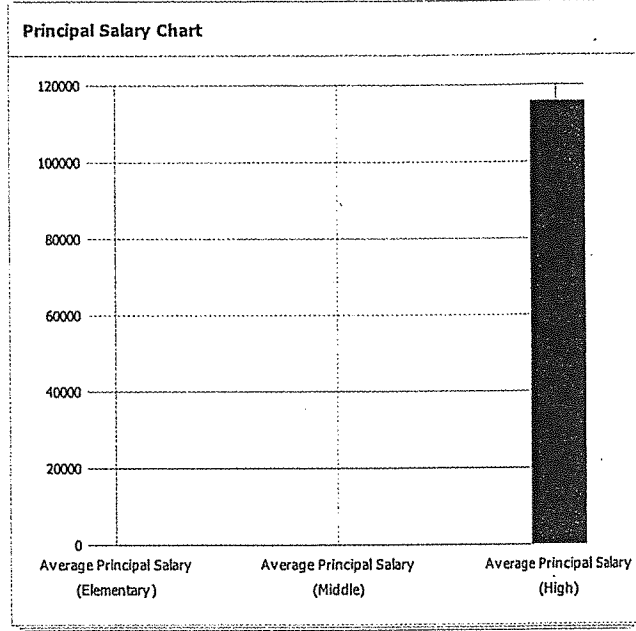
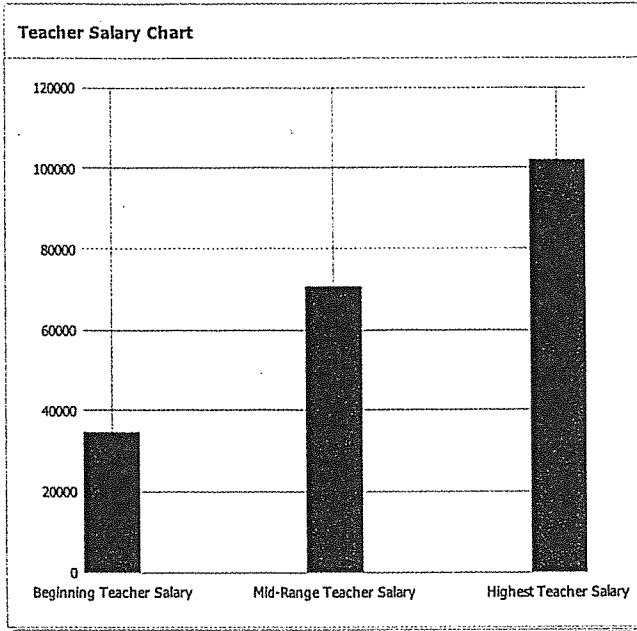
During the 2012-2013 school year Portola-Butler received Title I funding to assist in the increase of student achievement.
--

Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,616	\$41,956
Mid-Range Teacher Salary	\$70,751	\$66,299
Highest Teacher Salary	\$102,188	\$85,517
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	N/A
Average Principal Salary (High)	\$115,465	\$118,994
Superintendent Salary	\$201,606	\$156,140
Percent of Budget for Teacher Salaries	32.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/28/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

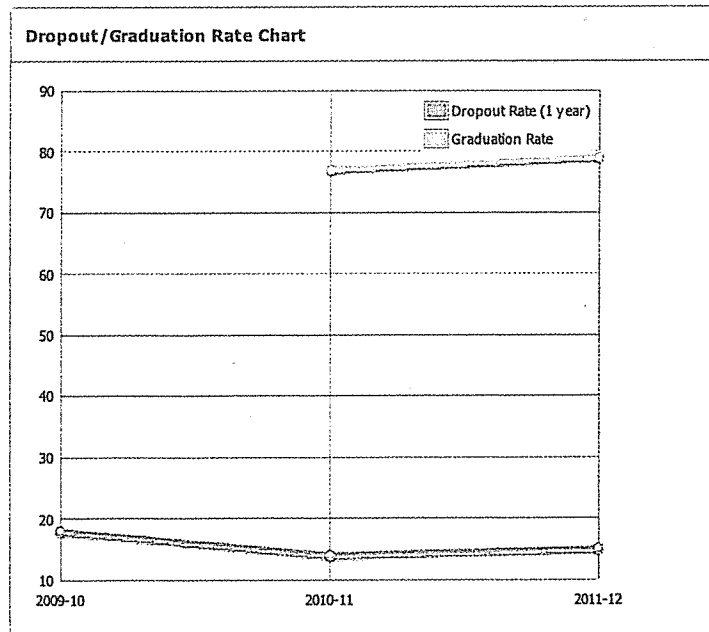
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	18.2	14.5	15.1	18.2	14.5	15.1	16.6	14.7	13.1
Graduation Rate		77.46	79.79	71.61	77.46	79.79	74.72	77.14	78.73



Last updated: 1/28/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	44	402	418,598
Black or African American			28,078
American Indian or Alaska Native		1	3,123
Asian		2	41,700
Filipino		2	12,745
Hispanic or Latino	39	364	193,516
Native Hawaiian or Pacific Islander		1	2,585
White	5	32	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	31	296	217,915
English Learners	36	208	93,297
Students with Disabilities	1	33	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/28/2014

Career Technical Education Programs (School Year 2012-13)

No Career Technical Education Programs were offered at Portola-Butler in 2012-2013. However, students are able to access the classes at King City or Greenfield High Schools.

Last updated: 1/28/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/28/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/28/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/28/2014

Instructional Planning and Scheduling

Professional Development

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

Professional development opportunities were offered to all teachers within the district, including Portola-Butler CHS teachers. The professional development specifically focused on the implementation of best practices as outlined in the Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

Last updated: 1/30/2014

Resumen Ejecutivo del Informe de Rendición de Cuentas Escolar, 2012–13

Portola-Butler Continuation High School

Dirección: 760 Broadway Street
King City, CA 93930

Teléfono: (831) 385-4661
Grados: 11 – 12

Director: Mr. Michael Onderko

El objetivo de este resumen ejecutivo del Informe de Rendición de Cuentas Escolar (conocido en inglés como SARC) es brindar a los padres y miembros de la comunidad un panorama general de la información relacionada con las escuelas públicas individuales. La mayoría de los datos que se presentan en este informe corresponden al año escolar 2012–13. Los datos relacionados con las finanzas escolares y la finalización de los estudios corresponden al año escolar 2011–12. La información de contacto, las instalaciones, el plan de estudios y material didáctico, y cierta información sobre los maestros corresponden al año escolar 2013–14. Si los padres y miembros de la comunidad desean obtener información adicional sobre la escuela, deben revisar el SARC en su totalidad o comunicarse con el director de la escuela o la oficina del distrito.

Acerca de esta escuela

La escuela preparatoria Portola-Butler es una preparatoria de continuación para los estudiantes del South Monterey County Joint Union High School District, el cual también tiene dos preparatorias comprehensivas y tiene una matriculación total de 2,183. La preparatoria de Portola-Butler esta ubicada en King City, una comunidad principalmente agrícola en la parte sur del condado de Monterey. La escuela fue situada en las oficinas del distrito en 1971, pero ha sido reubicada en los salones portátiles situados en la parte posterior de la preparatoria de King City. La preparatoria Portola-Butler fue oficialmente la preparatoria Los Padres, después se le cambio el nombre en honor de uno de los últimos maestros fundadores, Candy Butler, y en el 2010 fue renombrada como Portola-Butler Continuation High School.

Los estudiantes que tienen al menos 16 años de edad, y están en los grados 11 y 12, asisten a la preparatoria Portola-Butler High School para recuperar unidades que perdieron en la preparatoria comprensiva, o como una ruta alternativa par terminar la preparatoria. Los programas educativos en la escuela están previstos para que los estudiantes trabajen a su propio paso. En el año 201-2013, 109 estudiantes se inscribieron en la preparatoria Portola-Butler.

Matriculación de los estudiantes

Grupo	Matriculación
Cantidad de estudiantes	109
Negros o afroamericanos	1%
Indígenas americanos o nativos de Alaska	1%
Asiáticos	0%
Filipinos	0%
Hispanos o latinos	94%
Nativos de Hawái u otra isla del Pacífico	0%
Blancos	3%
Dos o más razas	1%
Estudiantes de escasos recursos socioeconómicos	72%

Maestros

Indicador	Maestros
Maestros con acreditación completa	3
Maestros sin acreditación completa	0
Maestros que enseñan fuera de su área de competencia	1
Asignaciones incorrectas de maestros de inglés como segunda lengua	0
Total de asignaciones incorrectas de maestros	1

Estudiantes de inglés como segunda lengua	72%
Estudiantes con discapacidades	9%

Rendimiento de los estudiantes

Materia	Estudiantes con un nivel competente o superior en los resultados del STAR ¹
Lengua y literatura en inglés	N/A
Matemáticas	N/A
Ciencias	N/A
Historia y ciencias sociales	N/A

Progreso académico²

Indicador	Resultado
Puntuación del Índice de Rendimiento Académico (conocido en inglés como API) de Aumento del 2013 (del informe del Índice API de Aumento del 2013)	493
Clasificación estatal (del informe del Índice API Base del 2012)	N/A
Cumplió con todos los requisitos del Progreso Anual Adecuado (conocido en inglés como AYP) del 2013	Sí
Cantidad de criterios del Progreso Anual Adecuado (AYP) cumplidos de la cantidad total de criterios posibles	Reune 5 of 5
Estado del Mejoramiento de Programa (conocido en inglés como PI) del 2013–14 (año de PI)	0

Instalaciones escolares

Resumen de la inspección más reciente del plantel/ Reparaciones necesarias/ Acciones correctivas tomadas o planeadas

¹ Las evaluaciones del Programa de Exámenes y Reportes Estandarizados que se usan para fines de rendición de cuentas incluyen las Pruebas de los Estándares Académicos de California, la Prueba Modificada de la Evaluación Educativa de California y la Prueba Alternativa de Rendimiento de California.

² El Índice de Rendimiento Académico es un requisito de la ley estatal. El Progreso Anual Adecuado es un requisito de la ley federal.

General

El distrito se esfuerza en asegurarse que todas las escuelas estén limpias, seguras y sean funcionales. Para ayudarlas en este esfuerzo, el distrito utiliza el instrumento de encuestas sobre las instalaciones desarrollado por la oficina de Construcción de Escuelas Públicas del estado de California. Esta encuesta se llevó a cabo el 3 de abril del 2013 está disponible en la oficina de mantenimiento, operaciones y trasportación

Abajo se encuentra información más detallada sobre la condición de la escuela y los esfuerzos hechos para asegurarse de que los estuantes sean previstos con ambiente de aprendizaje limpio, seguro y funcional.

Descripción de las Instalaciones

Esta escuela tiene 4 salones y un edificio administrativo. El plantel principal fue construido en 1999.

Mantenimiento y reparaciones

El personal de mantenimiento del distrito se asegura de que se hagan las reparaciones necesarias de manera oportuna para mantener la escuela en buenas condiciones para trabajar. Un proceso de orden de trabajo es usado para garantizar un servicio eficiente y que se dé la máxima prioridad a las reparaciones de emergencia.

Presupuesto de Mantenimiento Diferido

El distrito participa en el Programa Estatal de Mantenimiento Diferido, el cual provee fondos estatales para asistir a los distritos escolares con gastos para reparación o reemplazo de componentes de edificios existentes. Típicamente, esto incluye techos, plomería, calefacción, aire acondicionado, sistemas eléctricos, pintura interior o exterior y sistemas de piso. El presupuesto del programa de mantenimiento diferido incluye una contribución del fondo general del distrito.

Plan de estudios y material didáctico

Área de currículo requerido	Estudiantes que carecen de libros de texto y material didáctico
Lectura/Lengua y literatura	0%
Matemáticas	0%
Ciencias	0%
Historia y ciencias sociales	0%
Lengua extranjera	0%
Salud	0%
Artes visuales y escénicas	0%
Equipo para el laboratorio de ciencias (9.º a 12.º grado)	0%

Finanzas escolares

Nivel	Gastos por estudiante (sólo fuentes no restringidas)
Plantel	\$6398
Distrito	\$7374
Estado	\$8961

Finalización de los estudios

Indicador	Resultado
Tasa de graduación escolar (si corresponde)	80%

Preparación postsecundaria

Medida	Porcentaje
Estudiantes que completaron un programa de educación técnica profesional y obtuvieron un diploma de la escuela preparatoria	0%
Graduados que completaron todos los cursos requeridos para la admisión a la Universidad Estatal de California o Universidad de California	0%

Departamento de Educación de California
Informe de Rendición de Cuentas Escolar con datos
del año 2012–13
Publicado durante 2013–14

Todas las escuelas de California deben publicar un Informe de Rendición de Cuentas Escolar (conocido en inglés como SARC) conforme a la legislación estatal antes del 1 de febrero de cada año. El informe SARC contiene información sobre las condiciones y el rendimiento de cada escuela pública de California.

- Para obtener más información sobre los requisitos del informe SARC, visite la página web sobre el SARC que mantiene el Departamento de Educación de California (conocido en inglés como CDE) en <http://www.cde.ca.gov/ta/ac/sa/>.
- Si los padres y miembros de la comunidad desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

I. Datos y acceso

DataQuest

DataQuest es una herramienta de datos en línea que se encuentra en la página web sobre el DataQuest que mantiene el CDE en <http://dq.cde.ca.gov/dataquest/> y contiene información adicional sobre esta escuela, así como comparaciones de la escuela con respecto al distrito, al condado y al estado. Concretamente, DataQuest es un sistema dinámico que proporciona informes para el rendimiento de cuentas (por ejemplo, el Índice de Rendimiento Académico [API] estatal y el Progreso Anual Adecuado [AYP] federal), datos sobre las pruebas, matriculación, graduados de la preparatoria, estudiantes que abandonan sus estudios, inscripciones en cursos, personal y datos relacionados con los estudiantes de inglés como segunda lengua.

Acceso a Internet

Se puede acceder a Internet en bibliotecas públicas y otros lugares accesibles al público (como la Biblioteca Estatal de California). Por lo general, las bibliotecas y otros lugares públicos permiten el acceso a Internet por orden de llegada. Otras restricciones de uso de Internet pueden incluir el horario de apertura, la cantidad de tiempo que se puede utilizar la computadora (según la disponibilidad), los tipos de software que están disponibles en la computadora y la capacidad para imprimir documentos.

Más información

Para obtener más información acerca de los elementos y términos de los datos empleados en el SARC, consulte la guía *Academic Performance Index Reports Information Guide 2012–13* (en español, Guía de los informes del Índice de Rendimiento Académico) que se encuentra en la página web sobre el API que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ap/>.

A lo largo de este documento las cartas DPL significa información proporcionada por la Agencia Educacional Local (LEA), y las cartas DPC significan información proporcionada por el CDE.

II. Acerca de esta escuela

Información de contacto del distrito (año escolar 2013–14)

Nombre del distrito	South Monterey County Joint Union High School District
Número de teléfono *(831) 385-0606	(831) 385-0606
Sitio web	smcjuhsd.org
Superintendente/Administrador del estado	Daniel R. Moirao, Ed.D.
Dirección de correo electrónico	dmoirao@smcjuhsd.org

Información de contacto de la escuela (año escolar 2013–14)

Nombre de la escuela	Portola-Butler Continuation High School
Calle	760 Broadway St.
Ciudad, estado, código postal	King City, California 93930
Número de teléfono	831-674-2751
Director	Michael Onderko
Dirección de correo electrónico	monderko@smcjuhsd.org
Código Condado-Distrito-Escuela (CDS)	27-66068-2730083

Misión y descripción de la escuela (año escolar 2012–13)

Declaración sobre la visión del distrito:

South Monterey County Joint Union High School District es una comunidad de aprendizaje académico progresivo que está comprometida al éxito educativo permanentemente. La declaración de la misión de South Monterey County Joint Union High School District inspira y confiere a todos los estudiantes con el conocimiento y las habilidades necesarias para lograr todo su potencial como ciudadanos responsables productivos.

Perfil Comunitario y Escolar

La escuela preparatoria Portola-Butler es una preparatoria de continuación para los estudiantes del South Monterey County Joint Union High School District, el cual también tiene dos preparatorias comprehensivas y tiene una matriculación total de 2,183. La preparatoria de Portola-Butler esta ubicada en King City, una comunidad principalmente agrícola en la parte sur del condado de Monterey. La escuela fue situada en las oficinas del distrito en 1971, pero ha sido reubicada en los salones portátiles situados en la parte posterior de la preparatoria de King City. La preparatoria Portola-Butler fue oficialmente la preparatoria Los Padres, después se le cambio el nombre en honor de uno de los últimos maestros fundadores, Candy Butler, y en el 2010 fue renombrada como Portola-Butler Continuation High School.

Los estudiantes que tienen al menos 16 años de edad, y están en los grados 11 y 12, asisten a la preparatoria Portola-Butler High School para recuperar unidades que perdieron en la preparatoria comprensiva, o como una ruta alternativa par terminar la preparatoria. Los programas educativos en la escuela están previstos para que los estudiantes trabajen a su propio paso. En el año 201-2013, 109 estudiantes se inscribieron en la preparatoria Portola-Butler.

Oportunidades de participación para los padres (año escolar 2012–13)

Contacto: Michael Onderko, Principal

Número de teléfono: (831) 385-4661

La preparatoria Portola-Butler anima a los padres a participar activamente en la educación de sus hijos. Los padres están invitados a asistir a las conferencias de padres y a llamar y/o visitar la escuela. La comunidad local también es un apoyo para la preparatoria Portola-Butler. Los padres y voluntarios de la comunidad son frecuentes oradores invitados. Nuestra comunidad empresarial y las organizaciones cívicas locales tienen una larga historia de ofrecer a nuestros estudiantes la oportunidad de crecer y aprender a través de horas de servicio comunitario.

III. Rendimiento de los estudiantes

Programa de Exámenes y Reportes Estandarizados

El Programa de Exámenes y Reportes Estandarizados (conocido en inglés como STAR) consta de varios elementos clave que incluyen:

- **Pruebas de los Estándares Académicos de California (conocidas en inglés como CST)**, que incluyen Lengua y literatura en inglés (conocida en inglés como ELA) y Matemáticas de segundo a undécimo grado, Ciencias en quinto grado, octavo grado y de noveno a undécimo grado, e Historia y ciencias sociales en octavo grado y de noveno a undécimo grado.
- **Prueba Modificada de la Evaluación Educativa de California (conocida en inglés como CMA)**, es una evaluación alternativa que se basa en estándares de logros modificados en Lengua y literatura en inglés (ELA) para el tercer al undécimo grado; Matemáticas para el tercer al séptimo grado, Álgebra I y Geometría; y Ciencias en el quinto y octavo grado y Ciencias naturales en el décimo grado. La prueba CMA está diseñada para evaluar a aquellos estudiantes cuyas discapacidades les impiden tener una competencia a su nivel de grado en una evaluación de los estándares de California con y sin adaptaciones.
- **Prueba Alternativa de Rendimiento de California (conocida en inglés como CAPA)**, incluye Lengua y literatura en inglés (ELA) y Matemáticas en el segundo al undécimo grado, y Ciencias para el quinto, octavo y décimo grado. La prueba CAPA se aplica a aquellos estudiantes con discapacidades cognitivas considerables que les impiden hacer las Pruebas de los Estándares Académicos de California (conocidas en inglés como CST) con adaptaciones o modificaciones o la prueba CMA con adaptaciones.

Las evaluaciones del programa STAR muestran qué tan bien están desempeñándose los estudiantes con relación a los estándares de contenido académico del estado. En cada una de estas evaluaciones, las puntuaciones de los estudiantes se informan como niveles de rendimiento.

Para obtener información detallada sobre los resultados del programa STAR correspondientes a cada grado y nivel de rendimiento, incluyendo el porcentaje de estudiantes que no han sido evaluados, visite la página web sobre los resultados del programa STAR que mantiene el CDE en <http://star.cde.ca.gov>.

Resultados de los exámenes y reportes estandarizados de todos los estudiantes – Comparación de tres años

Materia	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado (que satisface o supera los estándares del estado)								
	Escuela			Distrito			Estado		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Lengua y literatura en inglés	2%	4%	N/A	34%	33%	33%	54%	56%	55%
Matemáticas	N/A	N/A	N/A	22%	19%	9%	50%	51%	50%

Ciencias	N/A	N/A	N/A	30%	30%	37%	57%	60%	59%
Historia y ciencias sociales	N/A	6%	6%	40%	37%	34%	48%	49%	49%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados de los exámenes y reportes estandarizados por grupo de estudiantes. Año más reciente

Grupo	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado			
	Lengua y literatura en inglés	Matemáticas	Ciencias	Historia y ciencias sociales
Todos los estudiantes en la agencia local de educación (conocida en inglés como LEA)	33%	9%	37%	34%
Todos los estudiantes en la escuela	N/A	N/A	N/A	6%
Hombres	N/A	N/A	N/A	8%
Mujeres	N/A	N/A	N/A	3%
Negros o afroamericanos	N/A	N/A	N/A	N/A
Indígenas americanos o nativos de Alaska	N/A	N/A	N/A	N/A
Asiáticos	N/A	N/A	N/A	N/A
Filipinos	N/A	N/A	N/A	N/A
Hispanos o latinos	N/A	N/A	N/A	6%
Nativos de Hawái u otra isla del Pacífico	N/A	N/A	N/A	N/A
Blancos	N/A	N/A	N/A	N/A
Dos o más razas	N/A	N/A	N/A	N/A
Estudiantes de escasos recursos socioeconómicos	N/A	N/A	N/A	5%
Estudiantes de inglés como segunda lengua	N/A	N/A	N/A	N/A
Estudiantes con discapacidades	N/A	N/A	N/A	N/A
Estudiantes que reciben servicios de educación para inmigrantes	N/A	N/A	N/A	N/A

Nota: las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Examen de Egreso de la Preparatoria de California

El Examen de Egreso de la Preparatoria de California (conocido en inglés como CAHSEE) se utiliza principalmente como requisito de graduación. Sin embargo, los resultados de este examen en el décimo grado también se utilizan para determinar el porcentaje de estudiantes que alcanzaron tres niveles de competencia (no competente, competente o avanzado) en Lengua y literatura en inglés (ELA) y Matemáticas con el fin de calcular las asignaciones del Progreso Anual Adecuado (AYP) requeridas por la ley federal ESEA, también conocida como NCLB.

Para obtener información detallada sobre los resultados del examen CAHSEE, visite la página web sobre el examen CAHSEE que mantiene el CDE en <http://cahsee.cde.ca.gov/>.

Resultados del Examen de Egreso de la Preparatoria de California de todos los estudiantes – Comparación de tres años (si corresponde)

Materia	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado								
	Escuela			Distrito			Estado		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Lengua y literatura en inglés	N/A	N/A	N/A	44%	32%	41%	59%	56%	57%
Matemáticas	N/A	N/A	N/A	43%	38%	37%	56%	58%	60%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados del Examen de Egreso de la Preparatoria de California por grupo de estudiantes – Año más reciente (si corresponde)

Grupo	Lengua y literatura en inglés			Matemáticas		
	No competente	Competente	Avanzado	No competente	Competente	Avanzado
Todos los estudiantes en la agencia local de educación (conocida en inglés como LEA)	59%	24%	18%	63%	27%	10%
Todos los estudiantes en la escuela	0%	N/A	N/A	0%	N/A	N/A
Hombres	N/A	N/A	N/A	N/A	N/A	N/A
Mujeres	N/A	N/A	N/A	N/A	N/A	N/A
Negros o afroamericanos	N/A	N/A	N/A	N/A	N/A	N/A
Indígenas americanos o nativos de Alaska	N/A	N/A	N/A	N/A	N/A	N/A
Asiáticos	N/A	N/A	N/A	N/A	N/A	N/A
Filipinos	N/A	N/A	N/A	N/A	N/A	N/A
Hispanos o latinos	N/A	N/A	N/A	N/A	N/A	N/A
Nativos de Hawái u otra isla del Pacífico	N/A	N/A	N/A	N/A	N/A	N/A
Blancos	N/A	N/A	N/A	N/A	N/A	N/A
Dos o más razas	N/A	N/A	N/A	N/A	N/A	N/A
Estudiantes de escasos recursos socioeconómicos	N/A	N/A	N/A	N/A	N/A	N/A
Estudiantes de inglés como segunda lengua	N/A	N/A	N/A	N/A	N/A	N/A
Estudiantes con discapacidades	N/A	N/A	N/A	N/A	N/A	N/A
Estudiantes que reciben servicios de educación para inmigrantes	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

IV. Rendición de cuentas

Índice de Rendimiento Académico

El Índice de Rendimiento Académico (conocido en inglés como API) es una medición anual del rendimiento y progreso académico estatal en las escuelas de California. Las calificaciones del índice API van de 200 a 1,000, con un objetivo estatal de 800. Puede encontrar información detallada sobre el índice API en la página web sobre el índice API que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ap/>.

Rangos del Índice de Rendimiento Académico – Comparación de tres años

Esta tabla indica los rangos del índice API en escuelas estatales y en escuelas similares. El *rango del índice API estatal* varía de 1 a 10. El rango estatal de 1 significa que la escuela tiene una calificación del índice API del diez por ciento más bajo de todas las escuelas del estado, mientras que un rango estatal de 10 significa que la escuela tiene una calificación del índice API del diez por ciento más alto de todas las escuelas del estado.

El *rango del índice API para escuelas similares* compara una escuela con 100 "escuelas similares" estadísticamente comparadas. El rango de 1 de escuelas similares significa que el rendimiento académico de la escuela es comparable al de las diez escuelas con el rendimiento académico más bajo entre las 100 escuelas similares, mientras que un rango de escuelas similares de 10 significa que el rendimiento académico de la escuela es mejor que el de por lo menos 90 de las 100 escuelas similares.

Rango del índice API	2010	2011	2012
Estatal	B	B	B
Escuelas similares	B	B	B

Aumento del Índice de Rendimiento Académico por grupo de estudiantes – Comparación de tres años

Grupo	Cambio real en el índice API 2010–11	Cambio real en el índice API 2011–12	Cambio real en el índice API 2012–13
Todos los estudiantes de la escuela	148	-230	61
Negros o afroamericanos			
Indígenas americanos o nativos de Alaska			
Asiáticos			
Filipino			
Hispanos o latinos			
Nativos de Hawái u otra isla del Pacífico			
Blancos			
Dos o más razas			
Estudiantes de escasos recursos socioeconómicos			
Estudiantes de inglés como segunda lengua			
Estudiantes con discapacidades			

Nota: "N/D" significa que no hubo datos disponibles para el CDE o la agencia local de educación (LEA) que informar. "B" significa que la escuela no tuvo un índice API base válido y que no hay información sobre el aumento o el objetivo. "C" quiere decir que la escuela tuvo cambios demográficos significativos y que no hay información sobre el aumento o el objetivo.

Aumento del Índice de Rendimiento Académico por grupo de estudiantes – Comparación del índice API de aumento del 2013

Esta tabla indica, por grupo de estudiantes, la cantidad de estudiantes incluidos en el índice API y en el índice API de aumento del 2013 en la escuela, en la agencia local de educación (LEA) y a nivel estatal.

Grupo	Cantidad de estudiantes	Escuela	Cantidad de estudiantes	LEA	Cantidad de estudiantes	Estado
Todos los estudiantes de la escuela	30	493	1,361	663	4,655,989	790
Negros o afroamericanos	0		2		296,463	708
Indígenas americanos o nativos de Alaska	0		4		30,394	743
Asiáticos	0		7		406,527	906
Filipino	0		7		121,054	867
Hispanos o latinos	29	480	1,250	651	2,438,951	744
Nativos de Hawái u otra isla del Pacífico	0		0		25,351	774
Blancos	0		64	810	1,200,127	853
Dos o más razas	0		27	760	125,025	824
Estudiantes de escasos recursos socioeconómicos	27	466	1,160	648	2,774,640	743
Estudiantes de inglés como segunda lengua	22	480	934	614	1,482,316	721
Estudiantes con discapacidades	1		164	464	527,476	615

Progreso Anual Adecuado

La ley federal ESEA requiere que todas las escuelas y los distritos cumplan con los siguientes criterios del Progreso Anual Adecuado (conocido en inglés como AYP):

- Índice de participación en las evaluaciones basadas en los estándares estatales en las materias de Lengua y literatura en inglés (ELA) y Matemáticas
- Porcentaje de estudiantes a nivel competente en las evaluaciones basadas en los estándares estatales en las materias de Lengua y literatura en inglés (ELA) y Matemáticas
- Índice API como indicador adicional
- Índice de graduación (para escuelas secundarias)

Para obtener información detallada sobre el Progreso Anual Adecuado (AYP), incluyendo los índices de participación y los resultados porcentuales de estudiantes a nivel competente por grupo de estudiantes, visite la página web sobre el Progreso Anual Adecuado (AYP) que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ay/>.

Progreso Anual Adecuado general y por criterios (año escolar 2012–13)

Criterios del Progreso Anual Adecuado (AYP)	Escuela	Distrito
Alcanzó el Progreso Anual Adecuado(AYP) en general	Sí	No
Alcanzó el índice de participación: Lengua y literatura en inglés	Sí	Sí
Alcanzó el índice de participación: Matemáticas	Sí	Sí
Alcanzó el porcentaje de estudiantes a nivel competente: Lengua y literatura en inglés	Sí	No

Alcanzó el porcentaje de estudiantes a nivel competente: Matemáticas	Sí	No
Alcanzó los criterios del índice API	N/A	No
Alcanzó el índice de graduación escolar	Sí	Sí

Programa de Intervención Federal (año escolar 2013–14)

Las escuelas y los distritos que reciben financiamiento federal bajo el Título I ingresan al Mejoramiento de Programa (conocido en inglés como PI) si no alcanzan el Progreso Anual Adecuado (AYP) durante dos años consecutivos para la misma materia (Lengua y literatura en inglés o Matemáticas) o en el mismo indicador (índice API o índice de graduación). Después de ingresar al Mejoramiento de Programa (PI), las escuelas y los distritos avanzan al siguiente nivel de intervención por cada año adicional en que no alcancen el Progreso Anual Adecuado (AYP). Puede encontrar información detallada sobre la selección de escuelas para el Mejoramiento de Programa (PI) en la página web titulada PI Status Determinations (Determinaciones del estado de Mejoramiento de Programa [PI]) que mantiene el CDE en: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicador	Escuela	Distrito
Estado del Mejoramiento de Programa	Not in PI	In PI
Primer año del Mejoramiento de Programa		2011-2012
Año en el Mejoramiento de Programa		Año 3
Cantidad de escuelas que participan actualmente en el Mejoramiento de Programa	NA (no es aplicable)	2
Porcentaje de escuelas que participan actualmente en el Mejoramiento de Programa	NA (no es aplicable)	66%

Note: Cells shaded in black or with N/A values do not require data.

V. Clima escolar

Matriculación de estudiantes según el grado escolar (año escolar 2012–13)

Grado escolar	Cantidad de estudiantes
11.º Grado	43
12.º Grado	66
Matriculación total	109

Matriculación de estudiantes por grupo (año escolar 2012–13)

Grupo	Porcentaje de matriculación total
Negros o afroamericanos	0.9
Indígenas americanos o nativos de Alaska	0.9
Asiáticos	0.0
Filipino	0.0
Hispanos o latinos	94.5
Nativos de Hawái u otra isla del Pacífico	0.0
Blancos	2.8
Dos o más razas	0.9
Estudiantes de escasos recursos socioeconómicos	70.6
Estudiantes de inglés como segunda lengua	71.6
Estudiantes con discapacidades	9.2

Promedio y distribución de la proporción de estudiantes por maestro (enseñanza secundaria)

Materia	Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2010-11			Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2011-12*			Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2012-13		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
Inglés	0.0	0	0	0	52.8	1	1	4	4.0	19		
Matemáticas	21.0	2	2	0	32.6	4	0	1	4.0	11		
Ciencias	0.0	0	0	0	18.5	1	0	1	3.0	10		
Ciencias sociales	18.0	1	1	0	56.3	0	0	3	4.0	19		

* La cantidad de clases indica cuántas aulas hay en cada categoría de tamaño (un rango del total de estudiantes por aula). A nivel de secundaria, esta información se basa en la materia en lugar del grado.

Plan de seguridad escolar (año escolar 2012-13)

La preparatoria de King City se enfoca en proporcionar ambiente de aprendizaje positivo, sano y seguro a los estudiantes, persona, padres y a la comunidad. El Plan de Seguridad de la Escuela comprende y se dirige a las preocupaciones identificadas a través del proceso de planeación escolar. Las metas y objetivos de este plan de apoyo es un ambiente de aprendizaje que permita que el personal enseñe eficazmente y que los estudiantes aprendan activamente. El plan promueve la seguridad del plantel y se enfoca en la construcción de personalidad y el análisis físico, social y del ambiente cultural de la escuela. Los componentes adicionales de el plan incluye información sobre el plan de disciplina de la escuela y póliza; un recorrido seguro a la escuela y de la escuela; protocolos para repostar abuso infantil; información sobre crimen en la escuela; notificaciones a maestros de estudiantes peligrosos; disciplina, falta de disciplina/ hostigamiento, comportamiento motivado por odio, acoso (bullying) y pólizas de acoso sexual; y descripciones de estrategias que ayudan a desarrollar un ambiente positivo y seguro. El plan de Seguridad Escolar es actualizado anualmente. Para el año escolar 2012-2013, fue aprobado por la Junta Escolar el 11 de Febrero del 2013.

Suspensiones y expulsiones

Índice*	Escuela 2010-11	Escuela 2011-12	Escuela 2012-13	Distrito 2010-11	Distrito 2011-12	Distrito 2012-13
Suspensiones	15	10.48	7.34	36.29	25.29	24.20
Expulsiones	0	0	1.83	2.66	1.39	2.59

* El índice de suspensiones y expulsiones se calcula dividiendo la cantidad total de incidentes entre la matrícula total.

VI. Instalaciones escolares

Condiciones de las instalaciones escolares y mejoras planificadas (año escolar 2013–14)

General

El distrito se esfuerza en asegurarse que todas las escuelas estén limpias, seguras y sean funcionales. Para ayudarlas en este esfuerzo, el distrito utiliza el instrumento de encuestas sobre las instalaciones desarrollado por la oficina de Construcción de Escuelas Públicas del estado de California. Esta encuesta se llevó a cabo el 4 de abril del 2012 está disponible en la oficina de mantenimiento, operaciones y transportación

Abajo se encuentra información más detallada sobre la condición de la escuela y los esfuerzos hechos para asegurarse de que los estuantes sean previstos con ambiente de aprendizaje limpio, seguro y funcional.

Descripción de las instalaciones

Esta escuela tiene 49 salones de clases permanentes y no tiene salones de clases portables, una biblioteca, auditorio, cafetería, gimnasio, y un edificio administrativo. El plantel principal fue construido en 1911. La modernización en 2006, incluye a los edificios A, B, C, E, H, K, administración, biblioteca, salones 194-196 y el anexo de dos baños. En el 2011, a los edificios A, B, C, H se les remplazo el techo. En el 2012, los vestidores de las niñas fueron modernizados, y en el 2013 los vestidores de los niños fueron modernizados.

Mantenimiento y reparaciones

El personal de mantenimiento del distrito se asegura de que se hagan las reparaciones necesarias de manera oportuna para mantener la escuela en buenas condiciones para trabajar. Un proceso de orden de trabajo es usado para garantizar un servicio eficiente y que se dé la máxima prioridad a las reparaciones de emergencia.

Estado de las reparaciones en las instalaciones escolares (año escolar 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Sistema inspeccionado	Reparación necesaria y acción tomada o planificada			
	Bueno	Adecuado	Malo	
Sistemas: fugas de gas, calefacción, ventilación y aire acondicionado/sistemas mecánicos, desagües	X			
Interior: superficies internas		X		
Limpieza: limpieza general, infestación de insectos/alimañas	X			
Eléctrico: sistemas eléctricos	X			
Baños/bebederos: baños, lavamanos/bebederos	X			
Seguridad: seguridad contra incendios, materiales peligrosos	X			
Estructural: daños estructurales, techos	X			
Exterior: patio de juegos/recinto escolar, ventanas/puertas/portones/cercas	X			

Calificación general de las instalaciones

Calificación general	Ejemplar	Bueno	Adecuado	Malo
		X		

VII. Maestros

Maestros con acreditación

Maestros	Escuela 2010-11	Escuela 2011-12	Escuela 2012-13	Distrito 2012-13
Con acreditación completa	4	4	4	76.5
Sin acreditación completa	0	0	0	2
Que enseñan fuera de su área de competencia (con acreditación completa)	0	2	2	1

Asignación incorrecta de maestros y puestos vacantes

Indicador	2011-12	2012-13	2013-14
Asignaciones incorrectas de maestros que enseñan inglés como segunda lengua	0	0	0
Total de asignaciones incorrectas de maestros*	0	0	0
Puestos de maestros vacantes	0	0	0

Nota: Las "asignaciones incorrectas" se refiere a la cantidad de puestos que ocupan maestros que carecen de autorización legal para enseñar ese nivel educativo, materia, grupo de estudiantes, etc.

* El Total de asignaciones incorrectas de maestros incluye la cantidad de Asignaciones incorrectas de maestros que enseñan inglés como segunda lengua.

Materias básicas impartidas por maestros altamente acreditados (año escolar 2012-13)

La Ley Federal de Educación Primaria y Preparatoria (conocida en inglés como ESEA), también conocida como la ley Que Ningún Niño se Quede Atrás (en inglés, NCLB), exige que todas las materias básicas sean impartidas por maestros altamente acreditados; es decir, que tengan al menos una licenciatura, una credencial de enseñanza de California y una competencia comprobada en la materia académica básica. Para obtener más información, consulte la página web titulada Improving Teacher and Principal Quality (en español, Mejoramiento de la calidad de maestros y directores) que mantiene el CDE en <http://www.cde.ca.gov/nclb/sr/tq/>.

Ubicación de las clases	Porcentaje de clases en las que se enseñan las materias básicas impartidas por maestros altamente acreditados	Porcentaje de clases en las que se enseñan las materias básicas impartidas por maestros que no están altamente acreditados
Esta escuela	73	27
Todas las escuelas del distrito	78	22
Escuelas del distrito de muy bajos recursos	78	22
Escuelas del distrito de bajos recursos	0	0

Nota: Las escuelas de muy bajos recursos se definen como aquellas escuelas con una elegibilidad estudiantil de aproximadamente 40 por ciento o más en el programa de comidas gratis o a precio reducido. Las escuelas de bajos recursos son aquellas que tienen una elegibilidad estudiantil de aproximadamente 39 por ciento o menos en el programa de comidas gratis o a precio reducido.

VIII. Personal auxiliar

Consejeros académicos y otro personal auxiliar (año escolar 2012–13)

Puesto	Número de FTE* Asignados a la escuela	Cantidad promedio de estudiantes por consejero académico
Consejero/a académico/a	0	N/A
Consejero/a (desarrollo social/conductual/profesional)	0	NA (no es aplicable)
Maestro/a de bibliotecas multimedia (bibliotecario/a)	0	NA (no es aplicable)
Personal de servicios de bibliotecas multimedia (asistente de maestro/a)	0	NA (no es aplicable)
Psicólogo/a	.33	NA (no es aplicable)
Trabajador/a social	0	NA (no es aplicable)
Enfermera/o	0	NA (no es aplicable)
Especialista en problemas de audición/lenguaje/habla	.33	NA (no es aplicable)
Especialista en recursos (no de enseñanza)	.16	NA (no es aplicable)
Otro	0	NA (no es aplicable)

Note: Cells shaded in black or with N/A values do not require data.

* Un equivalente a un puesto de tiempo completo (conocido en inglés como FTE) es igual a un miembro del personal que trabaja a tiempo completo; un FTE también puede representar dos miembros del personal que trabajan el 50 por ciento del tiempo completo cada uno.

IX. Plan de estudios y material didáctico

Calidad, vigencia y disponibilidad de libros de texto y materiales didácticos (año escolar 2013–14)

Esta sección describe si los libros de texto y los materiales didácticos que se usan en la escuela se adoptaron recientemente; si hay suficientes libros de texto y materiales didácticos para cada estudiante, e información sobre el uso de algún otro programa de estudios auxiliar por parte de la escuela o libros de texto o materiales didácticos no adoptados.

Año y mes en que se recopiló la información: Agosto del 2013

Área del currículo requerido	Libros de texto y materiales didácticos/año de adopción	¿Adopción reciente?	Porcentaje de estudiantes que carecen de su propia copia asignada
Lectura/Lengua y literatura	Glencoe Literature (2002)		0%
Matemáticas	AGS Basic Math Skills (2003) AGS Consumer Math (2003) AGS Algebra (2004)		0%
Ciencias	Glencoe/McGraw Hill (2002) McDougal Littell (2006) AGS Biology (2004) AGS Earth Science (2004) Holt Biology (2004) McDougall Littell EarthScience (2005) AGS Life Science (2004) AGS Physical Science (2002)		0%
Historia y ciencias sociales	McDougal/ Littell (2006) AGS World History (2008) AGS US History (2005) AGS Economics (2005) AGS US Government (2001) Houghton Mifflin Patterns of Interaction (2006) McDougall Littell The Americans (2006) McDougall Littell Economics (2007) Prentice Hall American Government (2006) AGS American Government (2006)		0%
Lengua extranjera	Holt (2003)		
Salud	McDougal/ Littell (1998) Glencoe Fearon (2001) AGS Health (2006)		0%
Artes visuales y escénicas			
Equipo para laboratorio de ciencias (9.º a 12.º grado)			

X. Finanzas escolares

Gastos por estudiante y sueldos de los maestros por plantel (año fiscal 2011–12)

Nivel	Total de gastos por estudiante	Gastos por estudiante (complementarios/restringidos)	Gastos por estudiante (básicos/no restringidos)	Sueldo promedio de un maestro
Plantel	\$6901	\$278	\$6623	\$86,954
Distrito	NA (no es aplicable)	NA (no es aplicable)	\$7374	\$75,018
Diferencia porcentual (plantel y distrito)	NA (no es aplicable)	NA (no es aplicable)	10.2%	9.7%
Estado	NA (no es aplicable)	NA (no es aplicable)	\$5,537	\$69,602
Diferencia porcentual (plantel y estado)	NA (no es aplicable)	NA (no es aplicable)	19.6%	24.90%

Note: Cells shaded in black or with N/A values do not require data.

Los gastos **complementarios/restringidos** se hacen con dinero cuyo uso está controlado por la ley o por un donante. El dinero que el distrito o la mesa directiva escolar designa para fines específicos no se considera dinero restringido. Los gastos **básicos/no restringidos** se hacen con el dinero cuyo uso, a excepción de pautas específicas, no está controlado por la ley ni por un donante.

Para obtener información detallada sobre los gastos de las escuelas en todos los distritos de California, visite la página web titulada Current Expense of Education & Per-pupil Spending (en español, Gasto actual de la educación y gastos por estudiante) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/ec/>. Para obtener información sobre los salarios de los maestros en todos los distritos de California, consulte la página web titulada Certificated Salaries & Benefits (en español, Salarios y prestaciones certificadas) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/cs/>. Para buscar los gastos y salarios de un distrito escolar específico, consulte el sitio web de Ed-Data en: <http://www.ed-data.org>.

Tipos de servicios financiados (año fiscal 2012–13)

Durante el año escolar 2012-2013 las escuela Portola-Butler recibió fondos monetarios del Título I para asistir con la mejora del logro estudiantil.

Sueldos del personal administrativo y maestros (año fiscal 2011–12)

Categoría	Importe del distrito	Promedio estatal para los distritos en la misma categoría
Sueldo de un maestro en el nivel más alto	\$34,616	\$41,956
Sueldo promedio de un director (educación primaria)	\$70,751	\$66,299
Sueldo promedio de un director (educación media)	\$102,188	\$85,517
Sueldo promedio de un director (educación secundaria)	\$115,465	\$118,994
Sueldo de un superintendente	\$201,606	\$156,140
Porcentaje del presupuesto correspondiente a los sueldos de maestros	32.0%	36.0%
Porcentaje del presupuesto correspondiente a los sueldos del personal administrativo	7.0%	6.0%

Para obtener información detallada sobre los salarios, consulte la página web titulada Certificated Salaries and Benefits (en español, Salarios y prestaciones certificadas) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Finalización de estudios y preparación postsecundaria

Requisitos de admisión a las universidades públicas de California

Universidad de California

Los requisitos de admisión de la Universidad de California (conocida en inglés como UC) siguen las normas generales establecidas en el Plan Maestro, el cual exige que un octavo de los mejores graduados de la escuela preparatoria del estado, así como los estudiantes transferidos que completaron con éxito un trabajo de curso específico para la universidad, sean elegibles para la admisión a la UC. Estos requisitos están diseñados para garantizar que todos los estudiantes elegibles estén preparados adecuadamente para el nivel de estudio universitario.

Para obtener información sobre los requisitos de admisión general, visite la página web sobre la información de admisión general de la UC en <http://www.universityofcalifornia.edu/admissions/>.

Universidad Estatal de California

La elegibilidad para la admisión a la Universidad Estatal de California (conocida en inglés como CSU) está determinada por tres factores:

- haber realizado cursos específicos en la escuela preparatoria
- las calificaciones en cursos específicos y resultados de las pruebas
- haberse graduado de la escuela preparatoria

Algunos campus universitarios poseen estándares más altos para carreras en particular o para estudiantes que viven fuera del área del campus local. Debido a la cantidad de aspirantes, algunos campus universitarios poseen estándares más altos (criterios de admisión adicionales) para todos los aspirantes. La mayoría de los campus de la CSU utilizan políticas de garantía de admisión local para los estudiantes que se graduaron o fueron transferidos de escuelas preparatorias y universidades que recibieron históricamente los servicios del campus de la CSU en esa región. Para obtener información sobre la admisión, solicitud y costos de matriculación, visite la página web de la Universidad Estatal de California en <http://www.calstate.edu/admission/admission.shtml>.

Índice de abandono escolar y graduación

Indicador	Escuela			Distrito			Estado		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Índice de abandono escolar	18.2	14.5	15.1	18.2	14.5	15.1	16.6	14.7	13.1
Índice de graduación escolar		77.46	79.79	71.61	77.46	79.79	74.72	77.14	78.73

Cumplimiento de los requisitos de graduación de escuela preparatoria

Esta tabla muestra, por grupo de estudiantes, el porcentaje de estudiantes que formaron parte de la clase que se graduó más recientemente, para la cual el CDE tiene datos disponibles y cumplieron con todos los requisitos estatales y locales de graduación para la finalización del duodécimo grado, incluyendo haber aprobado las secciones de Lengua y literatura en inglés (ELA) y Matemáticas del examen CAHSEE o haber recibido una dispensa local o exención estatal.

Clase graduada de 2012

Grupo	Escuela	Distrito	Estado
Todos los estudiantes	44	402	418,598
Negros o afroamericanos			28,078
Indígenas americanos o nativos de Alaska		1	3,123

Asiáticos		2	41,700
Filipino		2	12,745
Hispanos o latinos	39	364	193,516
Nativos de Hawái u otra isla del Pacífico		1	2,585
Blancos	5	32	127,801
Dos o más razas			6,790
Estudiantes de escasos recursos socioeconómicos	31	296	217,915
Estudiantes de inglés como segunda lengua	36	208	93,297
Estudiantes con discapacidades	1	33	31,683

Programas de educación para carrera técnica (año escolar 2012–13)

No se ofrecieron Programas de Educación Técnica en Portola-Butler en el año 2012-2013. Sin embargo, los estudiantes tienen acceso a asistir a clases en la preparatoria de King City y de Greenfield.

Participación en los programas de educación para carrera técnica (año escolar 2012–13)

Medida	Participación en los programas de CTE
Cantidad de estudiantes que participan en los programas de educación para carrera técnica (conocida en inglés como CTE)	0
Porcentaje de estudiantes que completaron un programa de CTE y obtuvieron el diploma de preparatoria	0.0
Porcentaje de cursos CTE secuenciales o articulados entre la escuela y las instituciones de educación postsecundaria	0.0

Cursos para la admisión a la Universidad Estatal de California o la Universidad de California

Medida del curso para la UC/CSU	Porcentaje
Estudiantes matriculados en cursos requeridos para la admisión a la UC/CSU en el 2012–13	0.0
Estudiantes graduados que completaron todos los cursos requeridos para la admisión a la UC/CSU en el 2011–12	0.0

Cursos de nivel avanzado (AP) (año escolar 2012–13)

Materia	Cantidad de Cursos AP ofrecidos*	Porcentaje de estudiantes en cursos de AP
Informática	0	NA (no es aplicable)
Inglés	0	NA (no es aplicable)
Bellas artes y artes escénicas	0	NA (no es aplicable)
Lengua extranjera	0	NA (no es aplicable)
Matemáticas	0	NA (no es aplicable)
Ciencias	0	NA (no es aplicable)
Ciencias sociales	0	NA (no es aplicable)
Todos los cursos	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

* Donde hay matriculación de estudiantes en los cursos.

XII. Programación y planificación instructivas

Desarrollo profesional

Esta sección incluye información sobre la cantidad anual de días de escuela dedicados al desarrollo del personal para el periodo de tres años más reciente.

Se ofrecieron oportunidades de capacitación profesional a todos los maestros del distrito, incluyendo a los maestros de la Preparatoria de Continuación Portola-Butler. La capacitación profesional se especializa en la implementación de las mejores prácticas como fue prescrito en la Capacitación Profesional para Construir Significados. Este desarrollo profesional garantiza el logro académico de los aprendices de inglés y de todos los aprendices en general con una concentración en el enfoque integral de desarrollar el dominio de inglés. Parte integral de este enfoque es la enseñanza del idioma explícita en todas las clases, todos los días.

Construir Significados proporciona a los maestros con las herramientas para un lenguaje explícito de instrucción dentro del área de contenido de instrucción. La planeación de lecciones es manejada por el contenido y demanda un idioma académico de una disciplina específica de enseñanza. Basado en el diseño inverso y una liberación gradual del modelo de responsabilidad, el proceso de Construcción de Significados les ayuda a los maestros

- Aprender el papel que juega el idioma en el contenido de enseñanza
- Decidir que conocimiento del idioma necesitan los estudiantes para acceder el contenido y expresar su entendimiento
- Proporcionar instrucciones y prácticas de idioma apropiado y explícito, de forma oral y por escrito

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: School Accountability Report Card (SARC)
For King City High School

MEETING: February 12, 2014

AGENDA SECTION:

XX ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

The School Accountability Report Card (SARC) is required to be approved and posted for each school site. This is the SARC for Portola-Butler Continuation High School for 2012 – 2013.


Recommendation:

The recommendation is being made for the State Administrator to approve the King City High School 2012 – 2013 SARC.

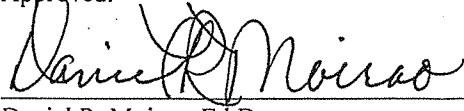
Fiscal Impact:

None

Submitted By:


Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

King City High



Janet Sanchez Matos, Principal

Principal, King City High

About Our School

Greetings and welcome to King City High School. I am glad you have taken the time to learn more about our school.

Over the past three years King City High School has made huge gains in our academic progress, student involvement in athletics, and on-campus clubs. All across our campus there is a shared feeling that we have departed from the not-so-good days and we have embarked upon a positive new course.

In the past 2 years we have increased our API score by 59 points, for a score of 739. California expects an 8-12 point gain each year. We have surpassed these expectations, and have found ourselves with an API score that places us near the top of all schools in Monterey County. Our work is not done, as we continue our improvement, our focus needs to be on those students who are not performing as well as their classmates.

We now have 13 clubs on campus which provide our students with a large selection of fun and exciting activities. Our "Club Rush Day" this fall was a huge success and we look forward to a bigger and better event next fall. Our athletic teams continue to do well in their league which is evident in the number of our teams moving on to the post season.

For over 100 years King City High School has been recognized as a school with many achievements. As we enter into our second centennial we are confident that this tradition will continue.

If you have any questions for me feel free to contact me by phone, 831-385-5461 ext. 3244, or by email, jmatos@kingcity.k12.ca.us.

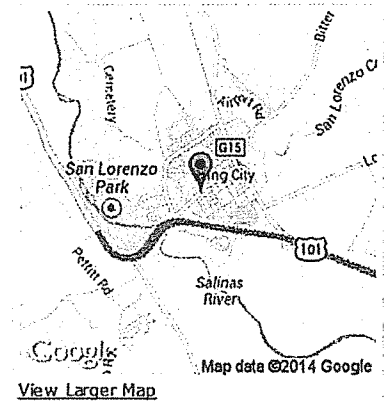
Yours in education,

Ms. Janet Sanchez Matos

Contact

720 Broadway St.
King City, CA
93930-3311

Phone: 831-385-5461
E-mail: jmatos@smcjhhsd.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	King City High
Street	720 Broadway St.
City, State, Zip	King City, Ca, 93930-3311
Phone Number	831-385-5461
Principal	Janet Sanchez Matos, Principal
E-mail Address	jmatos@smcjuhsd.org
County-District-School (CDS) Code	27660682732170

District	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Web Site	smcjuhsd.org
Superintendent First Name	Daniel
Superintendent Last Name	Morao
E-mail Address	dmorao@smcjuhsd.org

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

King City High school is located in Southern Monterey County and is a part of the Southern Monterey County Joint Unified High School District. It is a comprehensive 9-12 grade high school that has a total enrollment of 942 students. The ethnicity of the student body is primarily Hispanic or Latino (86%) with the second largest population being White/Non-Hispanic (9%). English language learners compose 60% of the King City High School student population.

The school first opened its doors on its current one hundred acre site in 1911. King City High School is in its second century of educating the students of King City and its surrounding communities. The 2010 United States Census reported that King City has a population of 12,874 with a population density is 3,231.8 people per square mile and the racial makeup of 87.5% claiming Hispanic or Latino origin, 47.9% White, 1.2% African American, 2.7% Native American, 1.3% Asian, 0.1% Pacific Islander, 42.3% from other races, and 4.5% from two or more races. There were 3,218 housing units at an average density of 807.8 per square mile (311.9/km²), of which 1,394 (46.3%) were owner-occupied, and 1,614 (53.7%) were occupied by renters. The homeowner vacancy rate was 3.2%; the rental vacancy rate was 3.4%. 5,586 people (43.4% of the population) lived in owner-occupied housing units and 7,229 people (56.2%) lived in rental housing units.

District Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to lifelong educational success. District Mission Statement South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

King City High School Vision Statement:

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

King City High School
Principal's Goals 2012-2013

School Culture / Environment:

c. Involve parents (subgroups) and community in improving student learning and school culture

2. Create a shared vision and clear goals

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

3. To create safety nets for the at risk student

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

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

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

Compliance / Resources

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

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

Expected School-wide Learning Results (ESLRs)

A Mustang Is:

An Effective Communicator who can:

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

A Complex Thinker who can:

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

A Collaborative Worker who can:

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

A Self-Directed Learner who can:

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

An Effective Citizen who can:

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

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parents who wish to participate in King City High School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-5461. King City High School's website (www.kingcity.k12.ca.us/kchs) provides a variety of resources and information for parents, staff, students, and community members. Additionally, there is an Aeries portal accessible through the website that allows parent real time access to their child's grades, course work and instructors.

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

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

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

Last updated: 1/28/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

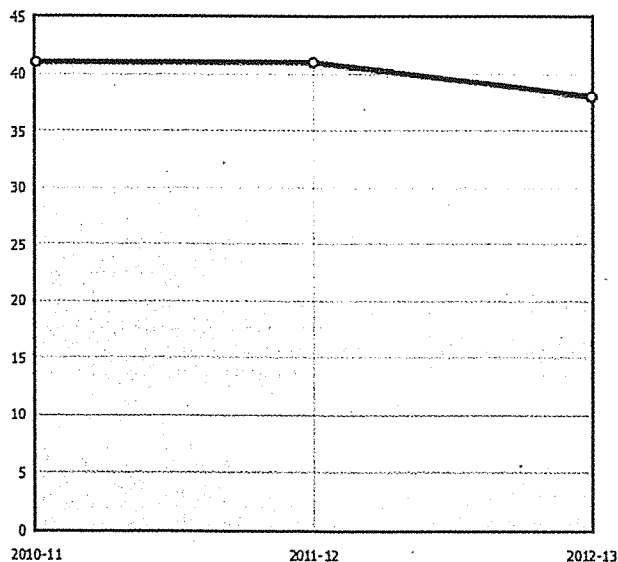
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

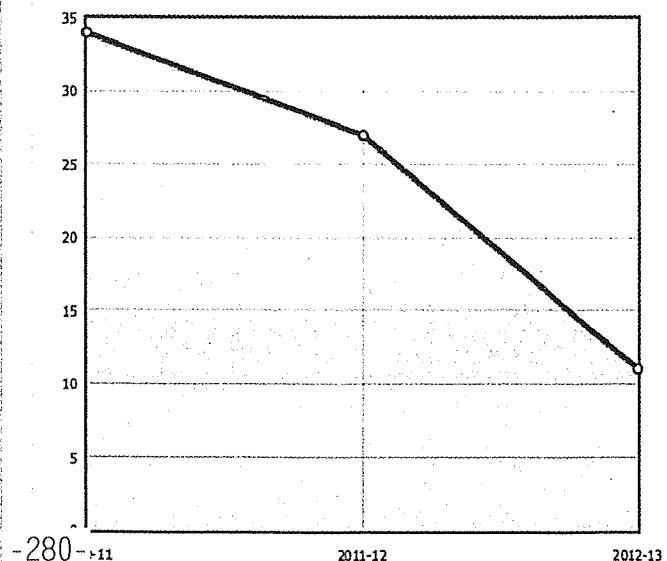
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41%	41%	38%	34%	33%	33%	54%	56%	55%
Mathematics	34%	27%	11%	22%	19%	9%	49%	50%	50%
Science	33%	32%	48%	30%	30%	37%	57%	60%	59%
History-Social Science	45%	48%	45%	40%	37%	34%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

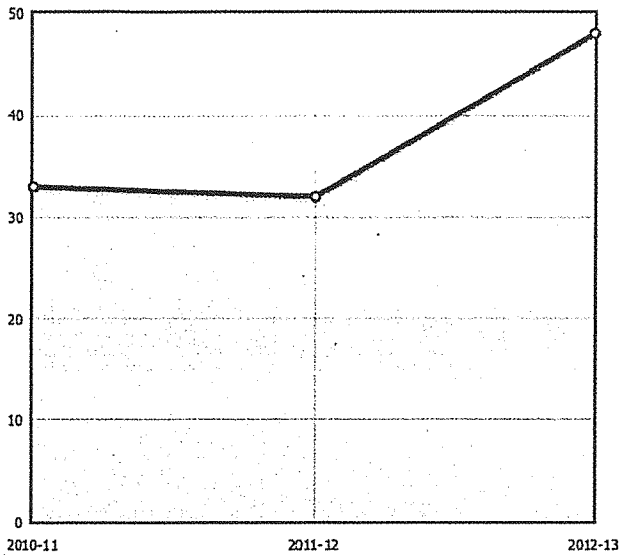
English-Language Arts Percent of Students Scoring at Proficient or Advanced



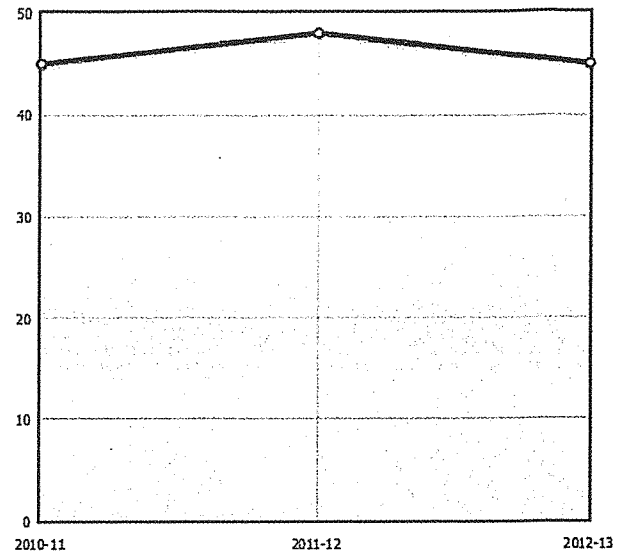
Math Percent of Students Scoring at Proficient or Advanced



Science Percent of Students Scoring at Proficient or Advanced



History Percent of Students Scoring at Proficient or Advanced



Last updated: 1/28/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	33%	9%	37%	34%
All Students at the School	38%	11%	48%	45%
Male	38%	10%	47%	50%
Female	39%	13%	48%	39%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	34%	10%	44%	40%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	67%	20%	80%	75%
Two or More Races	83%	30%	N/A	N/A
Socioeconomically Disadvantaged	33%	10%	42%	39%
English Learners	8%	5%	12%	11%
Students with Disabilities	19%	8%	N/A	17%
Students Receiving Migrant Education Services	33%	7%	32%	30%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

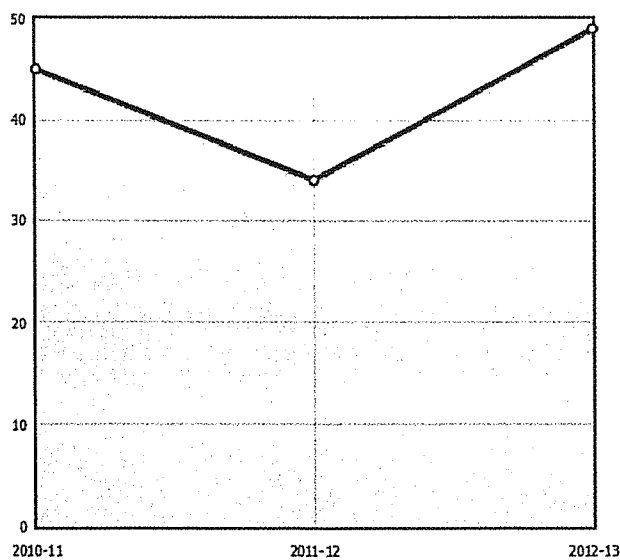
California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

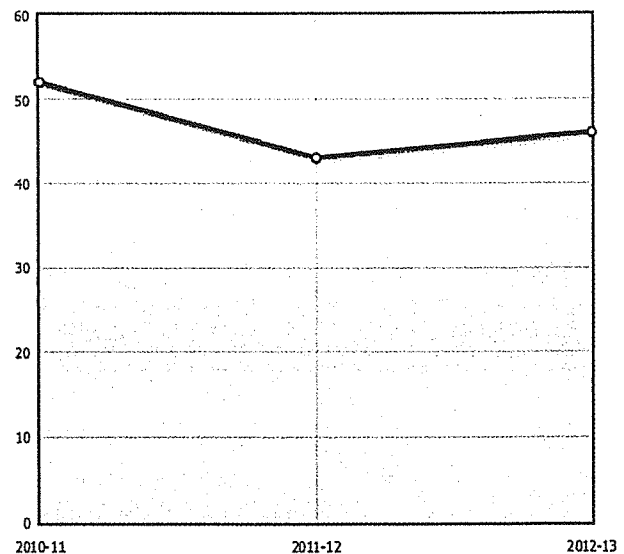
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	34%	49%	44%	32%	41%	59%	56%	57%
Mathematics	52%	43%	46%	43%	38%	37%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/28/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59%	24%	18%	63%	27%	10%
All Students at the School	51%	27%	21%	54%	35%	10%
Male	57%	27%	16%	56%	35%	10%
Female	46%	28%	27%	53%	36%	11%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	55%	27%	19%	58%	33%	9%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	12%	41%	47%	11%	67%	22%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56%	27%	16%	58%	34%	8%
English Learners	94%	6%	N/A	86%	14%	N/A
Students with Disabilities	91%	5%	5%	95%	5%	N/A
Students Receiving Migrant Education Services	59%	18%	23%	64%	32%	5%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.5%	22.7%	15.7%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	4
Similar Schools	9	8	9

Last updated: 1/28/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	21	-2	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	24	-7	-26
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	-10	-19
English Learners	17	-21	-23
Students with Disabilities			

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

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	672	701	1,361	663	4,655,989	790
Black or African American	1		2		296,463	708
American Indian or Alaska Native	2		4		30,394	743
Asian	7		7		406,527	906
Filipino	6		7		121,054	867
Hispanic or Latino	582	684	1,250	651	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	52	828	64	810	1,200,127	853
Two or More Races	22	834	27	760	125,025	824
Socioeconomically Disadvantaged	551	683	1,160	648	2,774,640	743
English Learners	411	634	934	614	1,482,316	721
Students with Disabilities	81	481	164	464	527,476	615

Last updated: 1/28/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year In Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	0.7%

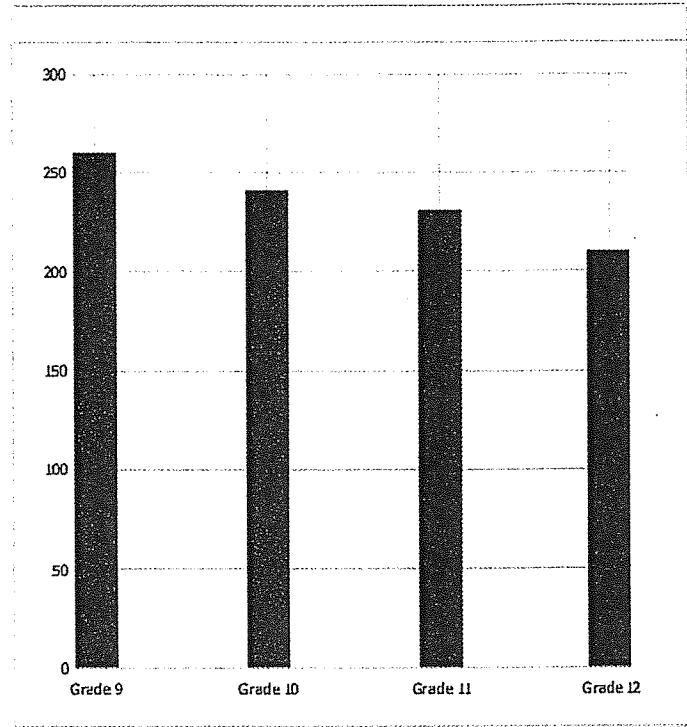
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/28/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

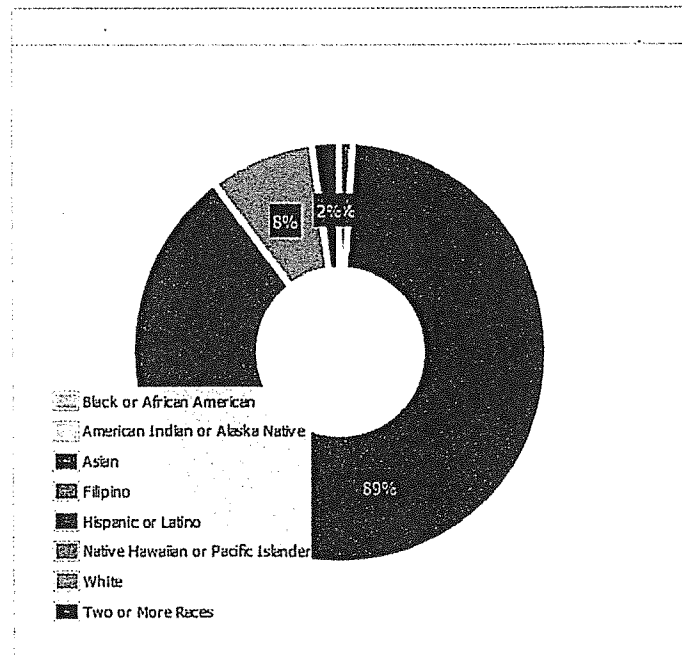
Grade Level	Number of Students
Grade 9	260
Grade 10	241
Grade 11	231
Grade 12	210
Total Enrollment	942



Last updated: 1/28/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	1.2
Hispanic or Latino	86.0
Native Hawaiian or Pacific Islander	0.1
White	8.7
Two or More Races	2.7
Socioeconomically Disadvantaged	78.2
English Learners	59.8
Students with Disabilities	11.4



Last updated: 1/28/2014

Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.1	21	13	15	25.4	15	24	9	22.0	25	21	16
Mathematics	28.4	3	19	8	28.0	6	15	12	22.0	17	7	18
Science	30.8	0	7	6	30.1	1	6	7	23.0	10	5	11
Social Science	28.2	4	13	4	28.6	3	12	5	21.0	16	12	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/28/2014

School Safety Plan (School Year 2012-13)

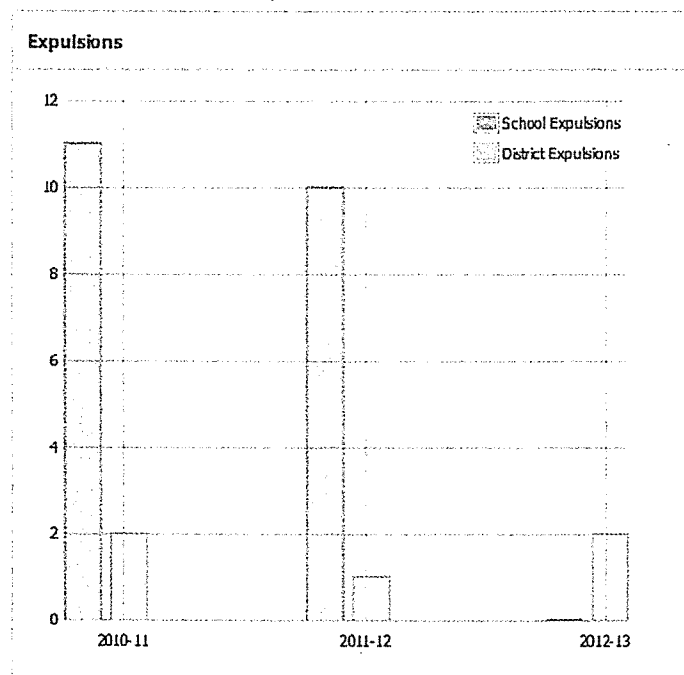
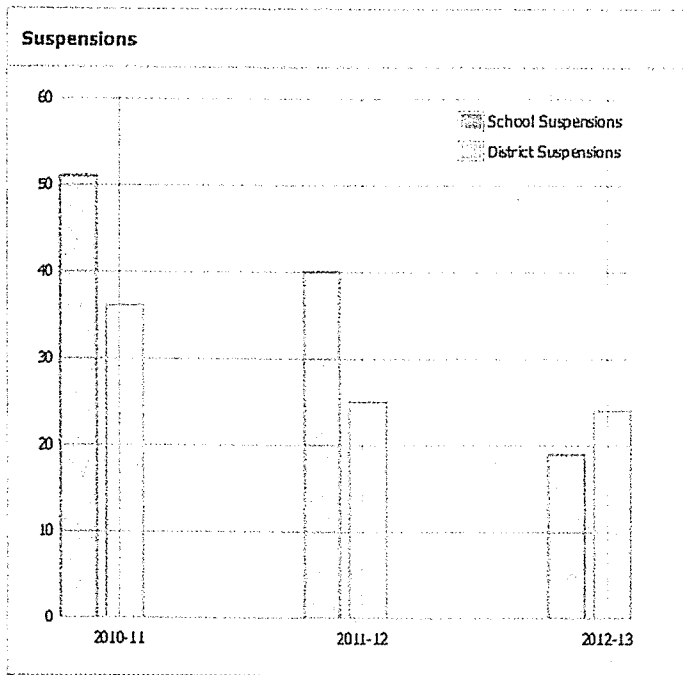
King City High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2012-2013 school year, it was approved by the School Site Board on February 11, 2013.

Last updated: 1/28/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	51.00	40.00	19.96	36.29	25.29	24.20
Expulsions	11.00	10.00	0.53	2.66	1.39	2.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 4, 2012 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has 49 permanent classrooms and no portable classrooms, a library, auditorium, cafeteria, gymnasium, and an administration building. The main campus was built in 1911. Modernizations in 2006, include buildings A,B,C,E,H, K, administration, library, rooms 194-196 and addition of two restrooms. In 2011, buildings A, B, C, and H were re-roofed. In 2012, the girl's locker room was modernized, and in 2013 the boy's locker room was modernized.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

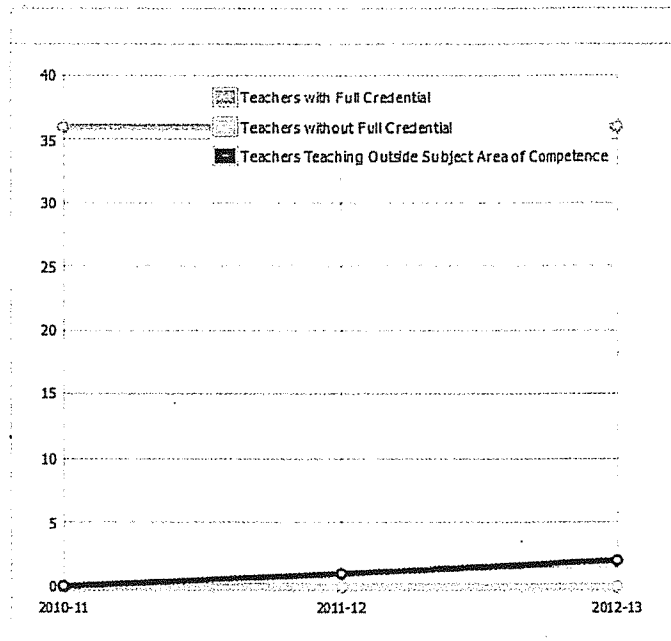
Overall Rating	Good
----------------	------

Last updated: 1/30/2014

Teachers

Teacher Credentials

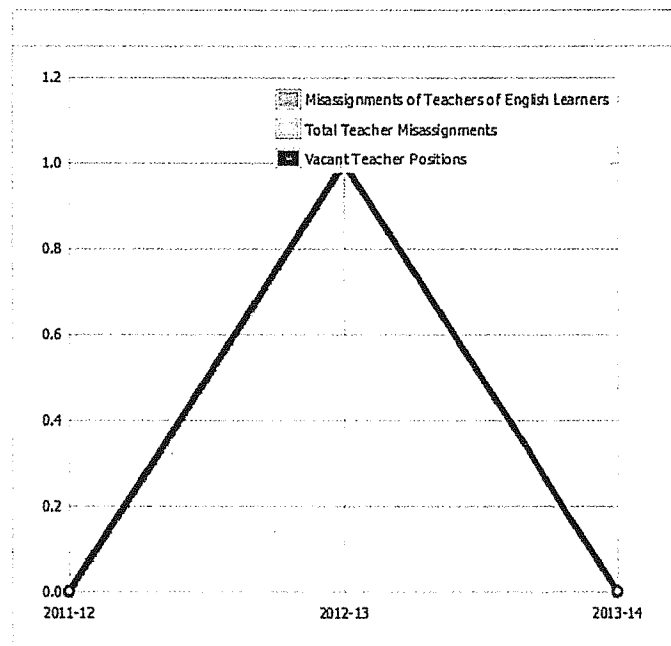
Teachers	School		District	
	2010-11	2011-12	2012-13	2012-13
With Full Credential	36	36	36	76
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	1



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	77	23
All Schools in District	78	22
High-Poverty Schools in District	78	22
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/28/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	942.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Glencoe: Literature: The Readers Voice Course 4 (2002) Glencoe: Literature: The Readers Voice Course 5 (2002) Glencoe: Adventures In American Literature (1989) Glencoe: American Literature: The Readers Voice (2002) Glencoe: British Literature: The Readers Voice (2002) Glencoe: CSUMB ERWC Resources (2006) Hampton-Brown Edge Fundamentals (2005) Hampton-Brown Edge (2005) McGraw-Hill/Glencoe: REACH The Readers Voice (2002) Scholastic, Inc. Read 180 Read Write and React (2005)	Yes	0.0
Mathematics	Math Teachers Press: Conquering the CAHSEE (2004) McDougal-Littell: California Geometry (2007) Glencoe: Mathematics and Business Applications (2006) Prentice-Hall: California Algebra I (2008) California Algebra II (2008) Prentice-Hall: California Algebra Readiness (2008) Prentice-Hall: Pre-Calculus with Limits (2007) Prentice-Hall: Calculus (2007) AGS: Algebra 1/2 (2002) AGS: Consumer Math (2001) Cengage Learning: Financial Algebra (2011) Math Vision Project-Math I Electronic Adoption (2013)	Yes	0.0
Science	McDougal-Littell: Earth Science (2005) Holt, Rinehart, Winston: Modern Biology (2002) Glencoe: Chemistry-Matter and Change (2005) Pearson, Campbell, Reese: Biology (AP Ed.) (2002) Glencoe: Physics-Principles and Problems (2005) Pearson: Criminalistics (2007) Glencoe: Chemistry: Matter and Change (2005) McDougal Little: Ag Earth Science (2005) Mc Dougall Little: Earth Science SDAIE (2005) Glencoe: Intro to Biology (2005) Cooper: Agriscience (2005) Holt: Ag Biology: Modern Biology AGS: Physical Science (2002) AGS: Life Science (2002) Pearson/Prentice Hall: Ag McDougal-Littell: Earth Science (2005) Holt, Rinehart, Winston: Modern Biology (2002) Glencoe: Chemistry-Matter and Change (2005)	Yes	0.0

Pearson: Criminalistics (2007)
 Glencoe: Chemistry: Matter and Change (2005)
 McDougal Little: Ag Earth Science (2005)
 Mc Dougal Little Earth Science SDAIE (2005)
 Glencoe: Intro to Biology (2005)
 Cooper: Agriscience (2005)
 Holt: Ag Biology: Modern Biology
 AGS: Physical Science (2002)
 AGS: Life Science (2002)
 Pearson/Prentice Hall: Ag Earth Science (2006)

History-Social Science

Yes 0.0

AGS: World History (2006)
 Houghton Mifflin: Patterns of Interaction (2006)
 AGS: World History (2005)
 AGS: US History (2005)
 McDougall-Littell: Creating America (2006)
 AGS: Economics (2003)
 AGS: American Govt.(2006)
 DC Heath: American Pageant (2006)
 McDougall- Littell: The Americans (2006)
 McDougall-Littell: Economics-Concepts & Choices (2007)
 Prentice Hall: Magruder's American Government (2006)
 Cengage Learning: American Pageant (2013)

Foreign Language

Yes 0.0

Glencoe: Nosotros y Nuestro Mundo Levels 1&2
 (1997)
 (2003)
 Vista: Descubre 2 (2003)
 Vista: Descubre 3 (2003)
 Glencoe: Nosotros y Nuestro Mundo: (1997)
 Alma Publishing: Chiro Sign Media, Inc.:(2010)

Vista: Descubre 1

Health

0.0

McDougal-Littell: Perspectives(1996)
 Globe Fearon: Health (1994)

Visual and Performing Arts

Yes 0.0

Photo & Digital Imaging: Wilcox Co. (2002)
 Intro to Drama: The Stage and School (1997)
 Theater Arts in Action (2005)
 Cengage Learning: Ag Mechanics(2010)

Science

0.0

Laboratory Equipment (grades 9-12)

Microscopes, Thermometers (45) electric, standard, and rechargeable, Aquariums (4),
 Dissecting sets (20), Digital projectors, Incubator, Gel electrophoresis, chambers and power source (4), Digital
 balances (4), Mini centrifuge(2), Digital Water Bath, UV light board Micropipettes (5), Life-size resin human skeleton,
 Human torso model, Heart model, Flower model, DNA model, Hot plates (8), Triple-beam balances (8) Van de Graff
 Generator, Desiccators (3), Water Distiller Sinks (19), microscopes,
 Thermometers (45) electric, standard, and rechargeable, Aquariums (4), Glassware Beakers: 1800 mL (2), 600 mL,
 (9), 400 mL (66), 200 mL (47), 100 mL (19), 50 mL (25) Flasks: 1000 mL (18), 500 mL (25), 250 mL (19), 200 mL
 (2), Specimen Dishes (6), Test tubes (100s of various sizes), Petri Dishes (100s of various sizes), Test tube racks
 (30), Ring stands and clamps (10), Clamp on lights (6), Mortar and Pestle (15), Stop watches (15), Plant light (1),
 Aprons (35), Goggles (35), Alcohol burners (23), Blood pressure kits (10), Gas burners (12), Mirror tiler (2), Bunsen
 Burners (16), Metal mesh stands (4), Glass syringe 50cc (3), Finger Cots (75), PH Spectral (3), Pkg. of weighing
 paper, Filter paper box ct. 100 (3), Glass funnel large (6), Glass funnel med (7) Glass funnel small (3), Glass
 thermometers (21), Filter tubular (2), Hoses (7), Paper Chromatography Kit (1) Electric immersion heater (1),
 Stainless steel ATC Probe (1), Disposable Filter caps (18), Metal thermometers (3) Metal square pans (95), Hot plates
 (10), Scales (11) Flat scale, Sinks (16), Flasks: 1000 mL (30) 250 mL (22), 124 mL (27), Beakers: 1000 mL (4), 600
 mL (5) 250 mL (11), 150 mL (2), 100 mL (2), 10 mL pipet - 296 - eze bottles (9), Yard sticks (19), 38 mm lenses
 (64) 20 mm Iceland spars (50), pendulum (1), Electronic spark timers (2), 3-axis accelerometer, 25-G accelerometer,
 Barometer. Proscione Kit. Plunger carts (2). Conductivity probes (2). Cuvettes for colorimeter Dual-range force

Vernier drop counter, Vernier photogates (4), Wireless dynamics sensor system, Drugs and Poison analysis kits (28), Counterfeit Detection Pens (2), Detection of Art Forgery Kits (24), Analysis of Documents kits (24), Fingerprint brushes (2), Fiberglass fingerprint brushes (2), Fingerprint lifting tape (10 yards), Hair analysis kits (24), Latent fingerprint kit, Fingerprint Pads (3), Serial number restoration kit, Fingerprint powder, Black 1 oz., Fingerprint powder, Black, magnetic (2), Ward's gunshot residue presumptive test kit, Forensic analysis of glass kits (8), Hair and Fiber analysis kit, Luminol detection of simulated blood demonstration kit, Simulated ABO & Rh Blood typing kits (24).

Last updated: 1/28/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,251	\$1,229	\$7,022	\$79,825
District	N/A	N/A	\$7,374	\$75,018
Percent Difference – School Site and District	N/A	N/A	4.80%	0.67%
State	N/A	N/A	\$5,537	\$69,602
Percent Difference – School Site and State	N/A	N/A	26.80%	14.70%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the [CDE Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the [CDE Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/28/2014

Types of Services Funded (Fiscal Year 2012-13)

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

- Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)

Programs and services are available to assist students. After-school and Saturday tutoring are provided through EIA and Title I funding. Preparation and review sessions for the California High School Exit Exam are also available for students. Small group and individual Supplemental Educational Services tutoring in English and math are provided through Title I funding.

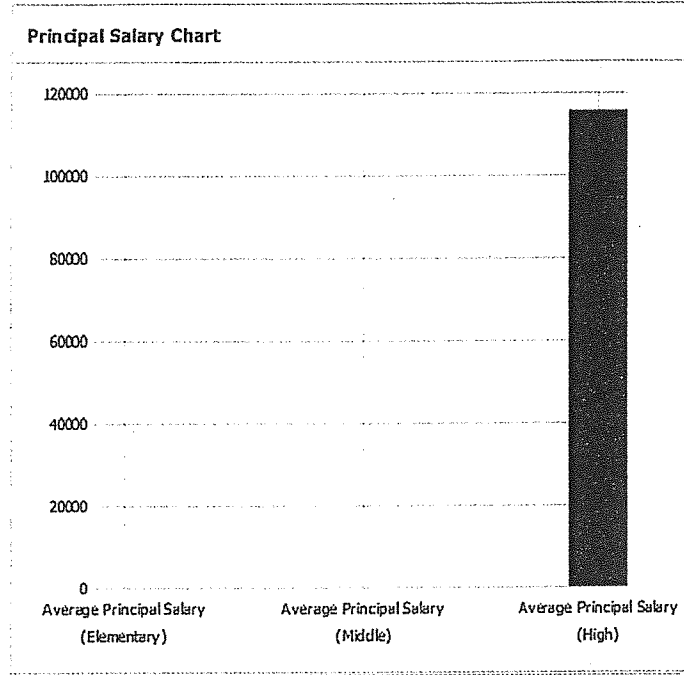
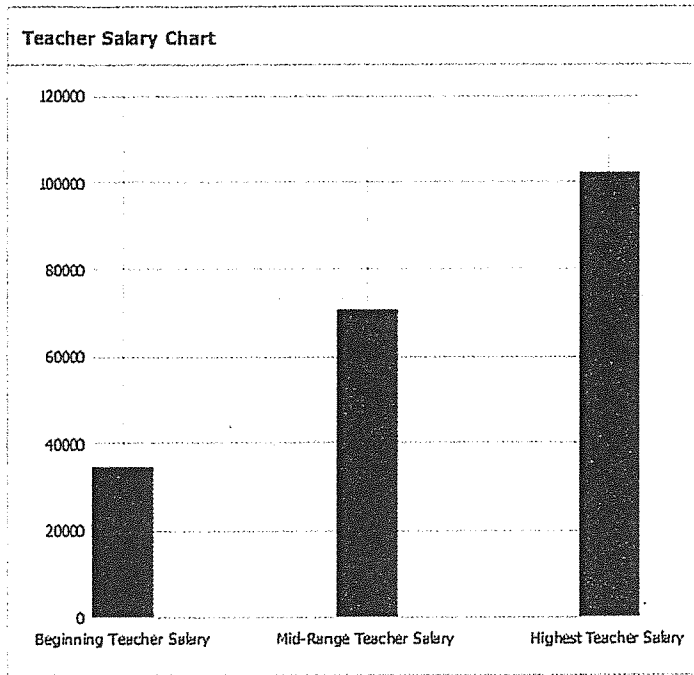
Last updated: 1/28/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$34,616	\$41,956
Mid-Range Teacher Salary	\$70,712-298	\$66,299
Experienced Teacher Salary	\$102,188	\$85,517

Average Principal Salary (Middle)	\$00	N/A
Average Principal Salary (High)	\$115,465	\$118,994
Superintendent Salary	\$201,606	\$156,140
Percent of Budget for Teacher Salaries	32.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/28/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

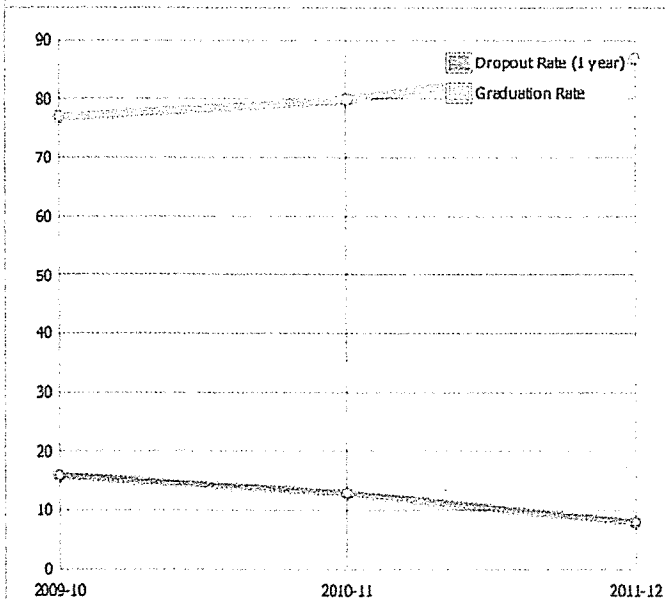
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	16.4	13.6	8.8	18.2	14.5	15.1	16.6	14.7	13.1
Graduation Rate	77.57	80.43	87.29	71.61	77.46	79.79	74.72	77.14	78.73

Dropout/Graduation Rate Chart



Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	160	402	418,598
Black or African American			28,078
American Indian or Alaska Native	1	1	3,123
Asian	2	2	41,700
Filipino	2	2	12,745
Hispanic or Latino	134	364	193,516
Native Hawaiian or Pacific Islander	1	1	2,585
White	20	32	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	111	296	217,915
English Learners	64	208	93,297
Students with Disabilities	16	33	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/28/2014

Career Technical Education Programs (School Year 2012-13)

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

Last updated: 1/28/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	56
Percent of pupils completing a CTE program and earning a high school diploma	54.0
Percent of CTE courses sequenced or articulated between the school and institutions or postsecondary education	0.0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	55.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	11.9

Last updated: 1/28/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	3.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/28/2014

Instructional Planning and Scheduling

Professional Development

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

Professional Development

KCHS is committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards. To this end, KCHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in individual and group reflection regarding the ways to improve student achievement, monitor and plan from student achievement data and refine the practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 94% of the teachers have participated in Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- understand the role language plays in content learning
- decide what language knowledge students need to access content and express understanding
- provide appropriate, explicit oral and written language instruction and practice

During dedicated collaboration time, KCHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, KCHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

Currently, KCHS teachers are in their third year of Constructing Meaning Implementation with improvements in fidelity to the strategies and capacity building each year. Common Core module training in text-complexity, Close reading, Depth of Knowledge, the College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. KCHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our Collaboration time to staff development prioritized on a staff needs assessment.

Last updated: 1/30/2014

Resumen Ejecutivo del Informe de Rendición de Cuentas Escolar, 2012–13

King City High School

Dirección: 720 Broadway Street
King City, CA 93930

Teléfono: (831) 385-5461
Grados: 9 – 12

Director: Sra. Janet Sánchez Matos

La Directora

Saludos y bienvenidos a la preparatoria de King City. Me da gusto que se hayan tomado el tiempo para aprender más acerca de nuestra escuela.

Durante los últimos tres años, la preparatoria de King City ha logrado grandes avances en nuestro progreso académico, la participación del estudiante en atletismo, y en los clubes en el plantel. En todo nuestro plantel hay un sentimiento compartido de que nos hemos apartado de los días que no fueron tan buenos y hemos emprendido un nuevo rumbo positivo.

En los últimos dos años hemos aumentado la puntuación API por 59 puntos, alcanzando una puntuación de 739. La expectativa de California es ganar de 8-12 puntos cada año. Hemos superado las expectativas, y hemos obtenido una puntuación API que nos coloca cerca de los lugares más altos de todas las escuelas del Condado de Monterey. Nuestro trabajo no termina aquí, a medida que seguimos mejorando, nuestro enfoque tiene que estar en esos estudiantes que no están teniendo el mismo nivel de rendimiento que el resto de sus compañeros de clases.

Ahora tenemos 13 clubes en el plantel que proporcionan a nuestros estudiantes una gran selección de actividades divertidas y emocionantes. Nuestro "Club Rush Day" de este otoño fue un gran éxito y esperamos tener un evento más grande y exitoso el próximo otoño. A nuestros equipos de atletas les sigue yendo bien en si liga, que es evidente en el número de nuestros equipos que pasan a las postemporada.

Por más de 100 años la preparatoria de King City ha sido reconocida como una escuela con muchos logros. A medida que comenzamos nuestro segundo centenario tenemos la certeza de que esta tradición continuará.

Si usted tiene alguna pregunta para mí no dude en ponerse en contacto conmigo por teléfono, 831-385-5461 ext. 3244, o por correo electrónico, jmatos@kingcity.k12.ca.us.

Suya en la educación,

Sra. Janet Sanchez Matos

El objetivo de este resumen ejecutivo del Informe de Rendición de Cuentas Escolar (conocido en inglés como SARC) es brindar a los padres y miembros de la comunidad un panorama general de la información relacionada con las escuelas públicas individuales. La mayoría de los datos que se presentan en este informe corresponden al año escolar 2012–13. Los datos relacionados con las finanzas escolares y la finalización de los estudios corresponden al año escolar 2011–12. La información de contacto, las instalaciones, el plan de estudios y material didáctico, y cierta información sobre los maestros corresponden al año escolar 2013–14. Si los padres y miembros de la comunidad desean obtener información adicional sobre la escuela, deben revisar el SARC en su totalidad o comunicarse con el director de la escuela o la oficina del distrito.

Acerca de esta escuela

La preparatoria de King City está localizada en el Sur del Condado de Monterey y parte del Condado del Sur de Monterey es parte de la Unión Conjunta del Distrito de Preparatorias del Sur del Condado de Monterey (South Monterey County Joint Unified High School District). Es una preparatoria que comprende del grado 9-12 y tiene un total de 942 estudiantes inscritos. La etnicidad de este cuerpo de estudiantes es mayormente Hispana o Latina (86%) segunda por la segunda población más grande de Blancos/No Hispanos (9%). Los aprendices de inglés conforman el 60% de la población de estudiantes de la escuela preparatoria de King City.

La escuela abrió sus puertas en su plantel de cien acres en 1911. La preparatoria de King City está en su Segundo siglo de educar a estudiantes de King City y de sus comunidades circunvecinas. El Censo del 2010 en Estados Unidos reportó que King City tiene una población de 12,874 con una densidad de población de 3,231.8 personas por milla cuadrada y una composición racial en donde 87.5% declaran origen Hispano o Latino, 47.9% Blancos, 1.2% Afroamericano, 2.7% Nativo Americano, 1.3% Asiático, 0.1% Islas del Pacífico, 42.3% de otras razas, y 4.5% de dos o más razas. Había 3,218 unidades habitacionales con un promedio de densidad de 807.8 por milla cuadrada (311.9/km²), de los cuales 1,394 (46.3%) son habitados por el propietario, y 1,614 (53.7%) son habitados por arrendatarios. La tasa de casas vacantes de propietarios era 3.2%; la tasa de vacantes de arrendatarios era 3.4%. 5,586 personas (43.4% de la población) vivían en unidades habitadas por el propietario y 7,229 personas (56.2%) vivían en unidades de alquiler.

Matriculación de los estudiantes

Grupo	Matriculación
Cantidad de estudiantes	942
Negros o afroamericanos	0%
Indígenas americanos o nativos de Alaska	0%
Asiáticos	1%
Filipinos	1%
Hispanos o latinos	86%
Nativos de Hawái u otra isla del Pacífico	0%
Blancos	9%
Dos o más razas	3%
Estudiantes de escasos recursos socioeconómicos	78%
Estudiantes de inglés como segunda lengua	60%
Estudiantes con discapacidades	11%

Maestros

Indicador	Maestros
Maestros con acreditación completa	36
Maestros sin acreditación completa	0
Maestros que enseñan fuera de su área de competencia	0
Asignaciones incorrectas de maestros de inglés como segunda lengua	1
Total de asignaciones incorrectas de maestros	1

Rendimiento de los estudiantes

Materia	Estudiantes con un nivel competente o superior en los resultados del STAR ¹
Lengua y literatura en inglés	38%
Matemáticas	11%
Ciencias	48%
Historia y ciencias sociales	45%

Progreso académico²

Indicador	Resultado
701	701
4	4
No	No
Reunieron 9 of 18	Reunieron 9 of 18
5	5

Instalaciones escolares

Resumen de la inspección más reciente del plantel/ Reparaciones necesarias/ Acciones correctivas tomadas o planeadas

General

El distrito se esfuerza en asegurarse que todas las escuelas estén limpias, seguras y sean funcionales. Para ayudarlas en este esfuerzo, el distrito utiliza el instrumento de encuestas sobre las instalaciones desarrollado por la oficina de Construcción de Escuelas Públicas del estado de California. Esta encuesta se llevó a cabo el 4 de abril del 2012 está disponible en la oficina de mantenimiento, operaciones y trasportación

Abajo se encuentra información más detallada sobre la condición de la escuela y los esfuerzos hechos para asegurarse de que los estuantes sean previstos con ambiente de aprendizaje limpio, seguro y funcional.

Descripción de las instalaciones

Esta escuela tiene 49 salones de clases permanentes y no tiene salones de clases portables, una biblioteca, auditorio, cafetería, gimnasio, y un edificio administrativo. El plantel principal fue construido en 1911. La modernización en 2006, incluye a los edificios A, B, C, E, H, K, administración, biblioteca, salones 194-196 y el anexo de dos baños. En el 2011, a los edificios A, B, C, H se les remplazo el techo. En el 2012, los vestidores de las niñas fueron modernizados, y en el 2013 los vestidores de los niños fueron modernizados.

Mantenimiento y reparaciones

El personal de mantenimiento del distrito se asegura de que se hagan las reparaciones necesarias de manera oportuna para mantener la escuela en buenas condiciones para trabajar. Un proceso de orden de trabajo es usado para garantizar un servicio eficiente y que se dé la máxima prioridad a las reparaciones de emergencia.

¹ Las evaluaciones del Programa de Exámenes y Reportes Estandarizados que se usan para fines de rendición de cuentas incluyen las Pruebas de los Estándares Académicos de California, la Prueba Modificada de la Evaluación Educativa de California y la Prueba Alternativa de Rendimiento de California.

² El Índice de Rendimiento Académico es un requisito de la ley estatal. El Progreso Anual Adecuado es un requisito de la ley federal.

Plan de estudios y material didáctico

Área de currículo requerido	Estudiantes que carecen de libros de texto y material didáctico
Lectura/Lengua y literatura	0%
Matemáticas	0%
Ciencias	0%
Historia y ciencias sociales	0%
Lengua extranjera	0%
Salud	0%
Artes visuales y escénicas	0%
Equipo para el laboratorio de ciencias (9.º a 12.º grado)	0%

Finalización de los estudios

Indicador	Resultado
Tasa de graduación escolar (si corresponde)	87%

Finanzas escolares

Nivel	Gastos por estudiante (sólo fuentes no restringidas)
Plantel	\$7022
Distrito	\$7374
Estado	\$5537

Preparación postsecundaria

Medida	Porcentaje
Estudiantes que completaron un programa de educación técnica profesional y obtuvieron un diploma de la escuela preparatoria	6.97%
Graduados que completaron todos los cursos requeridos para la admisión a la Universidad Estatal de California o Universidad de California	12%

Departamento de Educación de California
Informe de Rendición de Cuentas Escolar con datos
del año 2012–13
Publicado durante 2013–14

Todas las escuelas de California deben publicar un Informe de Rendición de Cuentas Escolar (conocido en inglés como SARC) conforme a la legislación estatal antes del 1 de febrero de cada año. El informe SARC contiene información sobre las condiciones y el rendimiento de cada escuela pública de California.

- Para obtener más información sobre los requisitos del informe SARC, visite la página web sobre el SARC que mantiene el Departamento de Educación de California (conocido en inglés como CDE) en <http://www.cde.ca.gov/ta/ac/sa/>.
- Si los padres y miembros de la comunidad desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

I. Datos y acceso

DataQuest

DataQuest es una herramienta de datos en línea que se encuentra en la página web sobre el DataQuest que mantiene el CDE en <http://dq.cde.ca.gov/dataquest/> y contiene información adicional sobre esta escuela, así como comparaciones de la escuela con respecto al distrito, al condado y al estado. Concretamente, DataQuest es un sistema dinámico que proporciona informes para el rendimiento de cuentas (por ejemplo, el Índice de Rendimiento Académico [API] estatal y el Progreso Anual Adecuado [AYP] federal), datos sobre las pruebas, matriculación, graduados de la preparatoria, estudiantes que abandonan sus estudios, inscripciones en cursos, personal y datos relacionados con los estudiantes de inglés como segunda lengua.

Acceso a Internet

Se puede acceder a Internet en bibliotecas públicas y otros lugares accesibles al público (como la Biblioteca Estatal de California). Por lo general, las bibliotecas y otros lugares públicos permiten el acceso a Internet por orden de llegada. Otras restricciones de uso de Internet pueden incluir el horario de apertura, la cantidad de tiempo que se puede utilizar la computadora (según la disponibilidad), los tipos de software que están disponibles en la computadora y la capacidad para imprimir documentos.

Más información

Para obtener más información acerca de los elementos y términos de los datos empleados en el SARC, consulte la guía *Academic Performance Index Reports Information Guide 2012–13* (en español, Guía de los informes del Índice de Rendimiento Académico) que se encuentra en la página web sobre el API que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ap/>.

A lo largo de este documento las cartas DPL significa información proporcionada por la Agencia Educacional Local (LEA), y las cartas DPC significan información proporcionada por el CDE.

II. Acerca de esta escuela

Información de contacto del distrito (año escolar 2013–14)

Nombre del distrito	South Monterey County Joint Union High School District
Número de teléfono *(831) 385-0606	(831) 385-0606
Sitio web	smcjuhsd.org
Superintendente/Administrador del estado	Dr. Daniel R. Moirao,
Dirección de correo electrónico	dmoirao@smcjuhsd.org

Información de contacto de la escuela (año escolar 2013–14)

Nombre de la escuela	King City High School
Calle	720 Broadway Street
Ciudad, estado, código postal	King City, CA 93930
Número de teléfono	(*831) 385-5461
Director	Sra. Janet Sanchez Matos
Dirección de correo electrónico	jmatos@smcjuhsd.org
Código Condado-Distrito-Escuela (CDS)	27660682732170

Misión y descripción de la escuela (año escolar 2012–13)

Declaración sobre la visión del distrito:

South Monterey County Joint Union High School District es una comunidad de aprendizaje académico progresivo que está comprometida al éxito educativo permanentemente. La declaración de la misión de South Monterey County Joint Union High School District inspira y confiere a todos los estudiantes con el conocimiento y las habilidades necesarias para lograr todo su potencial como ciudadanos responsables productivos.

Declaración de la visión de la preparatoria de King City:

La preparatoria de King City, incluyendo personal, padres, miembros de la mesa directiva y de la comunidad proporcionaran una ambiente inspiracional, respetuoso de unidad en el cual todos los estudiantes dominaran las habilidades necesarias para ser ciudadanos respetuosos y responsables en la comunidad mundial. Esta visión se alcanza a través de la implementación del "Expected School-wide Learning Results" que son los resultados de aprendizaje que se esperan de la escuela, y enseñar a; nivel de los estándares de contenido del estado de California, "California State Content Standards."

Preparatoria de King City

Meta para el 2012-2013 del director

Cultura Escolar / Ambiente:

1. Crear una cultura escolar enfocada en que los estudiantes aprendan a desarrollar confianza, respeto mutuo y compañerismo. (La idea de que se necesita una aldea para criar a un niño.)
 - a. Compartir el liderazgo con el personal, estudiantes, padres (sub-grupos) y la comunidad
 - b. Promover una cultura de aprendizaje colaborativo de inclusión
 - c. Involucrar a los padres (sub-grupos) y a la comunidad en el mejoramiento de aprendizaje estudiantil y la cultura escolar
2. Crear una visión compartida de metas claras
 - a. WASC Enfocarse en el proceso de aprendizaje
 - b. Los maestros comparten la toma de decisiones
3. Crear redes de seguridad para estudiantes en riesgo
 - a. Incrementar la tasa de graduación
 - b. Disminuir el índice de estudiantes que dejan la escuela
 - c. Ayudar a cerrar la brecha de logro
 - d. Oportunidad para recuperar créditos
4. Cambiar de los estándares de contenido de California (California Content Standards) a los Estándares Estatales Comunes (Common Core State Standards) de alta calidad probados a través de la investigación científica basada en estrategias de enseñanza.
 - a. Comunidades profesionales de Aprendizaje (PLC)
 - b. Plan de Capacitación para Personal Profesional
5. Desarrollar un proceso en donde a los documentos requeridos, polizas y procedimientos se les dé seguimiento y sea monitoreada su implementación y cumplimiento.
 - a. WASC
 - b. SSC
 - c. ELAC
 - d. reclasificación de EL
 - e. DELAC
 - f. SPFSA
 - g. SARC
 - h. FCMAT
 - i. ASB

Resultados de Aprendizaje que se Esperan de la Escuela (Expected School-wide Learning Results, ESLRs)

Un Mustang es:

Un comunicador efectivo que puede:

- Hablar con seguridad dentro de un grupo y con una audiencia
- Utilizar una computadora para crear documentos, gráficas y tablas
- Leer y comprender información
- Escuchar y comprender información

Un analista critico que pueda:

- Use logical decision-making processes
- Analyze, interpret, and evaluate significant concepts within various concepts
- Transferir la habilidades aprendidas a nuevas situaciones

Un trabajador colaborativo que pueda:

- Trabajar efectivamente en grupos en diferentes roles
- Crear y adaptase al cambios
- utilizar habilidades eficaces de liderazgo para albergar, desarrollar, y mantener relaciones en diversos escenarios

Un aprendiz con dirección propia que pueda:

- Establecer metas y estándares apropiados y realistas educativas, vocacionales y personales
- Evaluar sus necesidades y aplicar estrategias apropiadas para aprender a identificar conceptos y habilidades
- Exhibe automotivación y auto-disciplina y acepta responsabilidades individuales y de grupo

Un ciudadano eficaz que pueda:

- Demostrar una ciudadanía positiva y productiva
- Tomar decisiones informadas, comprendiendo que significan las opciones
- Registrarse para votar

Oportunidades de participación para los padres (año escolar 2012–13)

Contacto: Janet Sánchez Matos, Principal

Número de teléfono: (831) 385-5461

Los padres que deseen participar en la preparatoria de King City en los equipos de liderazgo, comités escolares, actividades escolares, o convertirse en voluntarios pueden contactar la oficina de la escuela al teléfono (831) 385-5461. El sitio web de la preparatoria de King City (www.kingcity.k12.ca.us/kchs) ofrece una variedad de recursos e información para padres, personal, estudiantes, y miembros de la comunidad. Adicionalmente, tenemos un portal llamado Aeries que puede ser visitado a través del sitio web que les permite a los padres acceso en tiempo actual a las calificaciones de su hijo/a, las tareas y los maestros.

La preparatoria de King City está comprometida a involucrar a los padres y miembros de la comunidad en su esfuerzo para incrementar el logro estudiantil. Hemos creado muchas oportunidades para involucrar a los padres y la comunidad y estamos en el proceso de desarrollar más. A continuación están ejemplos de las oportunidades para involucrar a los padres en la preparatoria de King City:

- Reuniones de la Junta Escolar
- Noches de regreso a la escuela
- Orientación para estudiantes que entran al 9º grado
- Reportes de Progreso
- Boleta de calificaciones
- Calificación de padres
- Juntas del Plan Individualizado de Educación
- Conferencias de padres y maestros
- Consejero Escolar Guía
- Junta de padres
- Sitio web de la escuela
- Marquesina escolar
- Cartas
- información automatizada
- media impresa
- Comité Asesor de Aprendices de Inglés (ELAC)
- Consejo Asesor de Padres Migrantes
- Grupos de enfoque WASC
- Programa Regional de Ocupación
- Comité Asesor de Educación Vocacional
- Comité de Noche de Graduación Sobria (Sober Grad)
- Organización Mustang para Impulsar la Banca Atlética (Mustang Bench Athletic Booster Organization)
- Rotario
- Club de Leones
- Jóvenes Agricultores
- FFA
- Consejo Escolar
- Comité de la generación que esta por graduarse

La preparatoria de King City tiene un consejo escolar que está legalmente constituido por el director, tres empleados certificados, y un empleado clasificado, tres padres, y tres estudiantes de la preparatoria. El consejo se reúne mínimo cinco veces al año para discutir los fondos categóricos, el plan escolar individual para el logro estudiantil, un plan de seguridad, análisis de información, otros temas que les conciernen. Este cuerpo ofrece a los padres un papel activo en la gestión escolar y una contribución clave sobre la distribución de los recursos fiscales.

III. Rendimiento de los estudiantes

Programa de Exámenes y Reportes Estandarizados

El Programa de Exámenes y Reportes Estandarizados (conocido en inglés como STAR) consta de varios elementos clave que incluyen:

- **Pruebas de los Estándares Académicos de California (conocidas en inglés como CST)**, que incluyen Lengua y literatura en inglés (conocida en inglés como ELA) y Matemáticas de segundo a undécimo grado, Ciencias en quinto grado, octavo grado y de noveno a undécimo grado, e Historia y ciencias sociales en octavo grado y de noveno a undécimo grado.
- **Prueba Modificada de la Evaluación Educativa de California (conocida en inglés como CMA)**, es una evaluación alternativa que se basa en estándares de logros modificados en Lengua y literatura en inglés (ELA) para el tercer al undécimo grado; Matemáticas para el tercer al séptimo grado, Álgebra I y Geometría; y Ciencias en el quinto y octavo grado y Ciencias naturales en el décimo grado. La prueba CMA está diseñada para evaluar a aquellos estudiantes cuyas discapacidades les impiden tener una competencia a su nivel de grado en una evaluación de los estándares de California con y sin adaptaciones.
- **Prueba Alternativa de Rendimiento de California (conocida en inglés como CAPA)**, incluye Lengua y literatura en inglés (ELA) y Matemáticas en el segundo al undécimo grado, y Ciencias para el quinto, octavo y décimo grado. La prueba CAPA se aplica a aquellos estudiantes con discapacidades cognitivas considerables que les impiden hacer las Pruebas de los Estándares Académicos de California (conocidas en inglés como CST) con adaptaciones o modificaciones o la prueba CMA con adaptaciones.

Las evaluaciones del programa STAR muestran qué tan bien están desempeñándose los estudiantes con relación a los estándares de contenido académico del estado. En cada una de estas evaluaciones, las puntuaciones de los estudiantes se informan como niveles de rendimiento.

Para obtener información detallada sobre los resultados del programa STAR correspondientes a cada grado y nivel de rendimiento, incluyendo el porcentaje de estudiantes que no han sido evaluados, visite la página web sobre los resultados del programa STAR que mantiene el CDE en <http://star.cde.ca.gov>.

Resultados de los exámenes y reportes estandarizados de todos los estudiantes – Comparación de tres años

Materia	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado (que satisface o supera los estándares del estado)								
	Escuela			Distrito			Estado		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Lengua y literatura en inglés	41%	41%	38%	34%	33%	33%	54%	56%	55%
Matemáticas	34%	27%	11%	22%	19%	9%	49%	50%	50%
Ciencias	33%	32%	48%	30%	30%	37%	57%	60%	59%
Historia y ciencias sociales	45%	48%	45%	40%	37%	34%	48%	49%	49%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados de los exámenes y reportes estandarizados por grupo de estudiantes.
Año más reciente

Grupo	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado			
	Lengua y literatura en inglés	Matemáticas	Ciencias	Historia y ciencias sociales
Todos los estudiantes en la agencia local de educación (conocida en inglés como LEA)	33%	9%	37%	34%
Todos los estudiantes en la escuela	38%	11%	48%	45%
Hombres	38%	10%	47%	50%
Mujeres	39%	13%	48%	39%
Negros o afroamericanos	N/A	N/A	N/A	N/A
Indígenas americanos o nativos de Alaska	N/A	N/A	N/A	N/A
Asiáticos	N/A	N/A	N/A	N/A
Filipinos	N/A	N/A	N/A	N/A
Hispanos o latinos	34%	10	44%	40%
Nativos de Hawái u otra isla del Pacífico	N/A	N/A	N/A	N/A
Blancos	67%	20%	80%	75%
Dos o más razas	83%	30%	N/A	N/A
Estudiantes de escasos recursos socioeconómicos	33%	10%	42%	39%
Estudiantes de inglés como segunda lengua	8%	5%	12%	11%
Estudiantes con discapacidades	19%	8%	N/A	17%
Estudiantes que reciben servicios de educación para inmigrantes	33%	7%	32%	30%

Nota: las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Examen de Egreso de la Preparatoria de California

El Examen de Egreso de la Preparatoria de California (conocido en inglés como CAHSEE) se utiliza principalmente como requisito de graduación. Sin embargo, los resultados de este examen en el décimo grado también se utilizan para determinar el porcentaje de estudiantes que alcanzaron tres niveles de competencia (no competente, competente o avanzado) en Lengua y literatura en inglés (ELA) y Matemáticas con el fin de calcular las asignaciones del Progreso Anual Adecuado (AYP) requeridas por la ley federal ESEA, también conocida como NCLB.

Para obtener información detallada sobre los resultados del examen CAHSEE, visite la página web sobre el examen CAHSEE que mantiene el CDE en <http://cahsee.cde.ca.gov/>.

Resultados del Examen de Egreso de la Preparatoria de California de todos los estudiantes – Comparación de tres años (si corresponde)

Materia	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado								
	Escuela			Distrito			Estado		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Lengua y literatura en	45	34	49	44	32	41	59	56	57

inglés									
Matemáticas	52	43	46	43	38	37	56	58	60

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados del Examen de Egreso de la Preparatoria de California por grupo de estudiantes – Año más reciente (si corresponde)

Grupo	Lengua y literatura en inglés			Matemáticas		
	No compete nte	Compete nte	Avanzado	No compete nte	Competen te	Avanzado
Todos los estudiantes en la agencia local de educación (conocida en inglés como LEA)	59%	24%	18%	63%	27%	10%
Todos los estudiantes en la escuela	51%	27%	21%	54%	35%	10%
Hombres	57%	27%	16%	56%	35%	10%
Mujeres	46%	28%	27%	53%	36%	11%
Negros o afroamericanos	N/A	N/A	N/A	N/A	N/A	N/A
Indígenas americanos o nativos de Alaska	N/A	N/A	N/A	N/A	N/A	N/A
Asiáticos	N/A	N/A	N/A	N/A	N/A	N/A
Filipinos	N/A	N/A	N/A	N/A	N/A	N/A
Hispanos o latinos	55%	27%	19%	58%	33%	9%
Nativos de Hawái u otra isla del Pacífico	N/A	N/A	N/A	N/A	N/A	N/A
Blancos	12%	41%	47%	11%	67%	22%
Dos o más razas	N/A	N/A	N/A	N/A	N/A	N/A
Estudiantes de escasos recursos socioeconómicos	56%	27%	16%	58%	34%	8%
Estudiantes de inglés como segunda lengua	94%	6%	N/A	86%	14%	N/A
Estudiantes con discapacidades	91%	5%	5%	95%	5%	N/A
Estudiantes que reciben servicios de educación para inmigrantes	59%	18%	23%	64%	32%	5%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados del Examen de Aptitud Física de California (año escolar 2012–13)

El Examen de Aptitud Física de California (conocido en inglés como PFT) se aplica a los estudiantes de quinto, séptimo y noveno grado únicamente. Esta tabla indica el porcentaje de estudiantes por grado que alcanzaron los estándares de aptitud física correspondiente al periodo de prueba más reciente. Si desea información detallada sobre este examen y comparaciones de los resultados del examen de la escuela con los niveles del distrito y del estado, visite la página web titulada Physical Fitness Testing (en español, Exámenes de aptitud física) que mantiene el CDE en <http://www.cde.ca.gov/ta/tg/pf/>.

Grado	Porcentaje de estudiantes que alcanzaron cuatro de seis estándares de aptitud física	Porcentaje de estudiantes que alcanzaron cinco de seis estándares de aptitud física	Porcentaje de estudiantes que alcanzaron seis de seis estándares de aptitud física
9	21.5%	22.7%	15.7%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

IV. Rendición de cuentas

Índice de Rendimiento Académico

El Índice de Rendimiento Académico (conocido en inglés como API) es una medición anual del rendimiento y progreso académico estatal en las escuelas de California. Las calificaciones del índice API van de 200 a 1,000, con un objetivo estatal de 800. Puede encontrar información detallada sobre el índice API en la página web sobre el índice API que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ap/>.

Rangos del Índice de Rendimiento Académico – Comparación de tres años

Esta tabla indica los rangos del índice API en escuelas estatales y en escuelas similares. El *rango del índice API estatal* varía de 1 a 10. El rango estatal de 1 significa que la escuela tiene una calificación del índice API del diez por ciento más bajo de todas las escuelas del estado, mientras que un rango estatal de 10 significa que la escuela tiene una calificación del índice API del diez por ciento más alto de todas las escuelas del estado.

El *rango del índice API para escuelas similares* compara una escuela con 100 “escuelas similares” estadísticamente comparadas. El rango de 1 de escuelas similares significa que el rendimiento académico de la escuela es comparable al de las diez escuelas con el rendimiento académico más bajo entre las 100 escuelas similares, mientras que un rango de escuelas similares de 10 significa que el rendimiento académico de la escuela es mejor que el de por lo menos 90 de las 100 escuelas similares.

Rango del índice API	2010	2011	2012
Estatal	4	4	4
Escuelas similares	9	8	9

Aumento del Índice de Rendimiento Académico por grupo de estudiantes – Comparación de tres años

Grupo	Cambio real en el índice API 2010–11	Cambio real en el índice API 2011–12	Cambio real en el índice API 2012–13
Todos los estudiantes de la escuela	21	-2	-29
Negros o afroamericanos			
Indígenas americanos o nativos de Alaska			
Asiáticos			
Filipino			
Hispanos o latinos	24	-7	-26
Nativos de Hawái u otra isla del Pacífico			
Blancos			
Dos o más razas			

Estudiantes de escasos recursos socioeconómicos	33	-10	-19
Estudiantes de inglés como segunda lengua	17	-21	-23
Estudiantes con discapacidades			

Nota: "N/D" significa que no hubo datos disponibles para el CDE o la agencia local de educación (LEA) que informar. "B" significa que la escuela no tuvo un índice API base válido y que no hay información sobre el aumento o el objetivo. "C" quiere decir que la escuela tuvo cambios demográficos significativos y que no hay información sobre el aumento o el objetivo.

Aumento del Índice de Rendimiento Académico por grupo de estudiantes – Comparación del índice API de aumento del 2013

Esta tabla indica, por grupo de estudiantes, la cantidad de estudiantes incluidos en el índice API y en el índice API de aumento del 2013 en la escuela, en la agencia local de educación (LEA) y a nivel estatal.

Grupo	Cantidad de estudiantes	Escuela	Cantidad de estudiantes	LEA	Cantidad de estudiantes	Estado
Todos los estudiantes de la escuela	672	701	1,361	663	4,655,989	790
Negros o afroamericanos	1		2		296,463	708
Indígenas americanos o nativos de Alaska	2		4		30,394	743
Asiáticos	7		7		406,527	906
Filipino	6		7		121,054	867
Hispanos o latinos	582	684	1,250	651	2,438,951	744
Nativos de Hawái u otra isla del Pacífico	0		0		25,351	774
Blancos	52	828	64	810	1,200,127	853
Dos o más razas	22	834	27	760	125,025	824
Estudiantes de escasos recursos socioeconómicos	551	683	1,160	648	2,774,640	743
Estudiantes de inglés como segunda lengua	411	634	934	614	1,482,316	721
Estudiantes con discapacidades	81	481	164	464	527,476	615

Progreso Anual Adecuado

La ley federal ESEA requiere que todas las escuelas y los distritos cumplan con los siguientes criterios del Progreso Anual Adecuado (conocido en inglés como AYP):

- Índice de participación en las evaluaciones basadas en los estándares estatales en las materias de Lengua y literatura en inglés (ELA) y Matemáticas
- Porcentaje de estudiantes a nivel competente en las evaluaciones basadas en los estándares estatales en las materias de Lengua y literatura en inglés (ELA) y Matemáticas
- Índice API como indicador adicional
- Índice de graduación (para escuelas secundarias)

Para obtener información detallada sobre el Progreso Anual Adecuado (AYP), incluyendo los índices de participación y los resultados porcentuales de estudiantes a nivel competente por grupo de estudiantes, visite la página web sobre el Progreso Anual Adecuado (AYP) que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ay/>.

Progreso Anual Adecuado general y por criterios (año escolar 2012–13)

Criterios del Progreso Anual Adecuado (AYP)	Escuela	Distrito
Alcanzó el Progreso Anual Adecuado(AYP) en general	No	No
Alcanzó el índice de participación: Lengua y literatura en inglés	Sí	Sí
Alcanzó el índice de participación: Matemáticas	Sí	Sí
Alcanzó el porcentaje de estudiantes a nivel competente: Lengua y literatura en inglés	No	No
Alcanzó el porcentaje de estudiantes a nivel competente: Matemáticas	No	No
Alcanzó los criterios del índice API	No	No
Alcanzó el índice de graduación escolar	Sí	Sí

Programa de Intervención Federal (año escolar 2013–14)

Las escuelas y los distritos que reciben financiamiento federal bajo el Título I ingresan al Mejoramiento de Programa (conocido en inglés como PI) si no alcanzan el Progreso Anual Adecuado (AYP) durante dos años consecutivos para la misma materia (Lengua y literatura en inglés o Matemáticas) o en el mismo indicador (índice API o índice de graduación). Después de ingresar al Mejoramiento de Programa (PI), las escuelas y los distritos avanzan al siguiente nivel de intervención por cada año adicional en que no alcancen el Progreso Anual Adecuado (AYP). Puede encontrar información detallada sobre la selección de escuelas para el Mejoramiento de Programa (PI) en la página web titulada PI Status Determinations (Determinaciones del estado de Mejoramiento de Programa [PI]) que mantiene el CDE en: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicador	Escuela	Distrito
Estado del Mejoramiento de Programa	En PI	En PI
Primer año del Mejoramiento de Programa	2009-2010	2011-2012
Año en el Mejoramiento de Programa	Año 5	Año 3
Cantidad de escuelas que participan actualmente en el Mejoramiento de Programa	NA (no es aplicable)	2
Porcentaje de escuelas que participan actualmente en el Mejoramiento de Programa	NA (no es aplicable)	66%

Note: Cells shaded in black or with N/A values do not require data.

V. Clima escolar

Matriculación de estudiantes según el grado escolar (año escolar 2012–13)

Grado escolar	Cantidad de estudiantes
9.º Grado	260
10.º Grado	241
11.º Grado ¹	231
12.º Grado	210
Matriculación total	942

Matriculación de estudiantes por grupo (año escolar 2012–13)

Grupo	Porcentaje de matriculación total
Negros o afroamericanos	0.1
Indígenas americanos o nativos de Alaska	0.4
Asiáticos	.08
Filipino	1.2
Hispanos o latinos	86.0
Nativos de Hawái u otra isla del Pacífico	0.1
Blancos	8.7
Dos o más razas	2.7
Estudiantes de escasos recursos socioeconómicos	78.2
Estudiantes de inglés como segunda lengua	59.8
Estudiantes con discapacidades	11.4

Promedio y distribución de la proporción de estudiantes por maestro (enseñanza secundaria)

Materia	Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2010–11			Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2011–12*			Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2012–13		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
Inglés	25.1	21	13	15	25.4	15	24	9	22.0	25	21	16
Matemáticas	28.4	3	19	8	28.0	6	15	12	22.0	17	7	18
Ciencias	30.8	0	7	6	30.1	1	6	7	23.0	10	5	11
Ciencias sociales	28.2	4	13	4	28.6	3	12	5	21.0	16	12	7

* La cantidad de clases indica cuántas aulas hay en cada categoría de tamaño (un rango del total de estudiantes por aula). A nivel de secundaria, esta información se basa en la materia en lugar del grado.

Plan de seguridad escolar (año escolar 2012–13)

La preparatoria de King City se enfoca en proporcionar ambiente de aprendizaje positivo, sano y seguro a los estudiantes, persona, padres y a la comunidad. El Plan de Seguridad de la Escuela comprende y se dirige a las preocupaciones identificadas a través del proceso de planeación escolar. Las metas y objetivos de este plan de apoyo es un ambiente de aprendizaje que permita que el personal enseñe eficazmente y que los estudiantes aprendan activamente. El plan promueve la seguridad del plantel y se enfoca en la construcción de personalidad y el análisis físico, social y del ambiente cultural de la escuela. Los componentes adicionales de el plan incluye información sobre el plan de disciplina de la escuela y póliza; un recorrido seguro a la escuela y de la escuela; protocolos para repostar abuso infantil; información sobre crimen en la escuela; notificaciones a maestros de estudiantes peligrosos; disciplina, falta de disciplina/ hostigamiento, comportamiento motivado por odio, acoso (bullying) y pólizas de acoso sexual; y descripciones de estrategias que ayudan a desarrollar un ambiente positivo y seguro. El plan de Seguridad Escolar es actualizado anualmente. Para el año escolar 2012-2013, fue aprobado por la Junta Escolar el 11 de Febrero del 2013.

Suspensiones y expulsiones

Índice*	Escuela 2010–11	Escuela 2011–12	Escuela 2012–13	Distrito 2010–11	Distrito 2011–12	Distrito 2012–13
Suspensiones	51	40	19.96	36.29	25.29	24.20
Expulsiones	11	10	.53	2.66	1.39	2.59

* El índice de suspensiones y expulsiones se calcula dividiendo la cantidad total de incidentes entre la matrícula total.

VI. Instalaciones escolares

Condiciones de las instalaciones escolares y mejoras planificadas (año escolar 2013–14)

General

El distrito se esfuerza en asegurarse que todas las escuelas estén limpias, seguras y sean funcionales. Para ayudarlas en este esfuerzo, el distrito utiliza el instrumento de encuestas sobre las instalaciones desarrollado por la oficina de Construcción de Escuelas Públicas del estado de California. Esta encuesta se llevó a cabo el 4 de abril del 2012 está disponible en la oficina de mantenimiento, operaciones y transportación

Abajo se encuentra información más detallada sobre la condición de la escuela y los esfuerzos hechos para asegurarse de que los estuantes sean previstos con ambiente de aprendizaje limpio, seguro y funcional.

Descripción de las instalaciones

Esta escuela tiene 49 salones de clases permanentes y no tiene salones de clases portables, una biblioteca, auditorio, cafetería, gimnasio, y un edificio administrativo. El plantel principal fue construido en 1911. La modernización en 2006, incluye a los edificios A, B, C, E, H, K, administración, biblioteca, salones 194-196 y el anexo de dos baños. En el 2011, a los edificios A, B, C, H se les remplazo el techo. En el 2012, los vestidores de las niñas fueron modernizados, y en el 2013 los vestidores de los niños fueron modernizados.

Mantenimiento y reparaciones

El personal de mantenimiento del distrito se asegura de que se hagan las reparaciones necesarias de manera oportuna para mantener la escuela en buenas condiciones para trabajar. Un proceso de orden de trabajo es usado para garantizar un servicio eficiente y que se dé la máxima prioridad a las reparaciones de emergencia.

Estado de las reparaciones en las instalaciones escolares (año escolar 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Sistema inspeccionado	Reparación necesaria y acción tomada o planificada			
	Bueno	Adecuado	Malo	
Sistemas: fugas de gas, calefacción, ventilación y aire acondicionado/sistemas mecánicos, desagües	X			
Interior: superficies internas	X			
Limpieza: limpieza general, infestación de insectos/alimañas	X			
Eléctrico: sistemas eléctricos	X			
Baños/bebederos: baños, lavamanos/bebederos	X			
Seguridad: seguridad contra incendios, materiales peligrosos	X			
Estructural: daños estructurales, techos	X			
Exterior: patio de juegos/recinto escolar, ventanas/puertas/portones/cercas	X			

Calificación general de las instalaciones

Calificación general	Ejemplar	Bueno	Adecuado	Malo
		X		

VII. Maestros

Maestros con acreditación

Maestros	Escuela 2010–11	Escuela 2011–12	Escuela 2012–13	Distrito 2012–13
Con acreditación completa	36	36	36	76.5
Sin acreditación completa	0	0	0	2
Que enseñan fuera de su área de competencia (con acreditación completa)	0	1	1	1

Asignación incorrecta de maestros y puestos vacantes

Indicador	2011-12	2012-13	2013-14
Asignaciones incorrectas de maestros que enseñan inglés como segunda lengua	0	1	0
Total de asignaciones incorrectas de maestros*	0	1	0
Puestos de maestros vacantes	0	1	0

Nota: Las "asignaciones incorrectas" se refiere a la cantidad de puestos que ocupan maestros que carecen de autorización legal para enseñar ese nivel educativo, materia, grupo de estudiantes, etc.

* El Total de asignaciones incorrectas de maestros incluye la cantidad de Asignaciones incorrectas de maestros que enseñan inglés como segunda lengua.

Materias básicas impartidas por maestros altamente acreditados

(año escolar 2012-13)

La Ley Federal de Educación Primaria y Preparatoria (conocida en inglés como ESEA), también conocida como la ley Que Ningún Niño se Quede Atrás (en inglés, NCLB), exige que todas las materias básicas sean impartidas por maestros altamente acreditados; es decir, que tengan al menos una licenciatura, una credencial de enseñanza de California y una competencia comprobada en la materia académica básica. Para obtener más información, consulte la página web titulada Improving Teacher and Principal Quality (en español, Mejoramiento de la calidad de maestros y directores) que mantiene el CDE en <http://www.cde.ca.gov/nclb/sr/tq/>.

Ubicación de las clases	Porcentaje de clases en las que se enseñan las materias básicas impartidas por maestros altamente acreditados	Porcentaje de clases en las que se enseñan las materias básicas impartidas por maestros que no están altamente acreditados
Esta escuela	77	23
Todas las escuelas del distrito	78	22
Escuelas del distrito de muy bajos recursos	78	22
Escuelas del distrito de bajos recursos	0	0

Nota: Las escuelas de muy bajos recursos se definen como aquellas escuelas con una elegibilidad estudiantil de aproximadamente 40 por ciento o más en el programa de comidas gratis o a precio reducido. Las escuelas de bajos recursos son aquellas que tienen una elegibilidad estudiantil de aproximadamente 39 por ciento o menos en el programa de comidas gratis o a precio reducido.

VIII. Personal auxiliar

Consejeros académicos y otro personal auxiliar (año escolar 2012-13)

Puesto	Número de FTE* Asignados a la escuela	Cantidad promedio de estudiantes por consejero académico
Consejero/a académico/a	1	942
Consejero/a (desarrollo social/conductual/profesional)	0	NA (no es aplicable)
Maestro/a de bibliotecas multimedia (bibliotecario/a)	0	NA (no es aplicable)
Personal de servicios de bibliotecas multimedia (asistente de maestro/a)	1	NA (no es aplicable)
Psicólogo/a	.33	NA (no es aplicable)
Trabajador/a social	0	NA (no es aplicable)

Enfermera/o	0	NA (no es aplicable)
Especialista en problemas de audición/lenguaje/habla	.33	NA (no es aplicable)
Especialista en recursos (no de enseñanza)	.16	NA (no es aplicable)
Otro	0	NA (no es aplicable)

Note: Cells shaded in black or with N/A values do not require data.

* Un equivalente a un puesto de tiempo completo (conocido en inglés como FTE) es igual a un miembro del personal que trabaja a tiempo completo; un FTE también puede representar dos miembros del personal que trabajan el 50 por ciento del tiempo completo cada uno.

IX. Plan de estudios y material didáctico

Calidad, vigencia y disponibilidad de libros de texto y materiales didácticos (año escolar 2013–14)

Esta sección describe si los libros de texto y los materiales didácticos que se usan en la escuela se adoptaron recientemente; si hay suficientes libros de texto y materiales didácticos para cada estudiante, e información sobre el uso de algún otro programa de estudios auxiliar por parte de la escuela o libros de texto o materiales didácticos no adoptados.

Año y mes en que se recopiló la información: Información proporcionada por la LEA

Área del currículo requerido	Libros de texto y materiales didácticos/año de adopción	¿Adopción reciente?	Porcentaje de estudiantes que carecen de su propia copia asignada
Lectura/Lengua y literatura	Glencoe: Literature: The Readers Voice Course 4 (2002) Glencoe: Literature: The Readers Voice Course 5 (2002) Glencoe: Adventures in American Literature (1989) Glencoe: American Literature: The Readers Voice (2002) Glencoe: British Literature: The Readers Voice (2002) Glencoe: CSUMB ERWC Resources (2006) Hampton--Brown Edge Fundamentals (2005) Hampton-Brown Edge (2005) McGraw-Hill; Glencoe: REACH The Readers Voice (2002) Scholastic, Inc. Read 180 Read Write and React (2005)	Si	0%
Matemáticas	Math Teachers Press: Conquering the CAHSEE (2004) McDougall-Littell: California Geometry (2007) Glencoe: Mathematics and Business Applications (2006) Prentice-Hall: California Algebra I (2008) California Algebra II (2008) Prentice-Hall: California Algebra Readiness (2008) Prentice-Hall: Pre-Calculus with Limits (2007) Prentice-Hall: Calculus (2007) AGS: Algebra 1/2 (2002) AGS: Consumer Math (2001) Cengage Learning: Financial Algebra (2011) Math Vision Project-Math I Electronic Adoption (2013)	Si	0%
Ciencias	McDougall-Littell: Earth Science (2005) Holt, Rinehart, Winston: Modern Biology (2002) Glencoe: Chemistry-Matter and Change (2005) Pearson, Campbell, Reese: Biology (AP Ed.) (2002) Glencoe: Physics-Principles and Problems (2005) Pearson: Criminalistics (2007) Glencoe: Chemistry: Matter and Change (2005) McDougal Little: Ag Earth Science (2005) Mc Dougal Little: Earth Science SDAIE (2005) Glencoe: Intro to Biology (2005) Cooper: Agriscience (2005) Holt: Ag Biology: Modern Biology AGS: Physical Science (2002) AGS: Life Science (2002) Pearson/Prentice Hall: Ag McDougall-Littell: Earth Science (2005) Holt, Rinehart, Winston: Modern Biology (2002) Glencoe: Chemistry-Matter and Change (2005) Pearson, Biology (AP Ed.) (2002) Glencoe: Physics-Principles and Problems (2005) Pearson: Criminalistics (2007) Glencoe: Chemistry: Matter and Change (2005)	Si	0%

	McDougal Little: Ag Earth Science (2005) Mc Dougal Little Earth Science SDAIE (2005) Glencoe: Intro to Biology (2005) Cooper: Agriscience (2005) Holt: Ag Biology: Modern Biology AGS: Physical Science (2002) AGS: Life Science (2002) Pearson/Prentice Hall: Ag Earth Science (2006)		
Historia y ciencias sociales	AGS: World History (2006) Houghton Mifflin: Patterns of Interaction (2006) AGS: World History (2005) AGS: US History (2005) McDougall-Littell: Creating America (2006) AGS: Economics (2003) AGS: American Govt.(2006) DC Heath: American Pageant (2006) Mcdougall- Littell: The Americans (2006) McDougall-Littell: Economics- Concepts & Choices (2007) Prentice Hall: Magruder's American Government (2006) Cenage Learning: American Pageant (2013)	Sí	0%
Lengua extranjera	Glencoe: Nosotros y Nuestro Mundo Levels 1&2(1997) Descubre 1 (2003) Vista: Descubre 2 (2003) Vista: Descubre 3 (2003) Glencoe: Nosotros y Nuestro Mundo: (1997) Alma Publishing: Chiro Sign Media, Inc.:(2010)	Vista:	0%
Salud	McDougal-Littell: Perspectives(1996) Globe Fearon: Health (1994)		0%
Artes visuales y escénicas	Photo & Digital Imaging: Wilcox Co. (2002) Intro to Drama: The Stage and School (1997) Theater Arts in Action (2005) Cenage Learning: Ag Mechanics(2010)		0%
Equipo para laboratorio de ciencias (9.º a 12.º grado)	Microscopes, Thermometers (45) electric, standard, and rechargeable, Aquariums (4), Dissecting sets (20), Digital projectors, Incubator, Gel electrophoresis, chambers and power source (4), Digital balances (4),Mini centrifuge (2), Digital Water Bath, UV light board Micropipettes (5), Life-size resin human skeleton, Human torso model, Heart model, Flower model, DNA model, Hot plates (8), Triple-beam balances (8) Van de Graff Generator, Desiccators (3), Water Distiller Sinks (19), microscopes, Thermometers (45) electric, standard, and rechargeable, Aquariums (4), Glassware Beakers: 1800 mL (2), 600 mL, (9), 400 mL (66), 200 mL (47), 100 mL (19), 50 mL (25) Flasks: 1000 mL (18), 500 mL (25), 250 mL (19), 200 mL (2), Specimen Dishes (6), Test tubes (100s of various sizes), Petri Dishes (100s of various sizes), Test tube racks (30), Ring stands and clamps (10), Clamp on lights (6), Mortar and Pestle (15), Stop watches (15), Plant light (1), Aprons (35), Goggles (35), Alcohol burners (23), Blood pressure	N/A	N/A

	<p> kits (10), Gas burners (12), Mirror tiller (2), Bunsen Burners (16), Metal mesh stands (4), Glass syringe 50cc (3), Finger Cots (75), PH Spectral (3), Pkg. of weighing paper, Filter paper box ct. 100 (3), Glass funnel large (6), Glass funnel med (7) Glass funnel small (3), Glass thermometers (21), Filter tubular (2), Hoses (7), Paper Chromatography Kit (1) Electric immersion heater (1), Stainless steel ATC Probe (1), Disposable Filter caps (18), Metal thermometers (3) Metal square pons (95), Hot plates (10), Scales (11) Flat scale, Sinks (16), Flasks: 1000 mL (30), 250 mL (22), 124 mL (27), Beakers: 1000 mL (4), 600 mL (5) 250 mL (11), 150 mL (2), 100 mL (2), 10 mL pipets (5), Squeeze bottles (9), Yard sticks (19), 38 mm lenses (64) 20 mm Iceland spars (50), pendulum (1), Electronic spark timers (2), 3-axis accelerometer, 25-G accelerometer, Barometer, Proscope Kit, Plunger carts (2), Conductivity probes (2), Cuvettes for colorometer Dual-range force sensors (2), Digital radiation monitor, Electrode amplifiers (2), Force plates (2), Gas pressure sensors (2), Low-G accelerometers (2), Light sensors (2), Magnetic field sensor, Nuclear radiation with Vernier, Scout Pro 0.0001 g balance, Photogate bracket PH sensors (2), Sound level meter, Stir station, Spectrovis optical fiber, Thermocouple, Vernier drop counter, Vernier photogates (4), Wireless dynamics sensor system, Drugs and Poison analysis kits (28), Counterfeit Detection Pens (2), Detection of Art Forgery Kits (24), Analysis of Documents kits (24), Fingerprint brushes (2), Fiberglass fingerprint brushes (2), Fingerprint lifting tape (10 yards), Hair analysis kits (24), Latent fingerprint kit, Fingerprint Pads (3), Serial number restoration kit, Fingerprint powder, Black 1 oz., Fingerprint powder, Black, magnetic (2), Ward's gunshot residue presumptive test kit, Forensic analysis of glass kits (8), Hair and Fiber analysis kit, Luminol detection of simulated blood demonstration kit, Simulated ABO & Rh Blood typing kits (24). </p>		
--	---	--	--

Nota: No se exige a las escuelas para presentar información del SARC en un formato tabular. Esta plantilla es sólo una guía. Las escuelas pueden proporcionar un otro formato narrativo o, siempre y cuando incluya toda la información que se solicita a continuación:

X. Finanzas escolares

Gastos por estudiante y sueldos de los maestros por plantel (año fiscal 2011–12)

Nivel	Total de gastos por estudiante	Gastos por estudiante (complementarios/restringidos)	Gastos por estudiante (básicos/no restringidos)	Sueldo promedio de un maestro
Plantel	\$8251	\$1229	\$7022	\$79,825
Distrito	NA (no es aplicable)	NA (no es aplicable)	\$7374	\$75,018
Diferencia porcentual (plantel y distrito)	NA (no es aplicable)	NA (no es aplicable)	-4.8%	+67%
Estado	NA (no es aplicable)	NA (no es aplicable)	\$5537	\$69602
Diferencia porcentual (plantel y estado)	NA (no es aplicable)	NA (no es aplicable)	26.8%	+ 14.7%

Note: Cells shaded in black or with N/A values do not require data.

Los gastos **complementarios/restringidos** se hacen con dinero cuyo uso está controlado por la ley o por un donante. El dinero que el distrito o la mesa directiva escolar designa para fines específicos no se considera dinero restringido. Los gastos **básicos/no restringidos** se hacen con el dinero cuyo uso, a excepción de pautas específicas, no está controlado por la ley ni por un donante.

Para obtener información detallada sobre los gastos de las escuelas en todos los distritos de California, visite la página web titulada Current Expense of Education & Per-pupil Spending (en español, Gasto actual de la educación y gastos por estudiante) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/ec/>. Para obtener información sobre los salarios de los maestros en todos los distritos de California, consulte la página web titulada Certificated Salaries & Benefits (en español, Salarios y prestaciones certificados) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/cs/>. Para buscar los gastos y salarios de un distrito escolar específico, consulte el sitio web de Ed-Data en: <http://www.ed-data.org>.

Tipos de servicios financiados (año fiscal 2012–13)

Además de los fondos generales del estado, South Monterey County Joint Union High School District, también recibe fondos estatales y federales para los siguientes programas categóricos, educación especial y programas de apoyo:

- Título I, Parte A, Subsidio básico
- Federal, ESIA/ESEA/IASA
- Título II, Parte A, Maestro de calidad
- ROC/P Autorización
- Ayuda de Impacto Económico (EIA)
- Título III, Parte A, Fluidez de Inglés Limitada (LEP)

Programas y servicios están disponibles para asistir a los estudiantes. Tutoría después de escuela y en sábado financiada por EIA y título I. Sesiones de revisión y preparación para el Examen de Salida de las Preparatorias de California (California High School Exit Exam) también están disponibles para los estudiantes. Servicios suplementales de Educación para pequeños grupos e individuales en inglés y matemáticas son financiados a través de los fondos de Título I.

Sueldos del personal administrativo y maestros (año fiscal 2011–12)

Categoría	Importe del distrito	Promedio estatal para los distritos en la misma categoría
Sueldo de un maestro en el nivel más alto	\$34,616	\$41,956
Sueldo promedio de un director (educación primaria)	\$70,751	\$66,299
Sueldo promedio de un director (educación media)	\$102,188	\$85,517
Sueldo promedio de un director (educación secundaria)	\$115,465	\$118,994
Sueldo de un superintendente	\$201,606	\$156,140
Porcentaje del presupuesto correspondiente a los sueldos de maestros	32.0%	36.0%
Porcentaje del presupuesto correspondiente a los sueldos del personal administrativo	7.0%	6.0%

Para obtener información detallada sobre los salarios, consulte la página web titulada Certificated Salaries and Benefits (en español, Salarios y prestaciones certificados) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Finalización de estudios y preparación postsecundaria

Requisitos de admisión a las universidades públicas de California

Universidad de California

Los requisitos de admisión de la Universidad de California (conocida en inglés como UC) siguen las normas generales establecidas en el Plan Maestro, el cual exige que un octavo de los mejores graduados de la escuela preparatoria del estado, así como los estudiantes transferidos que completaron con éxito un trabajo de curso específico para la universidad, sean elegibles para la admisión a la UC. Estos requisitos están diseñados para garantizar que todos los estudiantes elegibles estén preparados adecuadamente para el nivel de estudio universitario.

Para obtener información sobre los requisitos de admisión general, visite la página web sobre la información de admisión general de la UC en <http://www.universityofcalifornia.edu/admissions/>.

Universidad Estatal de California

La elegibilidad para la admisión a la Universidad Estatal de California (conocida en inglés como CSU) está determinada por tres factores:

- haber realizado cursos específicos en la escuela preparatoria
- las calificaciones en cursos específicos y resultados de las pruebas
- haberse graduado de la escuela preparatoria

Algunos campus universitarios poseen estándares más altos para carreras en particular o para estudiantes que viven fuera del área del campus local. Debido a la cantidad de aspirantes, algunos campus universitarios poseen estándares más altos (criterios de admisión adicionales) para todos los aspirantes. La mayoría de los campus de la CSU utilizan políticas de garantía de admisión local para los estudiantes que se graduaron o fueron transferidos de escuelas preparatorias y universidades que recibieron históricamente los servicios del campus de la CSU en esa región. Para obtener información sobre la admisión, solicitud y costos de matriculación, visite la página web de la Universidad Estatal de California en <http://www.calstate.edu/admission/admission.shtml>.

Índice de abandono escolar y graduación

Indicador	Escuela			Distrito			Estado		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Índice de abandono escolar	16.4	13.6	8.8	18.2	14.5	15.1	16.6	14.7	13.1
Índice de graduación escolar	77.57	80.43	87.29	71.61	77.46	79.79	74.72	77.14	78.73

Cumplimiento de los requisitos de graduación de escuela preparatoria

Esta tabla muestra, por grupo de estudiantes, el porcentaje de estudiantes que formaron parte de la clase que se graduó más recientemente, para la cual el CDE tiene datos disponibles y cumplieron con todos los requisitos estatales y locales de graduación para la finalización del duodécimo grado, incluyendo haber aprobado las secciones de Lengua y literatura en inglés (ELA) y Matemáticas del examen CAHSEE o haber recibido una dispensa local o exención estatal.

Clase graduada de 2012

Grupo	Escuela	Distrito	Estado
Todos los estudiantes	160	402	418,598
Negros o afroamericanos			28,078
Indígenas americanos o nativos de Alaska	1	1	3,123
Asiáticos	2	2	41,700
Filipino	2	2	12,745
Hispanos o latinos	134	364	193,516
Nativos de Hawái u otra isla del Pacífico	1	1	2,585
Blancos	20	32	127,801
Dos o más razas			6,790
Estudiantes de escasos recursos socioeconómicos	111	296	217,915
Estudiantes de inglés como segunda lengua	64	208	93,297
Estudiantes con discapacidades	16	33	31,683

Programas de educación para carrera técnica (año escolar 2012-13)

La preparatoria de King City lucha por ofrecer a sus estudiantes un entendimiento de cómo aplicar las materias aprendidas en su futuro empleo. El programa escolar se enfoca en preparar a los estudiantes para pensar conceptualmente, comunicarse efectivamente y aplicar sus habilidades en el contexto del mundo real. El currículo y las estrategias instructivas albergan pensamiento crítico, resolución de problemas, liderazgo y habilidades académicas. Los estudiantes en los grados nueve al doce reciben asesoramiento del personal de la escuela con respecto a las posibilidades de carreras y cursos de estudio. La preparatoria de King City ofrece una variedad de clases relacionadas con posibilidades de Carrera. Las tablas de abajo enlistan los cursos de preparación de carrera que se ofrecen en la preparatoria de King City. La Sra. Deborah Benson es el contacto primario del Comité de Educación de Carrera Técnica.

Participación en los programas de educación para carrera técnica (año escolar 2012-13)

Medida	Participación en los programas de CTE
Cantidad de estudiantes que participan en los programas de educación para carrera técnica (conocida en inglés como CTE)	56
Porcentaje de estudiantes que completaron un programa de CTE y	53.8%

obtuvieron el diploma de preparatoria	
Porcentaje de cursos CTE secuenciales o articulados entre la escuela y las instituciones de educación postsecundaria	.08%

Cursos para la admisión a la Universidad Estatal de California o la Universidad de California

Medida del curso para la UC/CSU	Porcentaje
Estudiantes matriculados en cursos requeridos para la admisión a la UC/CSU en el 2012–13	55.7
Estudiantes graduados que completaron todos los cursos requeridos para la admisión a la UC/CSU en el 2011–12	11.9

Cursos de nivel avanzado (AP) (año escolar 2012–13)

Materia	Cantidad de Cursos AP ofrecidos*	Porcentaje de estudiantes en cursos de AP
Informática	2	NA (no es aplicable)
Inglés		NA (no es aplicable)
Bellas artes y artes escénicas		NA (no es aplicable)
Lengua extranjera	3	NA (no es aplicable)
Matemáticas	1	NA (no es aplicable)
Ciencias	2	NA (no es aplicable)
Ciencias sociales	8	NA (no es aplicable)
Todos los cursos	2	3.0

Note: Cells shaded in black or with N/A values do not require data.

* Donde hay matriculación de estudiantes en los cursos.

XII. Programación y planificación instructivas

Desarrollo profesional

Esta sección incluye información sobre la cantidad anual de días de escuela dedicados al desarrollo del personal para el periodo de tres años más reciente.

Capacitación Profesional

KCHS está comprometida a aumentar el logro de los estudiantes y a la construcción de habilidades en los estudiantes para prepararlos para los Estándares Estatales Comunes (Common Core State Standards). Para lograrlo, KCHS ha dedicado tiempo para capacitación profesional para construir Comunidades de Aprendizaje Profesionales (PLC). Los maestros se reúnen regularmente en PLCs para poder reflexionar individualmente y en grupo acerca de las maneras para mejorar el logro estudiantil, monitorear y planear partiendo de la información del logro estudiantil y redefinir las prácticas que son las más efectivas para lograr específicamente los resultados deseados de los estudiantes. Los maestros participan en observación en el salón de clases, modelos de lección y comentarios entre compañeros para facilitar el crecimiento personal.

Para ayudar con la implementación de las mejor prácticas, 94% de los maestros han participado en Contrayendo Capacitación Profesional Significativa. Esta capacitación profesional (PD) garantiza el logro académico de los aprendices de inglés y todos los aprendices con una concentración en un enfoque comprensivo para desarrollar el dominio del inglés. Integral de tal manera que el enfoque está en un idioma explícito de instrucción en cada clase, todos los días.

Construir Significados proporciona a los maestros con las herramientas para un lenguaje explícito de instrucción dentro del área de contenido de instrucción. La planeación de lecciones es manejada por el contenido y demanda un idioma académico de una disciplina específica de enseñanza. Basado en el diseño inverso y una liberación gradual del modelo de responsabilidad, el proceso de Construcción de Significados les ayuda a los maestros a:

- Aprender el papel que juega el idioma en el contenido de enseñanza
- Decidir que conocimiento del idioma necesitan los estudiantes para acceder el contenido y expresar su entendimiento
- Proporcionar instrucciones y prácticas de idioma apropiado y explícito, de forma oral y por escrito

Durante el tiempo de colaboración dedicado, los maestros de KCHS participan en aprender las variaciones interaccionales de CCSS y componentes que apoyan un mayor rigor en la lectura, escritura y el habla. El trabajo de los Estándares Comunes (Common Core) y de otros contextos estandarizados asumen el dominio nativo del inglés, los maestros de KCHS que participan en PD para anivelar las habilidades necesarias para la población de EL para que puedan acceder el CCSS. Un enfoque centrado en Construir Significados y las variaciones de instrucción que enfatiza tanto inglés académico como habilidades de alfabetización crítica, de este modo para apoyar a los aprendices de inglés a adquirir el idioma analítico necesario para cumplir con las demandas de los Estándares Comunes (Common Core).

Actualmente, los maestros de KCHS están en su tercer año de la Implementación de Contrayendo Significados con las mejoras en acordancia con las estrategias y capacidad de construcción cada año. El módulo de capacitación de Common Core en complicitad de texto, lectura cercana, profundidad de conocimiento, Instrucción Basada en el Rendimiento, y Grupos Productivos ha sido cubierta in los últimos dos años. KCHS está comprometida a la completa implementación del CCSS y a apoyar a nuestros maestros in sus necesidades de transición hacia las nuevas habilidades compartiendo nuestro tiempo de colaboración con la capacitación del personal y teniendo como prioridad la evaluación de necesidades del personal.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: School Accountability Report Card (SARC)
For Greenfield High School

MEETING: February 12, 2014

AGENDA SECTION:

XX ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

The School Accountability Report Card (SARC) is required to be approved and posted for each school site. This is the SARC for Portola-Butler Continuation High School for 2012 – 2013.


Recommendation:

The recommendation is being made for the State Administrator to approve the Greenfield High School 2012 – 2013 SARC.


Fiscal Impact:

None

Submitted By:


Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High



Lisa Mazza, Principal

Principal, Greenfield High

About Our School

Dear Greenfield High School Community,

The staff at Greenfield High School is committed to building and maintaining a culture of high standards of performance with an expectation that all students will reach academic excellence, become academic achievers with effective technology and communication skills, collaborative workers who are self-directed learners and creative thinkers; and responsible and active community contributors.

Promoting student engagement through rigorous, purposeful instruction through engaging teaching strategies, Common Core Standards instruction promoting critical thinking and providing opportunities for students to participate in a variety of school events, clubs, and extra-curricular activities are focuses for this school year. We continue to build a rich academic and cultural environment for our students to ensure they are on the path to college and career success. An overarching goal is to increase academic achievement for each student, and foster a love of learning for all our students while building a climate of respect, pride and trust throughout the campus.

Providing a rewarding, standards-based educational environment in which all students can reach their potential is a goal shared amongst the entire staff. It is Greenfield High School's mission to provide all students with a standards-based curriculum, and educational programs, resources and opportunities which empower all students to achieve academic success and reach their fullest potential. Our vision is that Greenfield High School students gain educational and personal experiences that enable them to become life-long learners and responsible, productive citizens.

Paramount to student success is open communication between parents, teachers and administration, united in ensuring students succeed developmentally and academically. It is my sincere hope that you will join our commitment to students and the school community, functioning together as a team whose priority is on student education. I welcome your contact and active participation in supporting students to become lifelong learners, creative and critical thinkers, and productive members of society. There is no task more important or endeavor more rewarding than that of educating and supporting our students - our future!

Warm Regards,

Lisa Mazza

Contact

225 S. El Camino Real
Greenfield, CA
93927-6312

Phone: 831-674-2751
E-mail: lmazza@smcjuhsd.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Greenfield High
Street	225 S. El Camino Real
City, State, Zip	Greenfield, Ca, 93927-6312
Phone Number	831-674-2751
Principal	Lisa Mazza, Principal
E-mail Address	lmazza@smcjuhsd.org
County-District-School (CDS) Code	27660682730174

District	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Web Site	smcjuhsd.org
Superintendent First Name	Daniel
Superintendent Last Name	Morao
E-mail Address	dmorao@smcjuhsd.org

Last updated: 1/28/2014

School Description and Mission Statement (School Year 2012-13)

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

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

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

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

As of July 2011, there were 16,611 people residing in the city of Greenfield. There are 3,100 families residing in the city of Greenfield and the average family size is 4.71 people. 53% of the housing units are owner occupied. The median income for a household in the city was \$47,379. In recent years, the town has seen a sizable influx of immigrants from the Mexican state of Oaxaca. Many Oaxacans speak the indigenous languages of Triqui or Mixteco.

In the city of Greenfield, Hispanics comprise 90.2% of the population, White 6.6%, African American, .6%, Asian 0.6%, other 1.0%, and two or more races .10%. About 17.1% of families and 21.6% of the population were below the poverty line. The estimated median house price in 2012 was \$165,000. Many households consist of extended families. Government service employs a large number of people in the area: teachers, fire fighters, correctional officers, forestry workers, and police officers make up this group. Approximately 90% of the Greenfield High School parents/guardians work in some type of agricultural industry; such as packing, irrigation, harvesting, and about 5% are migrant workers working between Greenfield and Yuma, Arizona. Permanent residents are drawn to this family-centered community for its affordable housing, moderate climate, and good employment opportunities here and in nearby areas.

Contact Person: Lisa Mazza, Principal

Contact Phone Number: (831) 674 – 2751

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

The following are samples of parent involvement opportunities at Greenfield High School:

- * Back to School Night
- * 10th Grade counseling
- * 4 year plan
- * Single Plan for Student Achievement presentations to parents
- * Grade checks
- * Counselor appointments
- * Home-School Compact
- * Parent newsletter at least four times a year
- * Quarterly report cards
- * Progress reports
- * E-mails
- * AlertNow telephone outreach
- * College Counselor CSUMB
- * 8th grade parent meeting in January
- * 9th grade Orientation in August
- * Parent Involvement Policy
- * SSC
- * ELAC
- * Parent workshops
- * Supplementary Educational Services (SES)
- * FOLT WASC group meetings
- * Local newspapers print school's API and AYP scores
- * Student tests results are shared with parents through SSC, ELAC meetings, parent workshops and newsletters
- * CELDT and reclassification results are shared with parents at ELAC meetings and newsletters
- * Athletics
- * Fundraisers
- * Migrant Education Program
- * Volunteering
- * Classroom visitations
- * GEAR UP (UC Santa Cruz Educational Partnership Center)
- * Educational Talent Search (Cal State Monterey Bay)
- * Migrant Education Services
- * Teacher phone calls and notices on student progress
- * Parent Institute for Quality Education (PIQE)

Last updated: 1/30/2014

Contact Person: Lisa Mazza, Principal

Contact Phone Number: (831) 674 – 2751

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

The following are samples of parent involvement opportunities at Greenfield High School:

- * Back to School Night
- * 10th Grade counseling
- * 4 year plan
- * Single Plan for Student Achievement presentations to parents
- * Grade checks
- * Counselor appointments
- * Home-School Compact
- * Parent newsletter at least four times a year
- * Quarterly report cards
- * Progress reports
- * E-mails
- * AlertNow telephone outreach
- * College Counselor CSUMB
- * 8th grade parent meeting in January
- * 9th grade Orientation in August
- * Parent Involvement Policy
- * SSC
- * ELAC
- * Parent workshops
- * Supplementary Educational Services (SES)
- * F OLT WASC group meetings
- * Local newspapers print school's API and AYP scores
- * Student tests results are shared with parents through SSC, ELAC meetings, parent workshops and newsletters
- * CELDT and reclassification results are shared with parents at ELAC meetings and newsletters
- * Athletics
- * Fundraisers
- * Migrant Education Program
- * Volunteering
- * Classroom visitations
- * GEAR UP (UC Santa Cruz Educational Partnership Center)
- * Educational Talent Search (Cal State Monterey Bay)
- * Migrant Education Services
- * Teacher phone calls and notices on student progress
- * Parent Institute for Quality Education (PIQE)

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

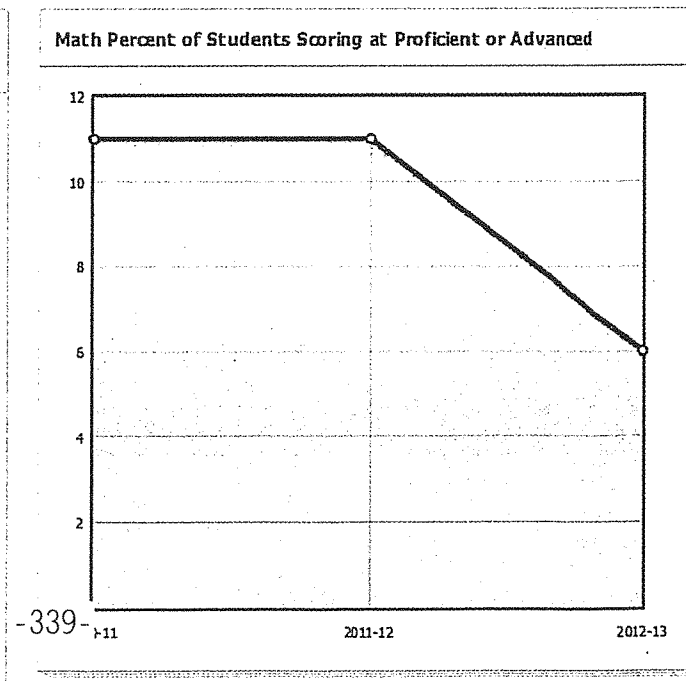
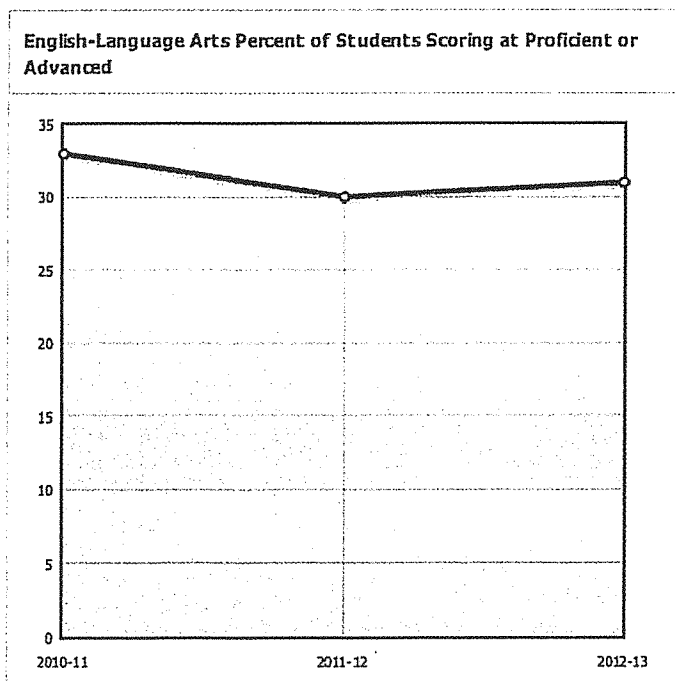
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33%	30%	31%	34%	33%	33%	54%	56%	55%
Mathematics	11%	11%	6%	22%	19%	9%	49%	50%	50%
Science	29%	29%	26%	30%	30%	37%	57%	60%	59%
History-Social Science	39%	33%	27%	40%	37%	34%	48%	49%	49%

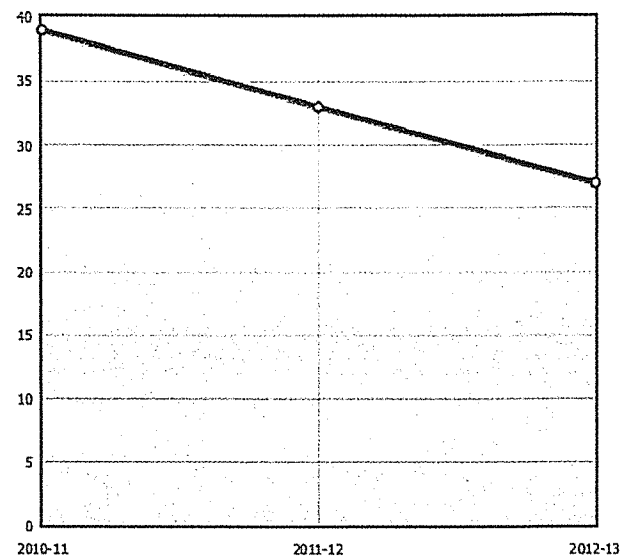
Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Science Percent of Students Scoring at Proficient or Advanced



History Percent of Students Scoring at Proficient or Advanced



Last updated: 1/28/2014

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

Percent of Students Scoring at Proficient or Advanced

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	33%	9%	37%	34%
All Students at the School	31%	6%	27%	27%
Male	27%	5%	33%	33%
Female	35%	7%	22%	22%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	30%	6%	26%	27%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	57%	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	27%	6%	26%	25%
English Learners	5%	7%	8%	1%
Students with Disabilities	25%	26%	N/A	9%
Students Receiving Migrant Education Services	26%	2%	25%	21%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

California High School Exit Examination Results for All Grade Ten Students –

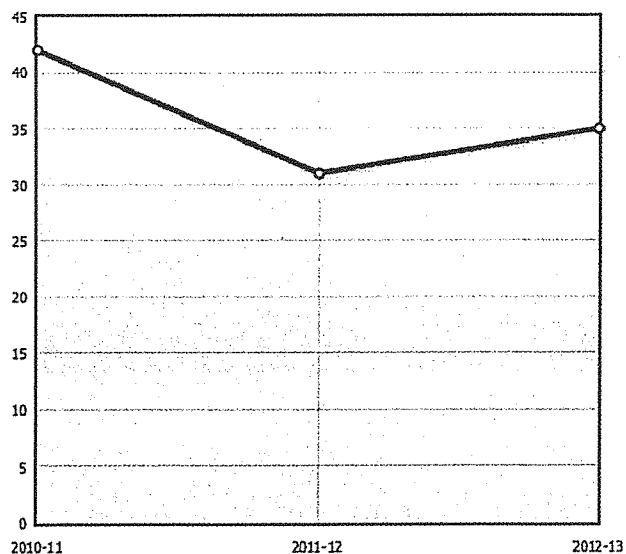
Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

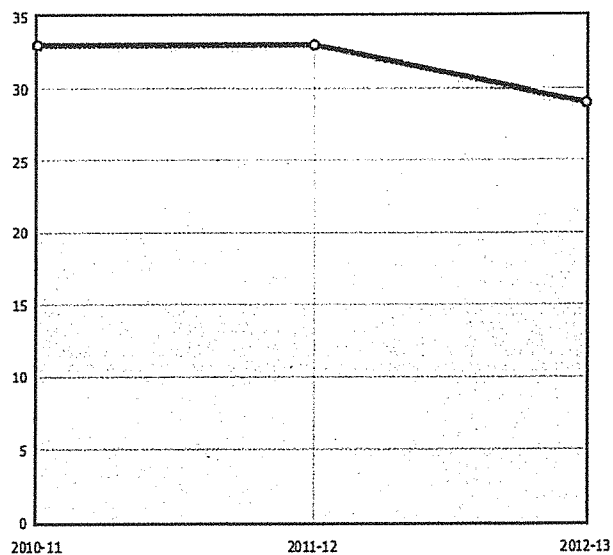
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42%	31%	35%	44%	32%	41%	59%	56%	57%
Mathematics	33%	33%	29%	43%	38%	37%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/28/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59%	24%	18%	63%	27%	10%
All Students at the School	65%	20%	15%	71%	20%	9%
Male	73%	21%	6%	74%	19%	6%
Female	57%	20%	23%	67%	21%	12%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	66%	20%	15%	71%	20%	9%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	68%	20%	12%	72%	20%	8%
English Learners	95%	5%	N/A	97%	3%	N/A
Students with Disabilities	92%	4%	4%	96%	N/A	4%
Students Receiving Migrant Education Services	75%	19%	6%	81%	13%	6%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.4%	18.8%	14.8%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	1
Similar Schools	3	6	4

Last updated: 1/28/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	14	-37	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	-38	-15
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	-48	-11
English Learners	10	-51	-17
Students with Disabilities			

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

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	650	632	1,361	663	4,655,989	790
Black or African American	1		2		296,463	708
American Indian or Alaska Native	2		4		30,394	743
Asian	0		7		406,527	906
Filipino	1		7		121,054	867
Hispanic or Latino	630	631	1,250	651	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	12	717	64	810	1,200,127	853
Two or More Races	4		27	760	125,025	824
Socioeconomically Disadvantaged	578	623	1,160	648	2,774,640	743
English Learners	500	603	934	614	1,482,316	721
Students with Disabilities	79	449	164	464	527,476	615

Last updated: 1/28/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	0.7%

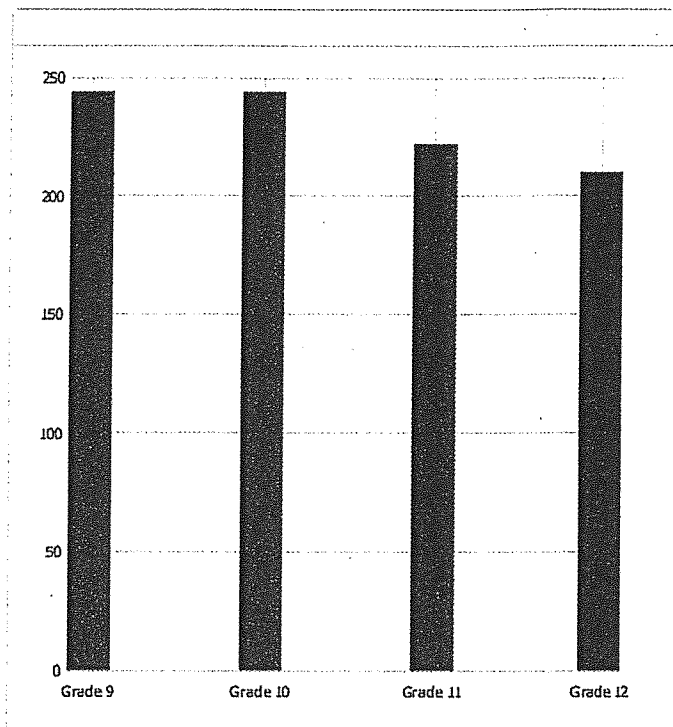
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/28/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

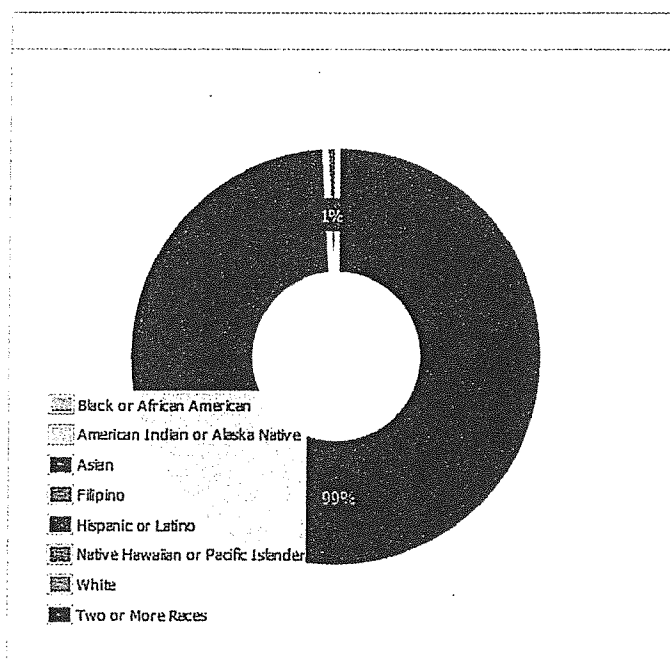
Grade Level	Number of Students
Grade 9	244
Grade 10	244
Grade 11	222
Grade 12	210
Total Enrollment	920



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	0.1
Filipino	0.3
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.0
White	1.4
Two or More Races	0.0
Socioeconomically Disadvantaged	86.1
English Learners	72.6
Students with Disabilities	12.5



Last updated: 1/28/2014

Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.9	23	17	6	28.0	8	17	13	22.0	21	16	20
Mathematics	29.9	8	12	11	26.9	8	16	10	20.0	19	9	16
Science	27.0	5	9	7	28.6	2	11	10	26.0	7	7	14
Social Science	28.7	3	9	5	26.5	4	11	5	23.0	12	1	17

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/28/2014

School Safety Plan (School Year 2012-13)

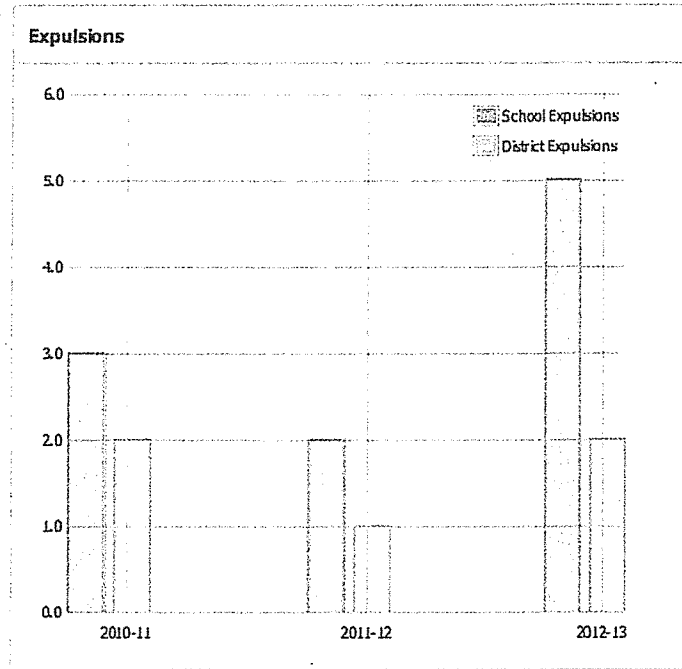
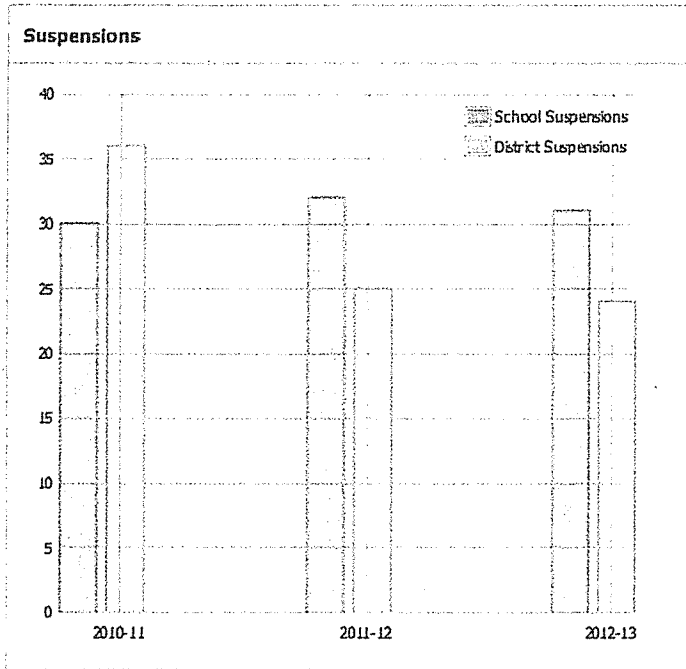
Greenfield High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2012-2013 school year, it was approved by the School Site Board on February 11, 2013.

Last updated: 1/28/2014

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	30.10	32.00	31.00	36.29	25.29	24.20
Expulsions	3.57	2.70	5.54	2.66	1.31	2.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on August 14, 2012 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has 14 permanent classrooms and 16 portable classrooms, a library, a multipurpose room, gymnasium, and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. The deferred maintenance program budget includes a contribution from the District's general fund.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

-350-

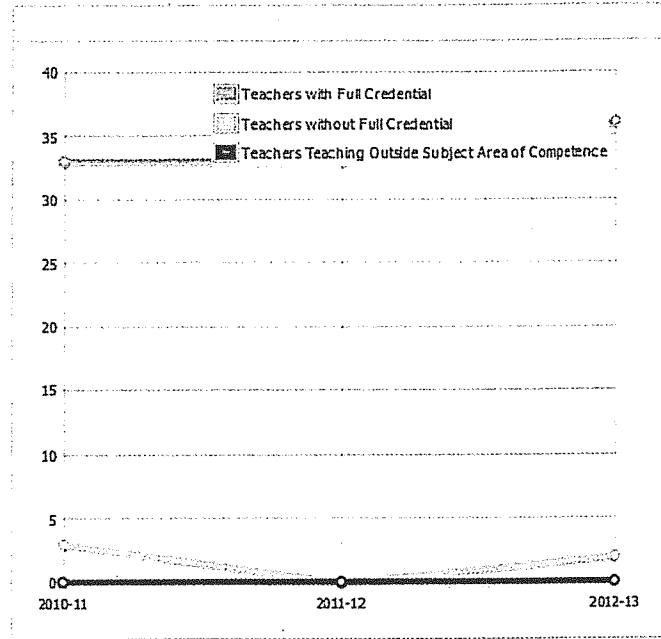
Overall Rating	Good
----------------	------

Last updated: 1/30/2014

Teachers

Teacher Credentials

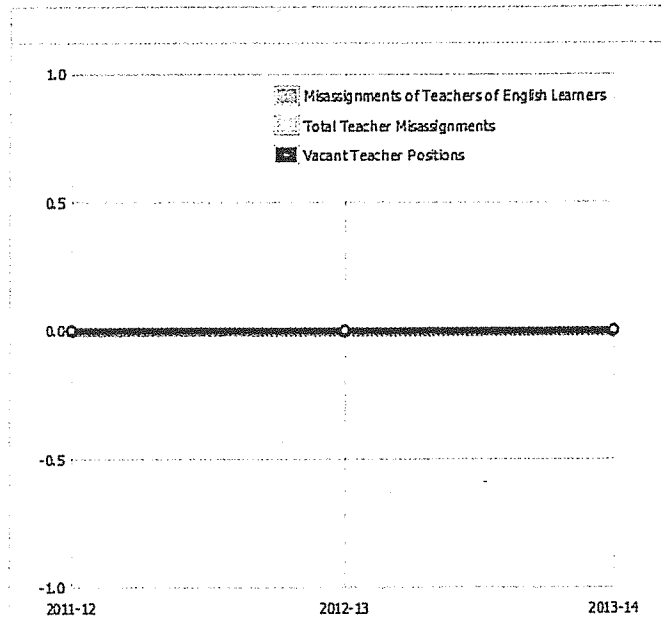
Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	33	33	36	76	
Without Full Credential	3	0	2	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2	



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	81	19
All Schools in District	78	22
High-Poverty Schools in District	78	22
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/28/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	920.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	California Language Arts Review (2007) California Grammar & Conventions Review (2007) California Writing Review (2007) Glencoe Literature: The Readers Voice - Course 4 (2002) Glencoe Literature: The Readers Voice - Course 4 (2002) SRA McGraw-Hill Reasoning and Writing; Skill Applications; Spelling Through Morphagrams (2001); (1999); (2001) Glencoe Literature: The Readers Voice - Course 5 (2002) Glencoe Literature: The Readers Voice - Course 5 (2002) Glencoe American Literature: The Readers Voice (2002) Glencoe American Literature: The Readers Voice (2002) Glencoe British Literature: The Readers Voice (2002) Glencoe British Literature: The Readers Voice (2002) Glencoe American Literature: The Readers Voice (2002) The Readers Voice (2002) Glencoe American Literature: The Readers Voice (2002) Pearce Longman Side-by-Side Levels 2/3 (2001) Northstar Focus on Reading and Writing (2002) McGraw-Hill Literature: Basic English Skills (2004); (2001) English Skills (2004); (2001) Basic English Skills (2004); (2001) Globe Fearon Pacemaker English Composition (2002) National Geographic Edge by Hampton Brown, (2008) Read 180	Yes	0.0
Mathematics	AGS Mathematics (2001) Prentice-Hall California Algebra I (2008) American Books Passing the California Algebra I State Exam; California Math Review (2007) McDougall-Littell California Geometry (2007) McDougall-Littell Algebra & Trigonometry - Structure & Method - 2nd edition (2007) McDougall-Littell Pre-Calculus with Limits (2007) Prentice-Hall Calculus - Graphical, Numerical, Algebraic (2007) AGS Algebra (2002) AGS Basic Math Skills (2002) AGS Pre-Algebra (2005) Math Vision Project-Math I Electronic Adoption (2013)	Yes	0.0
Science	Glencoe: Elmer L. Cooper Agriscience: Fundamentals & Applications (1997) McDougal-Littell Earth Science (2005) Holt Biology (2004) Houghton Mifflin Introductory Chemistry (2000) Pearson Biology AP edition (2002) Scott Foresman Conceptual Physics (1999) AGS Earth Science (2004) AGS Cycles of Life (2004) Glencoe: Elmer L. Cooper Agricultural Mechanics (1997) Floristry Delmar Floriculture: Designing and Merchandising (2008)	Yes	0.0

AGS World History (2005)
 Houghton Mifflin Making America (2006)
 McDougall-Littell The Americans (2006)
 AGS United States History (2001)
 Glencoe: Economics: Principles and Practices (2006)
 Prentice Hall Magruder's American Government (2006)
 AGS Economics (2003)
 AGS American Government (2006)
 AGS US History (2001)
 AGS Economics, (2003)
 AGS American Government (2006)

Foreign Language

Yes 0.0

Holt Ven Conmigo Level 1 (2003)
 Holt Ven Conmigo Level 2 (2003)
 Holt Ven Conmigo Level 3 (2003)
 Glencoe Repaso (2002)
 McDougall-Littell Abriendo Puertas Antología de Literatura en Español - Tomo I/II (2003)
 Lecturas Avanzadas (2008)
 CourseWayside Publishing, Azulejo, Anthology and Guide to the AP Spanish Literature (2012)
 McDougall-Littell Discovering French Bleu (1997; 1998; 2003)
 McDougall-Littell Discovering French Bleu Activity Book (2003)
 McDougall-Littell Discovering French Blanc (1997; 1998; 2003) McDougall-Littell Discovering French Blanc - Activity Book (2003)
 McDougall-Littell Discovering French Rouge (2003)
 McDougall-Littell Discovering French Rouge - Activity Book (2003)
 McDougall-Littell Personnages (2003)

Health

Yes 0.0

Holt - Lifetime Health (2004)
 Globe Fearon Health - 2nd edition (1994)

Visual and
Performing Arts

0.0

Science
Laboratory
Equipment
(grades 9-12)

0.0

3x100 culture tubes 200
 400mL beakers 24
 alligator clips 29
 alligators 1
 animal specimens encased in resin 20
 aprons 36
 assorted prepared slides 275
 balance weight sets
 beakers 60 mL 30
 beakers 600 mL 13
 biochemical manipulative kit
 class set reusable 1
 blood/fluid cleanup kit 1
 blunt probes 25
 bunsen burners 29
 burner stands and apparatus 24
 cd rom assorted titles 15
 chromosome simulation block
 class set 2
 coliform test kit 2
 compound microscopes 17
 coverslips 10 gross
 cpr mannequins 10
 crayfish bucket (empty) 1
 cuvettes 200
 dichotomous key sets 9
 dishwasher 1
 disposable petri plates 24
 dissecting needles 8
 dissection scissors 36
 dissection trays 20
 dna extraction kit 1

electronic balances 3
 electrophoresis kits 4
 filter paper assorted sizes 32
 flammable storage cabinet 1
 flasks 125 mL 30
 flasks 250 mL 12
 flex cam 2
 fruit fly breeding equipment 1
 forceps 20
 GHS Science Lab Supplies
 2010-2011
 funnels assorted sized 48
 goggles 36
 graduated cylinder 10 mL: 16
 graduated cylinder 25mL 33
 graduated cylinder 50 mL 40
 graduated cylinders 100mL 38
 hot gloves 2 pr
 hot plates 12
 human anatomy model 1
 human brain model 1
 human skeleton model 1
 incubator 1
 lab supplies
 large forceps 36
 magnet sets 8
 mammalian skulls 30
 meter sticks 24
 microscope slides 2 gross
 microtome 1
 microwave 1
 mortar/pestle 6
 non sterile transfer pipettes 375
 nutrient agar powder 1lb
 omnitron electronic kits 12
 osmosis/diffusion biokit 1
 pig fetus 1
 power packs 4
 protein synthesis kit 1
 refrigerator/freezer 1
 ma simulation biokit 2
 rock sets 24
 rolling carts 3
 sand 3 lbs
 scanning electron microscope 0
 slide box with trays 1
 spec 20's 6
 sterile pipettes 200
 stereoscopes 9
 string 1 meter
 table top magnifiers 6
 teaching microscope 1
 test tube cleaners 12
 test tube racks 12
 test tubes 144
 thermometers 24
 triple beam balance 16
 tweezers 2
 Van de Graff generator 1
 various animal specimens 40
 various rock samples 75lbs
 video sets assorted titles 25
 volt meters 12
 water bottles (empty) 12

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,552	\$1,153	\$6,398	\$71,098
District	N/A	N/A	\$7,374	\$75,018
Percent Difference – School Site and District	N/A	N/A	13.20%	10.30%
State	N/A	N/A	\$5,537	\$69,602
Percent Difference – School Site and State	N/A	N/A	15.50%	2.10%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the [CDE Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the [CDE Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/30/2014

Types of Services Funded (Fiscal Year 2012-13)

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

- Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)

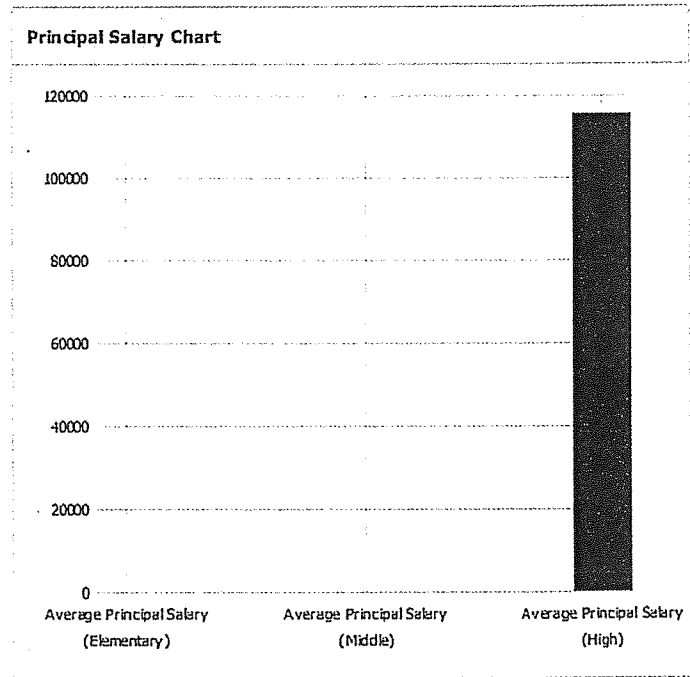
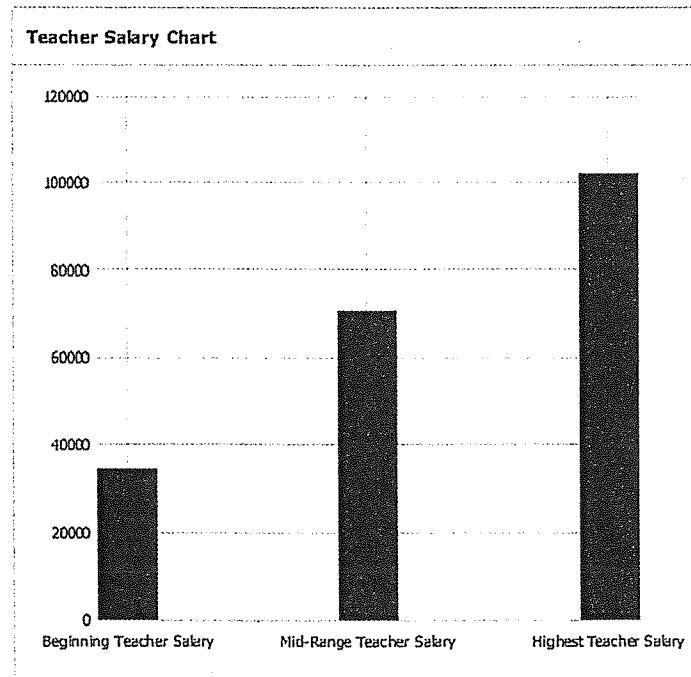
At Greenfield High School, a variety of programs and services are available to assist students. During this school year, credit recovery classes designed to help students catch up on credits to meet graduation requirements are part of the schedule. Students experiencing difficulty mastering skills needed to pass the CA High School Exit Exam are enrolled in CAHSEE preparation classes. After-school tutoring sessions and Saturday credit recover classes are provided through EIA and Title I funding. Small group and individual Supplemental Educational Services in English and math are provided through Title I funding. Greenfield High School provides support classes during the school day for students whose language arts skills are below grade level through a strategic class for English in addition to the core English class. Students in grade 9 who are two or more years below grade level have a two period intensive class in English Language Arts, entitled READ 180. Students learning English as a second language are enrolled in an English Language Development class in addition to the core English class.

Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,616	\$41,956
Mid-Range Teacher Salary	\$70,751	\$66,299
Highest Teacher Salary	\$102,188	\$85,517
Average Principal Salary (Elementary)	\$0	N/A
Average Principal Salary (Middle)	\$0	N/A
Average Principal Salary (High)	\$115,465	\$118,994
Superintendent Salary	\$201,606	\$156,140
Percent of Budget for Teacher Salaries	32.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the [CDE Certified Salaries & Benefits Web page](#).



Last updated: 1/28/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

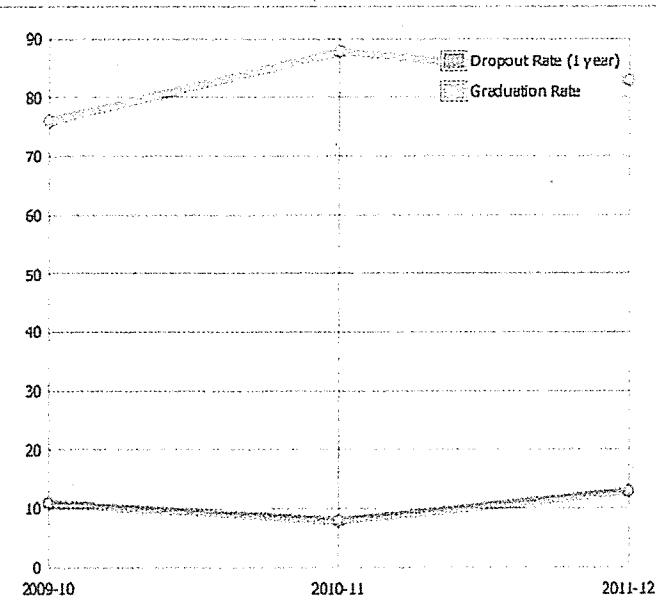
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	11.9	8.1	13.7	18.2	14.5	15.1	16.6	14.7	13.1
Graduation Rate	76.29	88.38	83.41	71.61	77.46	79.79	74.72	77.14	78.73

Dropout/Graduation Rate Chart



Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	173	402	418,598
Black or African American			28,078
American Indian or Alaska Native		1	3,123
Asian		2	41,700
Filipino		2	12,745
Hispanic or Latino	169	364	193,516
Native Hawaiian or Pacific Islander		1	2,585
White	4	32	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	146	296	217,915
English Learners	92	208	93,297
Students with Disabilities	16	33	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/28/2014

Career Technical Education Programs (School Year 2012-13)

Workforce Preparation

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

Technical Education Advisory Committee

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

Last updated: 1/30/2014

Career Technical Education Participation (School Year 2012-13)

Percent of pupils completing a CTE program and earning a high school diploma

3.0

Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education

0.0

*Last updated: 1/28/2014***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	63.1
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	30.1

Last updated: 1/30/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	13	3.7

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/28/2014

Instructional Planning and Scheduling

Professional Development

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

Greenfield High School offered 180 days of instruction with six minimum days that were used for administering mid-terms and final examinations. For the 2012-2013 school year Greenfield High School offered 64,824 minutes of instructional time, which exceeded the state minimum requirement of 64,800. Every Wednesday afternoon is minimum day for students. Every Wednesday afternoon, teachers engage in professional development and structured collaboration.

Professional Development

Committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards, GHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in common lesson planning, reflection regarding the ways to improve student achievement based on analysis of shared data, and refine research-based practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 100% of core and electives teachers have participated in Constructing Meaning Professional Development. This promotes the academic achievement of all learners, particularly English learners, with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

The Constructing

Meaning program provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

*understand the role language plays in content learning
language knowledge students need to access content and express understanding
language instruction and practice

*decide what
*provide appropriate, explicit oral and written

During dedicated collaboration time, GHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, GHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

In 2012-13, GHS teachers began their first year of Constructing Meaning implementation focusing on expanding teaching strategies and building capacity. Common Core module training in text-complexity, Close reading, Writing across the Curriculum, Oral and Written Language Practice, Depth of Knowledge, College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. GHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our collaboration time to staff development prioritized on a staff needs assessment.

Resumen Ejecutivo del Informe de Rendición de Cuentas Escolar, 2012–13

Greenfield High School

Dirección: 225 S. El Camino Real **Teléfono:** (831) 674-2751
Greenfield, CA 93927 **Grados:** 9 – 12

Director: Sra. Lisa Mazza

Mensaje de la Directora

Estimada Comunidad Greenfield High School,

El personal de Greenfield High School está comprometido a construir y mantener una cultura de altos estándares de desempeño con la expectativa de que todos los estudiantes alcancen la excelencia académica, con habilidades eficientes de tecnología y comunicación, trabajadores colaborativos que sean aprendices con dirección propia y analistas críticos; y que sean contribuidores activos y responsables de la comunidad. Promover la participación de los estudiantes a través de una instrucción rigurosa, útil a través de estrategias de enseñanza atractivas, instrucción de los Estándares Estatales Comunes para promover el pensamiento crítico y proporcionar oportunidades para que los estudiantes participen en una variedad de eventos escolares, clubes, y actividades extra curriculares son el objetivo para este año escolar. Continuamos enriqueciendo el ambiente académico y cultural para asegurarnos que nuestros estudiantes estén en el camino correcto para ir a la universidad y para su éxito laboral. Un objetivo fundamental es aumentar el logro académico de cada estudiante, y fomentar el amor por el aprendizaje en todos nuestros estudiantes, al mismo tiempo que construimos un ambiente de respeto, orgullo y confianza en todo el plantel.

Proporcionar un ambiente educativo gratificante, basado en estándares en el que todos los alumnos puedan alcanzar su potencial es un objetivo compartido entre todo el personal. La misión de la preparatoria de Greenfield es proporcionar a todos los estudiantes con un currículo basado en estándares, y programas educativos, recursos y oportunidades con los cuales se impulse el éxito del logro académico de todos los estudiantes y alcancen su máximo potencial. Nuestra visión en la preparatoria de Greenfield es que los estudiantes obtengan experiencias educativas y personales que les permitan convertirse en aprendices de por vida y ciudadanos responsables y productivos.

Es de suma importancia para el éxito del estudiante la comunicación abierta entre los padres, los maestros y la administración, unidos para que los estudiantes tengan desarrollo exitoso y académico. Es mi sincera esperanza que usted se una a nuestro compromiso con los estudiantes y la comunidad escolar, que funcionan juntos como un equipo que tiene como prioridad la educación de los estudiantes. Recibo con gusto el que hayan establecido contacto y la participación activa en el apoyo a los estudiantes a convertirse en aprendices de por vida, analistas creativos y críticos, y miembros productivos de la sociedad. No hay tarea más importante o gratificante que la de educar y apoyar a nuestros estudiantes - nuestro futuro

Saludos Afectivos,

Lisa Mazza

El objetivo de este resumen ejecutivo del Informe de Rendición de Cuentas Escolar (conocido en inglés como SARC) es brindar a los padres y miembros de la comunidad un panorama general de la información relacionada con las escuelas públicas individuales. La mayoría de los datos que se presentan en este informe corresponden al año escolar 2012–13. Los datos relacionados con las finanzas escolares y la finalización de los estudios corresponden al año escolar 2011–12. La información de contacto, las instalaciones, el plan de estudios y material didáctico, y cierta información sobre los maestros corresponden al año escolar 2013–14. Si los padres y miembros de la comunidad desean obtener información adicional sobre la escuela, deben revisar el SARC en su totalidad o comunicarse con el director de la escuela o la oficina del distrito.

Acerca de esta escuela

En 1999, la escuela preparatoria de Greenfield abrió sus puertas a los estudiantes que orgullosamente se autonombraban Bruins. La escuela consiste de aproximadamente cuarenta acres. Greenfield High School está localizada en la esquina suroeste de la ciudad de Greenfield. La escuela está rodeada de viñedos de uva, campos, tierras de cultivo, pequeños negocios y viviendas residenciales.

Greenfield High School provee instrucción a estudiantes en los grados nueve al doce en un horario escolar tradicional. A partir del 2011-12, la población estudiantil de Greenfield High School fue 0.4% Filipino, 98% hispanos y 0.4% afroamericanos, 1% blancos, y 0.2% otros. 13.2% son estudiantes con discapacidad, el 70% son estudiantes aprendices de inglés, y el 87% son estudiantes con desventajas socioeconómicas.

La preparatoria de Greenfield ofrece programas bien distribuidos para sus estudiantes, incluyendo pero no limitado a FFA, AVID, música, arte, teatro, tecnología en computación, ASB, Liderazgo, preparación para el CAHSEE, recuperación de créditos y clases AP. Los estudiantes tienen la oportunidad de participar en clubes y actividades extracurriculares, como el fútbol, lucha, béisbol, fútbol, voleibol, baloncesto, los mítines (rallies), Futuros Agricultores de América, club de actuación, club de física, club de reciclaje, club de arte y club de libros. Clases de después de escuela y de sábado incluyen, artes lingüísticas de inglés, álgebra, geometría, y recuperación de créditos. Greenfield High School sigue un plan de disciplina progresiva y ofrece incentivos positivos. Los simpatizantes prominentes de la comunidad son Greenfield Rotary Club y el Greenfield Lions Club.

La ciudad de Greenfield cubre un área de 1,7 millas cuadradas. Se encuentra ubicado en el corazón del Valle de Salinas en California aproximadamente 135 kilómetros al sur de San Francisco, a 95 millas al sur de San José, a 40 millas al sur de Salinas y 60 millas al norte de Paso Robles. La ciudad de Greenfield se encuentra entre la cordillera Gabilan hacia el este y se extiende hasta la de Santa Lucía hacia el oeste. La ciudad de Greenfield se centra en una de las zonas agrícolas más productivas del mundo. La zona es conocida como la "Ensaladera del Mundo." Más de \$ 2 millones de dólares (EE.UU.) en el valor de las frutas y las verduras son producidas y enviadas anualmente en los Estados Unidos y al extranjero. La zona también es conocida como una región de cultivo de uva para vino de primera, debido a la rica tierra y el clima deseable.

Hasta julio del 2011, había 16.611 personas que residen en la ciudad de Greenfield. Hay 3.100 familias que residen en la ciudad de Greenfield y el tamaño promedio de la familia es 4,71 personas. 53% de las viviendas están ocupadas por sus propietarios. El ingreso promedio por familia en la ciudad era \$ 47,379. En los últimos años, la ciudad ha visto una afluencia importante de inmigrantes del estado mexicano de Oaxaca. Muchos oaxaqueños hablan las lenguas indígenas de Triqui o Misteco.

En la ciudad de Greenfield, los hispanos representan el 90.2% de la población, Blanco 6.6%, afroamericanos 0.6%, asiáticos 0.6%, otros 1.0% y de dos o más razas 0.10%. Cerca de 17.1% de las familias y el 21.6% de la población estaban por debajo del índice de pobreza. El precio medio de la vivienda estimado en 2012 fue de \$ 165.000. Muchos hogares se componen de familias extensas. Servicio del Gobierno emplea a un gran número de personas en la zona: los maestros, bomberos, funcionarios de prisiones, trabajadores forestales y policías componen este grupo. Aproximadamente el 90% de los padres/tutores de la preparatoria de Greenfield trabajan en algún tipo de industria agrícola, tales como el empaque, el riego, la cosecha, y el 5% son trabajadores migrantes que trabajan entre Greenfield y Yuma, Arizona. Los residentes permanentes son atraídos a esta comunidad de orientación familiar por su vivienda accesible, el clima moderado y buenas oportunidades de empleo aquí y en las áreas cercanas.

Matriculación de los estudiantes

Grupo	Matriculación
Cantidad de estudiantes	920
Negros o afroamericanos	0%
Indígenas americanos o nativos de Alaska	0%
Asiáticos	0%
Filipinos	0%
Hispanos o latinos	98%
Nativos de Hawái u otra isla del Pacífico	0%
Blancos	1%
Dos o más razas	0
Estudiantes de escasos recursos socioeconómicos	86%
Estudiantes de inglés como segunda lengua	73%
Estudiantes con discapacidades	13%

Maestros

Indicador	Maestros
Maestros con acreditación completa	36.5
Maestros sin acreditación completa	2
Maestros que enseñan fuera de su área de competencia	0
Asignaciones incorrectas de maestros de inglés como segunda lengua	0
Total de asignaciones incorrectas de maestros	0

Rendimiento de los estudiantes

Materia	Estudiantes con un nivel competente o superior en los resultados del STAR ¹
Lengua y literatura en inglés	31%
Matemáticas	6%
Ciencias	26%
Historia y ciencias sociales	27%

Progreso académico²

Indicador	Resultado
Puntuación del Índice de Rendimiento Académico (conocido en inglés como API) de Aumento del 2013 (del informe del Índice API de Aumento del 2013)	632
Clasificación estatal (del informe del Índice API Base del 2012)	1
Cumplió con todos los requisitos del Progreso Anual Adecuado (conocido en inglés como AYP) del 2013	No
Cantidad de criterios del Progreso Anual Adecuado (AYP) cumplidos de la cantidad total de criterios posibles	Met 9 of 18
Estado del Mejoramiento de Programa (conocido en inglés como PI) del 2013–14 (año de PI)	5

¹ Las evaluaciones del Programa de Exámenes y Reportes Estandarizados que se usan para fines de rendición de cuentas incluyen las Pruebas de los Estándares Académicos de California, la Prueba Modificada de la Evaluación Educativa de California y la Prueba Alternativa de Rendimiento de California.

² El Índice de Rendimiento Académico es un requisito de la ley estatal. El Progreso Anual Adecuado es un requisito de la ley federal.

Instalaciones escolares

Resumen de la inspección más reciente del plantel/ Reparaciones necesarias/ Acciones correctivas tomadas o planeadas

General

El distrito se esfuerza en asegurarse que todas las escuelas estén limpias, seguras y sean funcionales. Para ayudarlas en este esfuerzo, el distrito utiliza el instrumento de encuestas sobre las instalaciones desarrollado por la oficina de Construcción de Escuelas Públicas del estado de California. Esta encuesta se llevó a cabo el 4 de abril del 2012 está disponible en la oficina de mantenimiento, operaciones y trasportación

Abajo se encuentra información más detallada sobre la condición de la escuela y los esfuerzos hechos para asegurarse de que los estuantes sean previstos con ambiente de aprendizaje limpio, seguro y funcional.

Descripcion de las Instalaciones

Esta escuela tiene 14 salones permanentes y 16 salones portátiles, una biblioteca, un salón de usos múltiples, gimnasio, y un edificio administrativo. El plantel principal fue construido en 1999.

Mantenimiento y reparaciones

El personal de mantenimiento del distrito se asegura de que se hagan las reparaciones necesarias de manera oportuna para mantener la escuela en buenas condiciones para trabajar. Un proceso de orden de trabajo es usado para garantizar un servicio eficiente y que se dé la máxima prioridad a las reparaciones de emergencia.

Presupuesto de Mantenimiento Diferido

El distrito participa en el Programa Estatal de Mantenimiento Diferido, el cual provee fondos estatales para asistir a los distritos escolares con gastos para reparación o reemplazo de componentes de edificios existentes. Típicamente, esto incluye techos, plomería, calefacción, aire acondicionado, sistemas eléctricos, pintura interior o exterior y sistemas de piso. El presupuesto del programa de mantenimiento diferido incluye una contribución del fondo general del distrito.

Plan de estudios y material didáctico

Área de currículo requerido	Estudiantes que carecen de libros de texto y material didáctico
Lectura/Lengua y literatura	0%
Matemáticas	0%
Ciencias	0%
Historia y ciencias sociales	0%
Lengua extranjera	0%
Salud	0%
Artes visuales y escénicas	0%
Equipo para el laboratorio de ciencias (9.º a 12.º grado)	0%

Finanzas escolares

Nivel	Gastos por estudiante (sólo fuentes no restringidas)
Plantel	\$6398
Distrito	\$7374
Estado	\$8961

Finalización de los estudios

Indicador	Resultado
Tasa de graduación escolar (si corresponde)	83%

Preparación postsecundaria

Medida	Porcentaje
Estudiantes que completaron un programa de educación técnica profesional y obtuvieron un diploma de la escuela preparatoria	7.1%
Graduados que completaron todos los cursos requeridos para la admisión a la Universidad Estatal de California o Universidad de California	30%

Departamento de Educación de California
**Informe de Rendición de Cuentas Escolar con datos
del año 2012–13**
Publicado durante 2013–14

Todas las escuelas de California deben publicar un Informe de Rendición de Cuentas Escolar (conocido en inglés como SARC) conforme a la legislación estatal antes del 1 de febrero de cada año. El informe SARC contiene información sobre las condiciones y el rendimiento de cada escuela pública de California.

- Para obtener más información sobre los requisitos del informe SARC, visite la página web sobre el SARC que mantiene el Departamento de Educación de California (conocido en inglés como CDE) en <http://www.cde.ca.gov/ta/ac/sa/>.
- Si los padres y miembros de la comunidad desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

I. Datos y acceso

DataQuest

DataQuest es una herramienta de datos en línea que se encuentra en la página web sobre el DataQuest que mantiene el CDE en <http://dq.cde.ca.gov/dataquest/> y contiene información adicional sobre esta escuela, así como comparaciones de la escuela con respecto al distrito, al condado y al estado. Concretamente, DataQuest es un sistema dinámico que proporciona informes para el rendimiento de cuentas (por ejemplo, el Índice de Rendimiento Académico [API] estatal y el Progreso Anual Adecuado [AYP] federal), datos sobre las pruebas, matriculación, graduados de la preparatoria, estudiantes que abandonan sus estudios, inscripciones en cursos, personal y datos relacionados con los estudiantes de inglés como segunda lengua.

Acceso a Internet

Se puede acceder a Internet en bibliotecas públicas y otros lugares accesibles al público (como la Biblioteca Estatal de California). Por lo general, las bibliotecas y otros lugares públicos permiten el acceso a Internet por orden de llegada. Otras restricciones de uso de Internet pueden incluir el horario de apertura, la cantidad de tiempo que se puede utilizar la computadora (según la disponibilidad), los tipos de software que están disponibles en la computadora y la capacidad para imprimir documentos.

Más información

Para obtener más información acerca de los elementos y términos de los datos empleados en el SARC, consulte la guía *Academic Performance Index Reports Information Guide 2012–13* (en español, Guía de los informes del Índice de Rendimiento Académico) que se encuentra en la página web sobre el API que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ap/>.

A lo largo de este documento las cartas DPL significa información proporcionada por la Agencia Educacional Local (LEA), y las cartas DPC significan información proporcionada por el CDE.

II. Acerca de esta escuela

Información de contacto del distrito (año escolar 2013–14)

Nombre del distrito	South Monterey County Joint Union High School District
Número de teléfono *(831) 385-0606	(831) 385-0606
Sitio web	smcjuhsd.org
Superintendente/Administrador del estado	Daniel R. Moirao, Ed.D.
Dirección de correo electrónico	dmoirao@smcjuhsd.org

Información de contacto de la escuela (año escolar 2013–14)

Nombre de la escuela	Greenfield High School
Calle	225 S. El Camino Real
Ciudad, estado, código postal	Greenfield, California 93927
Número de teléfono	831-674-2751
Director	Lisa Mazza
Dirección de correo electrónico	lmazza@smcjuhsd.org
Código Condado-Distrito-Escuela (CDS)	27-66068-2730174

Misión y descripción de la escuela (año escolar 2012–13)

La visión de Greenfield High School, misión y metas de 2012-13 apoya a aquellos del distrito escolar.

Greenfield High School Declaración de Visión:

Greenfield High School es un lugar donde los estudiantes disponen de experiencias educativas y personales que les permitan convertirse en aprendices de por vida y ciudadanos responsables y productivos.

Declaración sobre la misión del distrito:

South Monterey County Joint Union High School District es una comunidad de aprendizaje académico progresivo que está comprometida al éxito educativo permanentemente. La declaración de la misión de South Monterey County Joint Union High School District inspira y confiere a todos los estudiantes con el conocimiento y las habilidades necesarias para lograr todo su potencial como ciudadanos responsables productivos.

Declaración de la Misión de la Preparatoria de Greenfield:

La misión de la preparatoria de Greenfield es proporcionar a todos los estudiantes un plan de estudios basado en los estándares para lograr el éxito, trabajar en colaboración con el personal y los padres, y proporcionar recursos y oportunidades para alcanzar el potencial individual a través de la preparación académica y la responsabilidad personal.

South Monterey County Joint Union High School:

South Monterey County Joint Union High School inspira y confiere a todos los estudiantes con el conocimiento y las habilidades necesarias para lograr todo su potencial como ciudadanos responsables productivos.

Resultados de Aprendizaje que se Esperan de la Escuela de la preparatoria de Greenfield (Expected School-wide Learning Results; ESLRs):

Greenfield High School preparará a sus estudiantes a ser. . .

ESLR 1. Rendimiento académico con habilidades tecnológicas y de comunicación eficaces para que

- Cumplan o superen los estándares del estado de California en Inglés, matemáticas, ciencias y estudios sociales
- Demuestren competencia en el uso de computadoras y otros equipos de tecnología apropiada.
- Escuchen activamente y hablen, lean y escriban de manera efectiva.

ESLR 2. Trabajadores colaborativos que son aprendices con dirección propia y analistas creativos que

- Utilizan las habilidades constructivas de liderazgo para promover, desarrollar y mantener las relaciones dentro de diversos ambientes.
- Trabajen con éxito tanto en grupos como individualmente para establecer y lograr metas.
- Comprender los conceptos esenciales, hechos y procedimientos que se enseñan en cada curso.
- Crear y utilizar un plan de educación para avanzar hacia el crecimiento personal y objetivos de su carrera.
- Descubrir, desarrollar y perseguir pasiones y metas individuales.

ESLR 3. Contribuyentes de la comunidad responsable y activos que

- Contribuyan con su tiempo, energía, conocimientos y talento para mejorar la calidad de vida de nuestra escuela, las comunidades, la nación y el mundo.
- Demostrar una ciudadanía positiva y responsable, y productiva.
- Poseer las habilidades para tener éxito en la educación superior, el lugar de trabajo y de vida.

Las metas de enlace de la preparatoria de Greenfield son:

1. Mejorar el rendimiento de los estudiantes de toda la escuela en Artes Lingüísticas de Inglés y Matemáticas, calculado a través del CAHSEE y CST.
2. Aumentar el Desarrollo del nivel Idioma Inglés de Aprendices del Idioma Inglés, calculado por medio del CELDT.
3. Refinar, modificar o crear puntos de referencia y mapas curriculares en todas las materias.
4. Proporcionar suficiente y significativo tiempo de colaboración para la articulación vertical y horizontal del personal para aumentar las oportunidades de desarrollo profesional y aumentar la participación en comunidades de aprendizaje profesional para mejorar las estrategias de enseñanza.
5. Incrementar el sentido de propiedad, responsabilidad y pertenencia para el personal, los estudiantes y la comunidad.

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

1. Anualmente aumentar el número de estudiantes en SMCJUHSD que alcanzan el nivel de proficiente o más en el CST.
2. Anualmente aumentar el rendimiento de los estudiantes identificados con bajo rendimiento en su grupo étnico que representa el 5 % o más de la población estudiantil en SMCJUHSD.
3. Mejorar el clima escolar y la disciplina de los estudiantes en cada escuela SMCJUHSD para que cada miembro de los estudiantes y el personal se sienta seguro.
4. Desarrollar una solución a largo plazo a la crisis fiscal SMCJUHSD, conjuntamente con el Estado y FCMAT, por lo que SMCJUHSD pueda concentrarse en el negocio de la educación de sus estudiantes, la satisfacción de las expectativas que tiene el estado para SMCJUHSD, y devolver el SMCJUHSD al control local.
5. Fortalecer la capacidad de la SMCJUHSD para sostener el mejoramiento del logro del estudiante, el plan de recuperación fiscal y la mejora del ambiente escolar cuando se recupere el control local.
6. Estar al corriente en el cumplimiento con el Código de Educación, Código Penal, Código de Gobierno y Políticas del Consejo.
7. Establecer y mantener los servicios del distrito para apoyar la enseñanza y el aprendizaje, y la seguridad de los estudiantes.
8. Asegurar la participación de la Junta SMCJUHSD de Educación y la Administración del Estado en el Masters de CSBA en el programa de Gobierno.

Oportunidades de participación para los padres (año escolar 2012–13)

Contacto:

Lisa Mazza, Directora

Número de telefono:

(831) 674 – 2751

La preparatoria de Greenfield ofrece talleres, capacitación y oportunidades de conferencias para sus padres y la comunidad. Los maestros, consejeros y personal de apoyo proporcionan capacitación de los padres para educar, colaborar y construir relaciones con los padres en un esfuerzo por construir un puente entre el hogar y la vida escolar. Las reuniones se realizan durante el día, y en otros horarios para dar cabida a la comunidad de Greenfield.

Los siguientes son ejemplos de las oportunidades de participación de los padres en la preparatoria de Greenfield:

- * Noche de regreso a la escuela
- * Asesoría para el 10º grado
- * Plan de 4 años
- * Presentaciones para los padres del Plan Individualizado para el Logro Estudiantil
- * Control de calificaciones
- * Citas con consejeros
- * Escuela en casa
- * Boletín para padres al menos cuatro veces al año
- * Boletas de calificaciones trimestrales
- * Reportes de progreso
- * Correos Electrónicos
- * Alcance de alerta inmediata (AlertNow) por teléfono
- * Consejero de la Universidad de CSUMB
- * Junta con los padres de los estudiantes del 8º grado en enero
- * Orientación para los del 9º grado en agosto
- * Poliza de Involucramiento con los Padres
- * SSC
- * ELAC
- * Talleres para Padres
- * Servicios de Educación Suplementales (SES)
- * FOLT WASC juntas de grupo
- * Llamada telefónica de los maestros y avisos del progreso del estudiante
- * Impresiones del periódico local con API de la escuela y los resultados del AYP
- * Resultados de las pruebas estudiantiles se comparten con los padres a través de SSC, ELAC, talleres para padres y boletines
- * CELDT y los resultados de reclasificación son compartidos con los padres en las juntas de ELAC y los boletines
- * Atletismo
- * Recaudación de fondos
- * Programa de Educación Migrante
- * Voluntarios
- * Visitas a los salones de clases
- * Instituto de Padres para una Educación de Calidad (PIQE)
- * GEAR UP (En colaboración con la Universidad de Santa Cruz)
- * Búsqueda de Talento Educativo (Cal State Monterey Bay)
- * Servicios de Educación Migrante

III. Rendimiento de los estudiantes

Programa de Exámenes y Reportes Estandarizados

El Programa de Exámenes y Reportes Estandarizados (conocido en inglés como STAR) consta de varios elementos clave que incluyen:

- **Pruebas de los Estándares Académicos de California (conocidas en inglés como CST)**, que incluyen Lengua y literatura en inglés (conocida en inglés como ELA) y Matemáticas de segundo a undécimo grado, Ciencias en quinto grado, octavo grado y de noveno a undécimo grado, e Historia y ciencias sociales en octavo grado y de noveno a undécimo grado.
- **Prueba Modificada de la Evaluación Educativa de California (conocida en inglés como CMA)**, es una evaluación alternativa que se basa en estándares de logros modificados en Lengua y literatura en inglés (ELA) para el tercer al undécimo grado; Matemáticas para el tercer al séptimo grado, Álgebra I y Geometría; y Ciencias en el quinto y octavo grado y Ciencias naturales en el décimo grado. La prueba CMA está diseñada para evaluar a aquellos estudiantes cuyas discapacidades les impiden tener una competencia a su nivel de grado en una evaluación de los estándares de California con y sin adaptaciones.
- **Prueba Alternativa de Rendimiento de California (conocida en inglés como CAPA)**, incluye Lengua y literatura en inglés (ELA) y Matemáticas en el segundo al undécimo grado, y Ciencias para el quinto, octavo y décimo grado. La prueba CAPA se aplica a aquellos estudiantes con discapacidades cognitivas considerables que les impiden hacer las Pruebas de los Estándares Académicos de California (conocidas en inglés como CST) con adaptaciones o modificaciones o la prueba CMA con adaptaciones.

Las evaluaciones del programa STAR muestran qué tan bien están desempeñándose los estudiantes con relación a los estándares de contenido académico del estado. En cada una de estas evaluaciones, las puntuaciones de los estudiantes se informan como niveles de rendimiento.

Para obtener información detallada sobre los resultados del programa STAR correspondientes a cada grado y nivel de rendimiento, incluyendo el porcentaje de estudiantes que no han sido evaluados, visite la página web sobre los resultados del programa STAR que mantiene el CDE en <http://star.cde.ca.gov>.

Resultados de los exámenes y reportes estandarizados de todos los estudiantes – Comparación de tres años

Materia	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado (que satisface o supera los estándares del estado)								
	Escuela			Distrito			Estado		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Lengua y literatura en inglés	33%	30%	31%	34%	33%	33%	54%	56%	55%
Matemáticas	11%	11%	6%	22%	19%	9%	50%	51%	50%
Ciencias	29%	29%	26%	30%	30%	37%	57%	60%	59%
Historia y ciencias sociales	39%	33%	27%	40%	37%	34%	48%	49%	49%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

**Resultados de los exámenes y reportes estandarizados por grupo de estudiantes.
Año más reciente**

Grupo	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado			
	Lengua y literatura en inglés	Matemáticas	Ciencias	Historia y ciencias sociales
Todos los estudiantes en la agencia local de educación (conocida en inglés como LEA)	33%	9%	37%	34%
Todos los estudiantes en la escuela	31%	6%	27%	27%
Hombres	27%	5%	33%	33%
Mujeres	35%	7%	22%	22%
Negros o afroamericanos	N/A	N/A	N/A	N/A
Indígenas americanos o nativos de Alaska	N/A	N/A	N/A	N/A
Asiáticos	N/A	N/A	N/A	N/A
Filipinos	N/A	N/A	N/A	N/A
Hispanos o latinos	30%	6%	26%	27%
Nativos de Hawái u otra isla del Pacífico	N/A	N/A	N/A	N/A
Blancos	57%	N/A	N/A	N/A
Dos o más razas	N/A	N/A	N/A	N/A
Estudiantes de escasos recursos socioeconómicos	27%	6%	26%	25%
Estudiantes de inglés como segunda lengua	5%	7%	8%	1%
Estudiantes con discapacidades	25%	26%	N/A	9%
Estudiantes que reciben servicios de educación para inmigrantes	26%	2%	25%	21%

Nota: las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Examen de Egreso de la Preparatoria de California

El Examen de Egreso de la Preparatoria de California (conocido en inglés como CAHSEE) se utiliza principalmente como requisito de graduación. Sin embargo, los resultados de este examen en el décimo grado también se utilizan para determinar el porcentaje de estudiantes que alcanzaron tres niveles de competencia (no competente, competente o avanzado) en Lengua y literatura en inglés (ELA) y Matemáticas con el fin de calcular las asignaciones del Progreso Anual Adecuado (AYP) requeridas por la ley federal ESEA, también conocida como NCLB.

Para obtener información detallada sobre los resultados del examen CAHSEE, visite la página web sobre el examen CAHSEE que mantiene el CDE en <http://cahsee.cde.ca.gov/>.

Resultados del Examen de Egreso de la Preparatoria de California de todos los estudiantes – Comparación de tres años (si corresponde)

Materia	Porcentaje de estudiantes que alcanzaron el nivel competente o avanzado								
	Escuela			Distrito			Estado		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Lengua y literatura en inglés	42%	31%	35%	44%	32%	41%	59%	56%	57%
Matemáticas	33%	33%	29%	43%	38%	37%	56%	58%	60%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es de diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados del Examen de Egreso de la Preparatoria de California por grupo de estudiantes – Año más reciente (si corresponde)

Grupo	Lengua y literatura en inglés			Matemáticas		
	No competente	Competente	Avanzado	No competente	Competente	Avanzado
Todos los estudiantes en la agencia local de educación (conocida en inglés como LEA)	59%	24%	18%	63%	27%	10%
Todos los estudiantes en la escuela	65%	20%	15%	71%	20%	9%
Hombres	73%	21%	6%	74%	19%	6%
Mujeres	57%	20%	23%	67%	21%	12%
Negros o afroamericanos	N/A	N/A	N/A	N/A	N/A	N/A
Indígenas americanos o nativos de Alaska	N/A	N/A	N/A	N/A	N/A	N/A
Asiáticos	N/A	N/A	N/A	N/A	N/A	N/A
Filipinos	N/A	N/A	N/A	N/A	N/A	N/A
Hispanos o latinos	66%	20%	15%	71%	20%	9%
Nativos de Hawái u otra isla del Pacífico	N/A	N/A	N/A	N/A	N/A	N/A
Blancos	N/A	N/A	N/A	N/A	N/A	N/A
Dos o más razas	N/A	N/A	N/A	N/A	N/A	N/A
Estudiantes de escasos recursos socioeconómicos	68%	20%	12%	72%	20%	8%
Estudiantes de inglés como segunda lengua	95%	5%	N/A	97%	3%	N/A
Estudiantes con discapacidades	92%	4%	4%	96%	N/A	4%
Estudiantes que reciben servicios de educación para inmigrantes	75%	19%	6%	81%	13%	6%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

Resultados del Examen de Aptitud Física de California (año escolar 2012–13)

El Examen de Aptitud Física de California (conocido en inglés como PFT) se aplica a los estudiantes de quinto, séptimo y noveno grado únicamente. Esta tabla indica el porcentaje de estudiantes por grado que alcanzaron los estándares de aptitud física correspondiente al periodo de prueba más reciente. Si desea información detallada sobre este examen y comparaciones de los resultados del examen de la escuela

con los niveles del distrito y del estado, visite la página web titulada Physical Fitness Testing (en español, Exámenes de aptitud física) que mantiene el CDE en <http://www.cde.ca.gov/ta/tg/pf/>.

Grado	Porcentaje de estudiantes que alcanzaron cuatro de seis estándares de aptitud física	Porcentaje de estudiantes que alcanzaron cinco de seis estándares de aptitud física	Porcentaje de estudiantes que alcanzaron seis de seis estándares de aptitud física
9	22.4%	18.8%	14.8%

Nota: Las puntuaciones no se muestran cuando la cantidad de estudiantes que fueron examinados es diez o menos, ya sea porque la cantidad de estudiantes en esta categoría es muy pequeña para obtener una precisión estadística o para proteger la privacidad de los estudiantes.

IV. Rendición de cuentas

Índice de Rendimiento Académico

El Índice de Rendimiento Académico (conocido en inglés como API) es una medición anual del rendimiento y progreso académico estatal en las escuelas de California. Las calificaciones del índice API van de 200 a 1,000, con un objetivo estatal de 800. Puede encontrar información detallada sobre el índice API en la página web sobre el índice API que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ap/>.

Rangos del Índice de Rendimiento Académico – Comparación de tres años

Esta tabla indica los rangos del índice API en escuelas estatales y en escuelas similares. El *rango del índice API estatal* varía de 1 a 10. El rango estatal de 1 significa que la escuela tiene una calificación del índice API del diez por ciento más bajo de todas las escuelas del estado, mientras que un rango estatal de 10 significa que la escuela tiene una calificación del índice API del diez por ciento más alto de todas las escuelas del estado.

El *rango del índice API para escuelas similares* compara una escuela con 100 "escuelas similares" estadísticamente comparadas. El rango de 1 de escuelas similares significa que el rendimiento académico de la escuela es comparable al de las diez escuelas con el rendimiento académico más bajo entre las 100 escuelas similares, mientras que un rango de escuelas similares de 10 significa que el rendimiento académico de la escuela es mejor que el de por lo menos 90 de las 100 escuelas similares.

Rango del índice API	2010	2011	2012
Estatal	3	3	1
Escuelas similares	3	6	4

Aumento del Índice de Rendimiento Académico por grupo de estudiantes – Comparación de tres años

Grupo	Cambio real en el índice API 2010–11	Cambio real en el índice API 2011–12	Cambio real en el índice API 2012–13
Todos los estudiantes de la escuela	14	-37	-16
Negros o afroamericanos			
Indígenas americanos o nativos de Alaska			
Asiáticos			
Filipino			
Hispanos o latinos	20	-38	-15

Nativos de Hawái u otra isla del Pacífico			
Blancos			
Dos o más razas			
Estudiantes de escasos recursos socioeconómicos	15	-48	-11
Estudiantes de inglés como segunda lengua	10	-51	-17
Estudiantes con discapacidades			

Nota: "N/D" significa que no hubo datos disponibles para el CDE o la agencia local de educación (LEA) que informar. "B" significa que la escuela no tuvo un índice API base válido y que no hay información sobre el aumento o el objetivo. "C" quiere decir que la escuela tuvo cambios demográficos significativos y que no hay información sobre el aumento o el objetivo.

Aumento del Índice de Rendimiento Académico por grupo de estudiantes – Comparación del índice API de aumento del 2013

Esta tabla indica, por grupo de estudiantes, la cantidad de estudiantes incluidos en el índice API y en el índice API de aumento del 2013 en la escuela, en la agencia local de educación (LEA) y a nivel estatal.

Grupo	Cantidad de estudiantes	Escuela	Cantidad de estudiantes	LEA	Cantidad de estudiantes	Estado
Todos los estudiantes de la escuela	650	632	1,361	663	4,655,989	790
Negros o afroamericanos	1		2		296,463	708
Indígenas americanos o nativos de Alaska	2		4		30,394	743
Asiáticos	0		7		406,527	906
Filipino	1		7		121,054	867
Hispanos o latinos	630	631	1,250	651	2,438,951	744
Nativos de Hawái u otra isla del Pacífico	0		0		25,351	774
Blancos	12	717	64	810	1,200,127	853
Dos o más razas	4		27	760	125,025	824
Estudiantes de escasos recursos socioeconómicos	578	623	1,160	648	2,774,640	743
Estudiantes de inglés como segunda lengua	500	603	934	614	1,482,316	721
Estudiantes con discapacidades	79	449	164	464	527,476	615

Progreso Anual Adecuado

La ley federal ESEA requiere que todas las escuelas y los distritos cumplan con los siguientes criterios del Progreso Anual Adecuado (conocido en inglés como AYP):

- Índice de participación en las evaluaciones basadas en los estándares estatales en las materias de Lengua y literatura en inglés (ELA) y Matemáticas
- Porcentaje de estudiantes a nivel competente en las evaluaciones basadas en los estándares estatales en las materias de Lengua y literatura en inglés (ELA) y Matemáticas
- Índice API como indicador adicional
- Índice de graduación (para escuelas secundarias)

Para obtener información detallada sobre el Progreso Anual Adecuado (AYP), incluyendo los índices de participación y los resultados porcentuales de estudiantes a nivel competente por grupo de estudiantes,

visite la página web sobre el Progreso Anual Adecuado (AYP) que mantiene el CDE en <http://www.cde.ca.gov/ta/ac/ay/>.

Progreso Anual Adecuado general y por criterios (año escolar 2012–13)

Criterios del Progreso Anual Adecuado (AYP)	Escuela	Distrito
Alcanzó el Progreso Anual Adecuado(AYP) en general	No	No
Alcanzó el índice de participación: Lengua y literatura en inglés	Sí	Sí
Alcanzó el índice de participación: Matemáticas	Sí	Sí
Alcanzó el porcentaje de estudiantes a nivel competente: Lengua y literatura en inglés	No	No
Alcanzó el porcentaje de estudiantes a nivel competente: Matemáticas	No	No
Alcanzó los criterios del índice API	No	No
Alcanzó el índice de graduación escolar	Sí	Sí

Programa de Intervención Federal (año escolar 2013–14)

Las escuelas y los distritos que reciben financiamiento federal bajo el Título I ingresan al Mejoramiento de Programa (conocido en inglés como PI) si no alcanzan el Progreso Anual Adecuado (AYP) durante dos años consecutivos para la misma materia (Lengua y literatura en inglés o Matemáticas) o en el mismo indicador (índice API o índice de graduación). Después de ingresar al Mejoramiento de Programa (PI), las escuelas y los distritos avanzan al siguiente nivel de intervención por cada año adicional en que no alcancen el Progreso Anual Adecuado (AYP). Puede encontrar información detallada sobre la selección de escuelas para el Mejoramiento de Programa (PI) en la página web titulada PI Status Determinations (Determinaciones del estado de Mejoramiento de Programa [PI]) que mantiene el CDE en: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicador	Escuela	Distrito
Estado del Mejoramiento de Programa	En PI	En PI
Primer año del Mejoramiento de Programa	2006-2007	2011-2012
Año en el Mejoramiento de Programa	Año 5	Año 3
Cantidad de escuelas que participan actualmente en el Mejoramiento de Programa	NA (no es aplicable)	2
Porcentaje de escuelas que participan actualmente en el Mejoramiento de Programa	NA (no es aplicable)	66%

Note: Cells shaded in black or with N/A values do not require data.

V. Clima escolar

Matriculación de estudiantes según el grado escolar (año escolar 2012–13)

Grado escolar	Cantidad de estudiantes
9.º Grado	244
10.º Grado	244
11.º Grado ¹	222
12.º Grado	210
Matriculación total	244

Matriculación de estudiantes por grupo (año escolar 2012–13)

Grupo	Porcentaje de matriculación total
Negros o afroamericanos	.0.3
Indígenas americanos o nativos de Alaska	0.2
Asiáticos	0.1
Filipino	0.3
Hispanos o latinos	97.6
Nativos de Hawái u otra isla del Pacífico	0.0
Blancos	1.4
Dos o más razas	0.0
Estudiantes de escasos recursos socioeconómicos	86.1
Estudiantes de inglés como segunda lengua	72.6
Estudiantes con discapacidades	12.5

Promedio y distribución de la proporción de estudiantes por maestro (enseñanza secundaria)

Materia	Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2010–11			Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2011–12*			Promedio de la proporción de estudiantes por maestro	Cantidad de clases* en 2012–13		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
Inglés	22.9	23	17	6	28.0	8	17	13	22.0	21	16	20
Matemáticas	22.9	8	12	11	26.9	8	16	10	20	19	9	16
Ciencias	27	5	9	7	28.6	2	11	10	26	7	7	14
Ciencias sociales	28.7	3	9	5	26.5	4	11	5	23.0	12	1	17

* La cantidad de clases indica cuántas aulas hay en cada categoría de tamaño (un rango del total de estudiantes por aula). A nivel de secundaria, esta información se basa en la materia en lugar del grado.

Plan de seguridad escolar (año escolar 2012–13)

Greenfield High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2012-2013 school year, it was approved by the School Site Board on February 11, 2013.

Suspensiones y expulsiones

Índice*	Escuela 2010-11	Escuela 2011-12	Escuela 2012-13	Distrito 2010-11	Distrito 2011-12	Distrito 2012-13
Suspensiones	30.1	32	31	36.29	25.29	24.20
Expulsiones	3.57	2.70	5.54	2.66	1.31	2.59

* El índice de suspensiones y expulsiones se calcula dividiendo la cantidad total de incidentes entre la matrícula total.

VI. Instalaciones escolares

Condiciones de las instalaciones escolares y mejoras planificadas (año escolar 2013-14)

General

El distrito se esfuerza en asegurarse que todas las escuelas estén limpias, seguras y sean funcionales. Para ayudarlas en este esfuerzo, el distrito utiliza el instrumento de encuestas sobre las instalaciones desarrollado por la oficina de Construcción de Escuelas Públicas del estado de California. Esta encuesta se llevó a cabo el 4 de abril del 2012 está disponible en la oficina de mantenimiento, operaciones y trasportación

Abajo se encuentra información más detallada sobre la condición de la escuela y los esfuerzos hechos para asegurarse de que los estuantes sean previstos con ambiente de aprendizaje limpio, seguro y funcional.

Descripción de las Instalaciones

Esta escuela tiene 14 salones permanentes y 16 salones portátiles, una biblioteca, un salón de usos múltiples, gimnasio, y un edificio administrativo. El plantel principal fue construido en 1999.

Mantenimiento y reparaciones

El personal de mantenimiento del distrito se asegura de que se hagan las reparaciones necesarias de manera oportuna para mantener la escuela en buenas condiciones para trabajar. Un proceso de orden de trabajo es usado para garantizar un servicio eficiente y que se dé la máxima prioridad a las reparaciones de emergencia.

Presupuesto de Mantenimiento Diferido

El distrito participa en el Programa Estatal de Mantenimiento Diferido, el cual provee fondos estatales para asistir a los distritos escolares con gastos para reparación o reemplazo de componentes de edificios existentes. Típicamente, esto incluye techos, plomería, calefacción, aire acondicionado, sistemas eléctricos, pintura interior o exterior y sistemas de piso. El presupuesto del programa de mantenimiento diferido incluye una contribución del fondo general del distrito.

Estado de las reparaciones en las instalaciones escolares (año escolar 2013–14)

Sistema inspeccionado	Reparación necesaria y acción tomada o planificada			
	Bueno	Adecuado	Malo	
Sistemas: fugas de gas, calefacción, ventilación y aire acondicionado/sistemas mecánicos, desagües	X			
Interior: superficies internas		X		
Limpieza: limpieza general, infestación de insectos/alimañas	X			
Eléctrico: sistemas eléctricos	X			
Baños/bebederos: baños, lavamanos/bebederos	X			
Seguridad: seguridad contra incendios, materiales peligrosos	X			
Estructural: daños estructurales, techos	X			
Exterior: patio de juegos/recinto escolar, ventanas/puertas/portones/cercas	X			

Calificación general de las instalaciones

Calificación general	Ejemplar	Bueno	Adecuado	Malo
		X		

VII. Maestros

Maestros con acreditación

Maestros	Escuela 2010–11	Escuela 2011–12	Escuela 2012–13	Distrito 2012–13
Con acreditación completa	33	33	36.5	76.5
Sin acreditación completa	3	0	2	2
Que enseñan fuera de su área de competencia (con acreditación completa)	0	0	0	2

Asignación incorrecta de maestros y puestos vacantes

Indicador	2011–12	2012–13	2013–14
Asignaciones incorrectas de maestros que enseñan inglés como segunda lengua	0	0	0
Total de asignaciones incorrectas de maestros*	0	0	0
Puestos de maestros vacantes	0	0	0

Nota: Las "asignaciones incorrectas" se refiere a la cantidad de puestos que ocupan maestros que carecen de autorización legal para enseñar ese nivel educativo, materia, grupo de estudiantes, etc.

* El Total de asignaciones incorrectas de maestros incluye la cantidad de Asignaciones incorrectas de maestros que enseñan inglés como segunda lengua.

Materias básicas impartidas por maestros altamente acreditados

(año escolar 2012–13)

La Ley Federal de Educación Primaria y Preparatoria (conocida en inglés como ESEA), también conocida como la ley Que Ningún Niño se Quede Atrás (en inglés, NCLB), exige que todas las materias básicas sean impartidas por maestros altamente acreditados; es decir, que tengan al menos una licenciatura, una credencial de enseñanza de California y una competencia comprobada en la materia académica básica. Para obtener más información, consulte la página web titulada Improving Teacher and Principal Quality (en español, Mejoramiento de la calidad de maestros y directores) que mantiene el CDE en <http://www.cde.ca.gov/nclb/sr/tq/>.

Ubicación de las clases	Porcentaje de clases en las que se enseñan las materias básicas impartidas por maestros altamente acreditados	Porcentaje de clases en las que se enseñan las materias básicas impartidas por maestros que no están altamente acreditados
Esta escuela	81	19
Todas las escuelas del distrito	78	22
Escuelas del distrito de muy bajos recursos	78	22
Escuelas del distrito de bajos recursos	0	0

Nota: Las escuelas de muy bajos recursos se definen como aquellas escuelas con una elegibilidad estudiantil de aproximadamente 40 por ciento o más en el programa de comidas gratis o a precio reducido. Las escuelas de bajos recursos son aquellas que tienen una elegibilidad estudiantil de aproximadamente 39 por ciento o menos en el programa de comidas gratis o a precio reducido.

VIII. Personal auxiliar

Consejeros académicos y otro personal auxiliar (año escolar 2012–13)

Puesto	Número de FTE* Asignados a la escuela	Cantidad promedio de estudiantes por consejero académico
Consejero/a académico/a	1	920
Consejero/a (desarrollo social/conductual/profesional)	0	NA (no es aplicable)
Maestro/a de bibliotecas multimedia (bibliotecario/a)	0	NA (no es aplicable)
Personal de servicios de bibliotecas multimedia (asistente de maestro/a)	1	NA (no es aplicable)
Psicólogo/a	.33	NA (no es aplicable)
Trabajador/a social	0	NA (no es aplicable)
Enfermera/o	0	NA (no es aplicable)
Especialista en problemas de audición/lenguaje/habla	.33	NA (no es aplicable)
Especialista en recursos (no de enseñanza)	.16	NA (no es aplicable)
Otro	0	NA (no es aplicable)

Note: Cells shaded in black or with N/A values do not require data.

* Un equivalente a un puesto de tiempo completo (conocido en inglés como FTE) es igual a un miembro del personal que trabaja a tiempo completo; un FTE también puede representar dos miembros del personal que trabajan el 50 por ciento del tiempo completo cada uno.

IX. Plan de estudios y material didáctico

Calidad, vigencia y disponibilidad de libros de texto y materiales didácticos (año escolar 2013–14)

Esta sección describe si los libros de texto y los materiales didácticos que se usan en la escuela se adoptaron recientemente; si hay suficientes libros de texto y materiales didácticos para cada estudiante, e información sobre el uso de algún otro programa de estudios auxiliar por parte de la escuela o libros de texto o materiales didácticos no adoptados.

Año y mes en que se recopiló la información: Agosto del 2013

Área del currículo requerido	Libros de texto y materiales didácticos/año de adopción	¿Adopción reciente?	Porcentaje de estudiantes que carecen de su propia copia asignada
Lectura/Lengua y literatura	California Language Arts Review (2007) California Grammar & Conventions Review (2007) California Writing Review (2007) Glencoe Literature: The Readers Voice - Course 4 (2002) Glencoe Literature: The Readers Voice - Course 4 (2002) SRA McGraw-Hill Reasoning and Writing; Skill Applications; Spelling Through Morphagrams (2001); (1999); (2001) Glencoe Literature: The Readers Voice - Course 5 (2002) Glencoe Literature: The Readers Voice- Course 5 (2002) Glencoe American Literature: The Readers Voice (2002) Glencoe American Literature: The Readers Voice (2002) Glencoe British Literature: The Readers Voice (2002) Glencoe British Literature: The Readers Voice (2002) Glencoe American Literature: The Readers Voice (2002) Glencoe American Literature: The Readers Voice (2002) Pearce Longman Side-bySide- Levels 2/3 (2001) Northstar Focus on Reading and Writing(2002) McGraw-Hill Literature: Basic McGraw-Hill Literature: Basic English Skills (2004); (2001)English Skills (2004); (2001)Basic English Skills (2004); (2001) Globe Fearon Pacemaker English Composition (2002) National Geographic Edge by Hampton Brown, (2008) Read 180	Yes	0%
Matemáticas	AGS Mathematics (2001) Prentice-Hall California Algebra I (2008) American Books Passing the California Algebra I State Exam; California Math Review (2007) McDougall-Littell California Geometry (2007) McDougall-Littell Algebra & Trigonometry - Structure & Method - 2nd edition (2007) McDougall-Littell Pre-Calculus with Limits (2007) Prentice-Hall Calculus - Graphical, Numerical, Algebraic (2007)	Yes	0%

	AGS Algebra (2002) AGS Basic Math Skills (2002) AGS Pre-Algebra (2005) Math Vision Project-Math I Electronic Adoption(2013)		
Ciencias	Glencoe: Elmer L. Cooper Agriscience: Fundamentals & Applications (1997) McDougal-Littell Earth Science (2005) Holt Biology (2004) Houghton Mifflin Introductory Chemistry (2000) Pearson Biology AP edition (2002) Scott Foresman Conceptual Physics (1999) AGS Earth Science (2004) AGS Cycles of Life (2004) Glencoe:Elmer L. Cooper Agricultural Mechanics (1997) Floristry Delmar Floriculture: Designing and Merchandising (2004)	Yes	0%
Historia y ciencias sociales	AGS Experiencing World History (2006) Houghton Mifflin The Modern Era (2006) AGS World History (2005) Houghton Mifflin Making America (2006) McDougal-Littell The Americans (2006) AGS United States History (2001) Glencoe: Economics: Principles and Practices (2006) Prentice Hall Magruders American Government (2006) AGS Economics (2003) AGS American Government (2006) AGS US History (2001) AGS Economics, (2003) AGS American Government (2006)	Yes	0%
Lengua extranjera	Holt Ven Conmigo Level 1 (2003) Holt Ven Conmigo Level 2 (2003) Holt Ven Conmigo Level 3 (2003) Glencoe Repaso (2002) McDougal-Littell Abriendo Puertas Antologia de Literatura en Espanol - Tomo I/II (2003) Lecturas Avanzadas (2008) CourseWayside Publishing, Azulejo, Anthology and Guide to the AP Spanish Literature (2012) McDougal-Littell Discovering French Bleu (1997; 1998; 2003) McDougal-Littell Discovering French Bleu Activity Book (2003) McDougal-Littell Discovering French Blanc (1997; 1998; 2003) McDougal-Littell Discovering French Blanc - Activity Book (2003) McDougal-Littell Discovering French Rouge (2003) McDougal-Littell Discovering French Rouge - Activity Book (2003) McDougal-Littell Personnages (2003)		0%

Salud	Holt - Lifetime Health (2004) Globe Fearon Health - 2 nd edition (1994)		0%
Artes visuales y escénicas			
Equipo para laboratorio de ciencias (9.º a 12.º grado)	3x100 culture tubes 200 400mL beakers 24 alligator clips 29 alligators 1 animal specimens encased in resin 20 aprons 36 assorted prepared slides 275 balance weight sets beakers 60 mL 30 beakers 600 mL 13 biochemical manipulative kit class set reusable 1 blood/fluid cleanup kit 1 blunt probes 25 bunsen burners 29 burner stands and apparatus 24 cd rom assorted titles 15 chromosome simulation biokit class set 2 coliform test kit 2 compound microscopes 17 coverslips 10 gross cpr mannequins 10 crayfish bucket (empty) 1 cuvettes 200 dichotomous key sets 9 dishwasher 1 disposable petri plates 24 dissecting needles 8 dissection scissors 36 dissection trays 20 dna extraction kit 1 dna model kit 1 dna murder mystery kit 1 dvd sets assorted titles 20 electronic balances 3 electrophoresis kits 4 filter paper assorted sizes 32 flammable storage cabinet 1 flasks 125 mL 30 flasks 250 mL 12 flex cam 2 fruit fly breeding equipment 1 forceps 20 GHS Science Lab Supplies 2010-2011 funnels assorted sized 48 goggles 36 graduated cylinder 10 mL: 16 graduated cylinder 25mL 33 graduated cylinder 50 mL 40 graduated cylinders 100mL 38 hot gloves 2 pr hot plates 12 human anatomy model 1 human brain model 1 human skeleton model 1		

	incubator 1 lab supplies large forceps 36 magnet sets 8 mammalian skulls 30 meter sticks 24 microscope slides 2 gross microtome 1 microwave 1 mortar/pestle 6 non sterile transfer pipettes 375 nutrient agar powder 1lb omnitron electronic kits 12 osmosis/diffusion biokit 1 pig fetus 1 power packs 4 protein synthesis kit 1 refrigerator/freezer 1 rna simulation biokit 2 rock sets 24 rolling carts 3 sand 3 lbs scanning electron microscope 0 slide box with trays 1 spec 20's 6 sterile pipettes 200 stereoscopes 9 string 1 meter table top magnifiers 6 teaching microscope 1 test tube cleaners 12 test tube racks 12 test tubes 144 thermometers 24 triple beam balance 16 tweezers 2 Van de Graff generator 1 various animal specimens 40 various rock samples 75lbs video sets assorted titles 25 volt meters 12 water bottles (empty) 12		
--	---	--	--

Gastos por estudiante y sueldos de los maestros por plantel (año fiscal 2011–12)

Nivel	Total de gastos por estudiante	Gastos por estudiante (complementarios/restringidos)	Gastos por estudiante (básicos/no restringidos)	Sueldo promedio de un maestro
Plantel	\$8251	\$1229	\$6398	\$71,098
Distrito	NA (no es aplicable)	NA (no es aplicable)	\$7374	75,018
Diferencia porcentual (plantel y distrito)	NA (no es aplicable)	NA (no es aplicable)	13.2%	10.3%
Estado	NA (no es aplicable)	NA (no es aplicable)	5537	\$69,602
Diferencia porcentual (plantel y estado)	NA (no es aplicable)	NA (no es aplicable)	15.5%	2.1%

Note: Cells shaded in black or with N/A values do not require data.

Los gastos **complementarios/restringidos** se hacen con dinero cuyo uso está controlado por la ley o por un donante. El dinero que el distrito o la mesa directiva escolar designa para fines específicos no se considera dinero restringido. Los gastos **básicos/no restringidos** se hacen con el dinero cuyo uso, a excepción de pautas específicas, no está controlado por la ley ni por un donante.

Para obtener información detallada sobre los gastos de las escuelas en todos los distritos de California, visite la página web titulada Current Expense of Education & Per-pupil Spending (en español, Gasto actual de la educación y gastos por estudiante) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/ec/>. Para obtener información sobre los salarios de los maestros en todos los distritos de California, consulte la página web titulada Certificated Salaries & Benefits (en español, Salarios y prestaciones certificados) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/cs/>. Para buscar los gastos y salarios de un distrito escolar específico, consulte el sitio web de Ed-Data en: <http://www.ed-data.org>.

Tipos de servicios financiados (año fiscal 2012–13)

Además de los fondos generales del estado, South Monterey County Joint Union High School District, también recibe fondos estatales y federales para los siguientes programas categóricos, educación especial y programas de apoyo:

- Título I, Parte A, Subsidio básico
- Federal, ESIA/ESEA/IASA
- Título II, Parta A, Maestro de calidad
- ROC/P Autorización
- Ayuda de Impacto Económico (EIA)
- Título III, Parte A, Fluidez de Inglés Limitada (LEP)

En la preparatoria de Greenfield, una variedad de programas y servicios que están disponibles para ayudar a los estudiantes. Durante este año escolar, clases de recuperación de créditos destinados a ayudar a los estudiantes a ponerse al día en materia de créditos para satisfacer los requisitos de graduación son parte de la agenda. Los estudiantes que experimentan dificultades para dominar las habilidades necesarias para aprobar el Examen de Salida de Preparatoria de California están inscritos en las clases de preparación para el CAHSEE. Después de clases y sesiones de tutoría en sábado, clases para recuperar crédito se proporcionan a través de la financiación de EIA y del Título I. Pequeño grupo y los servicios educativos suplementarios individuales en Inglés y matemáticas son proporcionados a través de fondos de Título I. La preparatoria de Greenfield ofrece clases de apoyo durante el día escolar para los estudiantes cuyas habilidades del idioma están por debajo del nivel de grado a través de una clase estratégica para Inglés, además de la clase principal Inglés. Los estudiantes del grado 9 que están dos o más años por debajo del nivel de grado tienen una clase intensiva de dos periodos en Artes Lingüísticas de Inglés, titulado READ 180. Los estudiantes de que están aprendiendo inglés como segundo idioma están inscritos en una clase de Desarrollo del Idioma Inglés, además de la clase de Inglés básico.

Sueldos del personal administrativo y maestros (año fiscal 2011–12)

Categoría	Importe del distrito	Promedio estatal para los distritos en la misma categoría
Sueldo de un maestro en el nivel más alto	\$34,616	\$41,956
Sueldo promedio de un director (educación primaria)	\$70,751	\$66,299
Sueldo promedio de un director (educación media)	\$102,188	\$85,517
Sueldo promedio de un director (educación secundaria)	\$115,465	\$118,994
Sueldo de un superintendente	\$201,606	\$156,140
Porcentaje del presupuesto correspondiente a los sueldos de maestros	32.0%	36.0%
Porcentaje del presupuesto correspondiente a los sueldos del personal administrativo	7.0%	6.0%

Para obtener información detallada sobre los salarios, consulte la página web titulada Certificated Salaries and Benefits (en español, Salarios y prestaciones certificados) que mantiene el CDE en <http://www.cde.ca.gov/ds/fd/csl/>.

XI. Finalización de estudios y preparación postsecundaria

Requisitos de admisión a las universidades públicas de California

Universidad de California

Los requisitos de admisión de la Universidad de California (conocida en inglés como UC) siguen las normas generales establecidas en el Plan Maestro, el cual exige que un octavo de los mejores graduados de la escuela preparatoria del estado, así como los estudiantes transferidos que completaron con éxito un trabajo de curso específico para la universidad, sean elegibles para la admisión a la UC. Estos requisitos están diseñados para garantizar que todos los estudiantes elegibles estén preparados adecuadamente para el nivel de estudio universitario.

Para obtener información sobre los requisitos de admisión general, visite la página web sobre la información de admisión general de la UC en <http://www.universityofcalifornia.edu/admissions/>.

Universidad Estatal de California

La elegibilidad para la admisión a la Universidad Estatal de California (conocida en inglés como CSU) está determinada por tres factores:

- haber realizado cursos específicos en la escuela preparatoria
- las calificaciones en cursos específicos y resultados de las pruebas
- haberse graduado de la escuela preparatoria

Algunos campus universitarios poseen estándares más altos para carreras en particular o para estudiantes que viven fuera del área del campus local. Debido a la cantidad de aspirantes, algunos campus universitarios poseen estándares más altos (criterios de admisión adicionales) para todos los aspirantes. La mayoría de los campus de la CSU utilizan políticas de garantía de admisión local para los estudiantes que se graduaron o fueron transferidos de escuelas preparatorias y universidades que recibieron históricamente los servicios del campus de la CSU en esa región. Para obtener información sobre la admisión, solicitud y costos de matriculación, visite la página web de la Universidad Estatal de California en <http://www.calstate.edu/admission/admission.shtml>.

Índice de abandono escolar y graduación

Indicador	Escuela			Distrito			Estado		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
Índice de	11.9	8.1	13.7	18.2	14.5	15.1	16.6	14.7	13.1

abandono escolar									
Índice de graduación escolar	76.29	88.38	83.41	71.61	77.46	79.79	74.72	77.14	78.73

Cumplimiento de los requisitos de graduación de escuela preparatoria

Esta tabla muestra, por grupo de estudiantes, el porcentaje de estudiantes que formaron parte de la clase que se graduó más recientemente, para la cual el CDE tiene datos disponibles y cumplieron con todos los requisitos estatales y locales de graduación para la finalización del duodécimo grado, incluyendo haber aprobado las secciones de Lengua y literatura en inglés (ELA) y Matemáticas del examen CAHSEE o haber recibido una dispensa local o exención estatal.

Clase graduada de 2012

Grupo	Escuela	Distrito	Estado
Todos los estudiantes	173	402	418,598
Negros o afroamericanos			28,078
Indígenas americanos o nativos de Alaska		1	3,123
Asiáticos		2	41,700
Filipino		2	12,745
Hispanos o latinos	169	364	193,516
Nativos de Hawái u otra isla del Pacífico		1	2,585
Blancos	4	32	127,801
Dos o más razas			6,790
Estudiantes de escasos recursos socioeconómicos	146	296	217,915
Estudiantes de inglés como segunda lengua	92	208	93,297
Estudiantes con discapacidades	16	33	31,683

Programas de educación para carrera técnica (año escolar 2012–13)

Preparación para el Trabajo

La preparatoria de Greenfield se esfuerza por ofrecer a sus estudiantes con una comprensión de cómo se aplican las materias aprendidas en su futuro empleo. El programa de la escuela se centra en preparar a los estudiantes a pensar conceptualmente, comunicarse efectivamente y aplicar habilidades en contextos del mundo real. Plan de estudios y estrategias de enseñanza fomentan el pensamiento crítico, resolución de problemas, liderazgo y habilidades académicas. Los estudiantes en los grados nueve al doce reciben orientación del personal escolar referente a las vías profesionales y cursos de estudio.

Comité Asesor para la Educación Técnica

Los estudiantes de la preparatoria de Greenfield pueden participar en el Programa Ocupacional Regional (ROP), que ofrece clases de caminos relacionados con la carrera como la Academia Agrícola de Computación y Aplicaciones. Los programas de educación de carrera técnica de Greenfield High School secundaria proporcionan una secuencia de cursos que proporcionan las personas con el mundo académico, los conocimientos técnicos y habilidades necesarias para prepararse para la educación y para las carreras en los sectores de empleo actuales o emergentes.

Participación en los programas de educación para carrera técnica (año escolar 2012–13)

Medida	Participación en los programas de CTE
Cantidad de estudiantes que participan en los programas de educación para carrera técnica (conocida en inglés como CTE)	97
Porcentaje de estudiantes que completaron un programa de CTE y	3.15%

obtuvieron el diploma de preparatoria	
Porcentaje de cursos CTE secuenciales o articulados entre la escuela y las instituciones de educación postsecundaria	.08%

Cursos para la admisión a la Universidad Estatal de California o la Universidad de California

Medida del curso para la UC/CSU	Porcentaje
Estudiantes matriculados en cursos requeridos para la admisión a la UC/CSU en el 2012–13	63.1
Estudiantes graduados que completaron todos los cursos requeridos para la admisión a la UC/CSU en el 2011–12	30.1

Cursos de nivel avanzado (AP) (año escolar 2012–13)

Materia	Cantidad de Cursos AP ofrecidos*	Porcentaje de estudiantes en cursos de AP
Informática	2	NA (no es aplicable)
Inglés		NA (no es aplicable)
Bellas artes y artes escénicas	5	NA (no es aplicable)
Lengua extranjera	2	NA (no es aplicable)
Matemáticas	2	NA (no es aplicable)
Ciencias	2	NA (no es aplicable)
Ciencias sociales	13	NA (no es aplicable)
Todos los cursos	2	3.7

Note: Cells shaded in black or with N/A values do not require data.

* Donde hay matriculación de estudiantes en los cursos.

XII. Programación y planificación instructivas

Desarrollo profesional

Esta sección incluye información sobre la cantidad anual de días de escuela dedicados al desarrollo del personal para el periodo de tres años más reciente.

La escuela preparatoria de Greenfield ofrece 180 días de instrucción con seis días mínimos que se han utilizado para la administración de mediados de los términos y exámenes finales. Para el año escolar 2012-2013 la escuela preparatoria de Greenfield ofreció 64,824 minutos de tiempo instructivo, que superó el requisito mínimo estatal de 64.800. Todos los miércoles por la tarde es día mínimo para los estudiantes. Todos los miércoles por la tarde, los maestros participan en el desarrollo profesional y la colaboración estructurada.

Capacitación Profesional

Comprometida a aumentar el logro de los estudiantes y a la construcción de habilidades en los estudiantes para prepararlos para los Estándares Estatales Comunes (Common Core State Standards). Para lograrlo, GHS ha dedicado tiempo para capacitación profesional para construir Comunidades de Aprendizaje Profesionales (PLC). Los maestros se reúnen regularmente en PLCs para poder reflexionar individualmente y en grupo acerca de las maneras para mejorar el logro estudiantil, monitorear y planear partiendo de la información del logro estudiantil y redefinir las prácticas que son las más efectivas para lograr específicamente los resultados deseados de los estudiantes. Los maestros participan en observación en el salón de clases, modelos de lección y comentarios entre compañeros para facilitar el crecimiento personal

Para ayudar con la implementación de las mejor prácticas, 100% de los maestros de clases básicas y electivas han participado en Contrayendo Capacitación Profesional Significativa. Esta capacitación profesional (PD) promueve el logro académico de todos los estudiantes, particularmente los aprendices de inglés, los con una concentración en un enfoque comprensivo para desarrollar el dominio del inglés. Integral de tal manera que el enfoque esta en un idioma explícito de instrucción en cada clase, todos los días

El programa de Construir Significados proporciona a los maestros con las herramientas para un lenguaje explícito de instrucción dentro del área de contenido de instrucción. La planeación de lecciones es manejada por el contenido y demanda un idioma académico de una disciplina específica de enseñanza. Basado en el diseño inverso y una liberación gradual del modelo de responsabilidad, el proceso de Construcción de Significados les ayuda a los maestros a:

- Aprender el papel que juega el idioma en el contenido de enseñanza
- Decidir que conocimiento del idioma necesitan los estudiantes para acceder el contenido y expresar su entendimiento
- Proporcionar instrucciones y prácticas de idioma apropiado y explícito, de forma oral y por escrito

Durante el tiempo de colaboración dedicado, los maestros de GHS participan en aprender las variaciones interaccionales de CCSS y componentes que apoyan un mayor rigor en la lectura, escritura y el habla. El trabajo de los Estandares Comunes (Common Core) y de otros contextos estandarizados asumen el dominio nativo del inglés, los maestros de GHS que participan en PD para anivelar las habilidades necesarias para la población de EL para que puedan acceder el CCSS. Un enfoque centrado en Construir Significados y las variaciones de instrucción que enfatiza tanto inglés académico como habilidades de alfabetización crítica, de este modo para apoyar a los aprendices de inglés a adquirir el idioma analítico necesario para cumplir con las demandas de los Estándares Comunes (Common Core).

En el 2012-2013, los maestros de GHS empezaron su primer año de implementación de Contruyendo Significados con un enfoque en la expansión de estrategias de instrucción y construir capacidad. El módulo de capacitación de Common Core en complicitad de texto, lectura cercana, práctica oral y escrita del idioma, profundidad de conocimiento, Instrucción Basada en el Rendimiento, y Grupos Productivos ha sido cubierta in los últimos dos años. GHS está comprometida a la completa implementación del CCSS y a apoyar a nuestros maestros in sus necesidades de transición hacia las nuevas habilidades compartiendo nuestro tiempo de colaboración con la capacitación del personal y teniendo como prioridad la evaluación de necesidades del personal.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Second Reading Board Policies

MEETING: February 12, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

The following Board Policies are presented as a Second reading/revision for the Governing's Board Consideration:

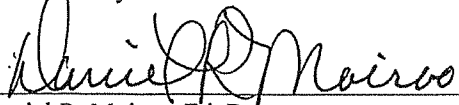
- BP 0420.41 Charter School Oversight (new)
- E 0420.41 Charter School Oversight (new)
- BP 0500 Accountability (new)
- BP 3100 Budget (revised)
- AR 3100 Budget (revised)
- BP 3110 Transfer of Funds (revised)

Recommendation:

It is recommended that the State Administrator approve the board policies as modified.

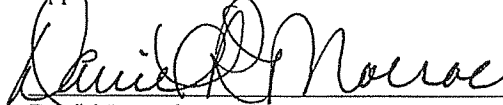
Fiscal Impact:

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Oversight

The Governing Board recognizes its ongoing responsibility to ensure that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0500 - Accountability)

The State Administrator/Superintendent or designee shall identify at least one staff member to serve as a contact for each charter school. (Education Code 47604.32)

The Board and State Administrator/Superintendent or designee may inspect or observe any part of the charter school at any time. The State Administrator/Superintendent or designee shall visit each charter school at least annually. (Education Code 47604.32, 47607)

Whenever a charter school operates as or is operated by a nonprofit public benefit corporation as authorized by Education Code 47604, the State Administrator/Superintendent shall recommend and the Board shall appoint a district representative, who may be the district's charter school contact, on the corporation's board of directors.

Waivers

If the charter school wishes to request a general waiver of any state law or regulation, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the State Administrator/Superintendent or designee shall apply for the waiver.

(cf. 1431 - Waivers)

Provision of District Services

The charter school may purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the district and charter school.

At the request of a charter school, the State Administrator/Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The charter school may be

charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

Material Revisions to Charter

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to expand operations to one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision.

Monitoring Charter School Performance

The State Administrator/Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor each charter school to determine whether it is achieving, both schoolwide and for all groups of students served by the school, the measurable student outcomes set forth in the charter. This determination shall be based on the measures specified in the approved charter and shall include, at a minimum, a consideration of whether the school is meeting its Academic Performance Index growth targets established pursuant to Education Code 52052 and is making "adequate yearly progress" (AYP) pursuant to 20 USC 6311, as applicable.

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget; an annual update, aligned to the template adopted by the SBE, of school goals, actions, and related expenditures; first and second interim financial reports; and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs of supervisory oversight up to three percent of the charter school's revenue. (Education Code 47613)

(cf. 7160 - Charter School Facilities)

Technical Assistance/Intervention

If a charter school receiving federal Title I funding fails to make AYP, as defined pursuant to 20 USC 6311, for two or more consecutive years, the school shall be identified for program improvement and shall implement improvement strategies in accordance with 20 USC 6316.

(cf. 0520.2 - Title I Program Improvement Schools)

If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more student subgroups identified in Education Code 52052, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

1. Shall provide technical assistance to the charter school using an evaluation rubric adopted by the SBE pursuant to Education Code 52064.5
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

In accordance with law, the Board may deny a charter's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regards to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

Complaints

Each charter school shall maintain processes to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4687, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI.
(Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

School Closure

In the event that the Board revokes or denies renewal of a charter or the school closes for any other reason, the State Administrator/Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The State Administrator/Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days, if the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

35330 Field trips and excursions; student fees

38080-38086 School meals

42100 Annual statement of receipts and expenditures

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47634.2 Nonclassroom-based instruction

47640-47647 Special education funding for charter schools

48000 Minimum age of admission for kindergarten; transitional kindergarten

48010-48011 Minimum age of admission (first grade)

48907 Students' exercise of free expression; rules and regulations

48950 Student speech and other communication

49061 Student records

49110 Authority of issue work permits

49475 Health and safety, concussions and head injuries

51745-51749.3 Independent study

52051.5-52052 Academic performance index, applicability to charter schools

52060-52077 Local control and accountability plans

52075 Uniform complaint procedures

56026 Special education
56145-56146 Special education services in charter schools
60600-60649 Assessment of academic achievement
60850-60859 High school exit examination
CORPORATIONS CODE
5110-6910 Nonprofit public benefit corporations
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
54950-54963 The Ralph M. Brown Act
LABOR CODE
1198.5 Personnel records related to performance and grievance
PENAL CODE
667.5 Definition of violent felony
1192.7 Definition of serious felony
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
11700.1-11705 Independent study
11960-11969 Charter schools
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code
UNITED STATES CODE, TITLE 20
6311 Adequate yearly progress
6319 Qualifications of teachers and paraprofessionals
7223-7225 Charter schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.78 Accountability
300.18 Highly qualified special education teachers
COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986
ATTORNEY GENERAL OPINIONS
89 Ops.Cal.Atty.Gen. 166 (2006)
80 Ops.Cal.Atty.Gen. 52 (1997)
78 Ops.Cal.Atty.Gen. 297 (1995)
CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS
Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Sample Copy of a Memorandum of Understanding

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program: Title V, Part B of the ESEA, April 2011

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

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

California Charter Schools Association: <http://www.calcharters.org>

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

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

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

(3/12) 10/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: February 12, 2014

King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Oversight

REQUIREMENTS FOR CHARTER SCHOOLS

Charter schools are generally exempt from provisions of the Education Code unless they are expressly included in the law. However, charter schools are subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements including, but not limited to, requirements that each charter school:

1. Comply with the state and federal constitution and applicable federal laws
2. Comply with state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963
3. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
4. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
5. Not charge tuition (Education Code 47605)
6. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
7. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
8. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)
9. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)
10. Admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area.

(Education Code 47605)

However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)

c. Other admissions preferences may be established on an individual school basis as consistent with law.

11. If the school offers a kindergarten program, offer a transitional kindergarten program to eligible students who do not yet meet the age criterion for entry into kindergarten (Education Code 48000)

12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

13. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education (SBE) (20 USC 6319; 34 CFR 300.18)

14. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

15. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

16. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

17. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

18. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and 60851 and any other statewide standards or assessments applicable to noncharter public schools (Education Code 47605, 47612.5)

19. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 46201.2, 47612.5)
20. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)
21. Identify and report to the State Administrator/Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)
22. If the school offers an athletic program, annually provide an information sheet about concussion and head injury to athletes and their parents/guardians before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to return to the activity. (Education Code 49475)
23. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)
24. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)
25. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
26. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the State Administrator/Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)
27. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

- a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
 - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
28. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)
29. Annually prepare and submit financial reports to the Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:
- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
 - b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the SBE template in accordance with Education Code 47606.5. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5)
- When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)
- c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
 - d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
 - e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the California Department of Education. (Education Code 47605)

(3/12) 10/13

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading:
Adopted: February 12, 2014 King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Accountability

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 2140 - Evaluation of the Superintendent)
- (cf. 3460 - Financial Accountability and Reports)
- (cf. 4115 - Evaluation/Supervision)
- (cf. 4215 - Evaluation/Supervision)
- (cf. 4315 - Evaluation/Supervision)
- (cf. 6011 - Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 9400 - Board Self-Evaluation)

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

The State Administrator/Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review

and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability
33400-33407 California Department of Education evaluation of district programs
44660-44665 Evaluation of certificated employees
51041 Evaluation of the educational program
52052-52052.1 Academic Performance Index
52055.57-52055.59 Districts identified or at risk of identification for program improvement
52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments
15440-15463 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress
6312 Local educational agency plan
6316 School and district improvement

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress
200.30-200.53 Program improvement

Management Resources:

WEB SITES

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

California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>

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

(7/99 3/06) 10/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: February 12, 2014

King City, California

BP 3100 Business and Noninstructional Operations

Budget

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Beginning with the 2014-2015 fiscal year, the Board shall adopt the budget only after a local control and accountability plan (LCAP) developed pursuant to Education Code 52060-52077 or an annual update to the LCAP is in place for the budget year. Expenditures necessary to implement the LCAP or the annual update during the subsequent fiscal year shall be included in the budget. (Education Code 42127)

(cf. 0460 - Local Control and Accountability Plan)

Budget Development and Adoption Process

The State Administrator/Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The State Administrator/Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The **State Administrator**/Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Budget Advisory Committee

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the State Administrator/Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3350 - Travel Expenses)
(cf. 9130 - Board Committees)
(cf. 9140 - Board Representatives)

Budget Criteria and Standards

The State Administrator/Superintendent or designee shall develop a district budget in accordance with criteria and standards adopted by the State Board of Education (SBE). (Education Code 33127, 33128, 33128.3, 33129; 5 CCR 15440-15451)

The budget shall provide that funding received through state supplemental and concentration grants pursuant to Education Code 42238.02 and 42238.03 shall be used in accordance with regulations adopted by the SBE for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the district's revenue generated from such funds. (Education Code 42238.07)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of

funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which the Board or its designee intends to use for a specific purpose.

The Board delegates authority to assign funds to the assigned fund balance to the State Administrator/Superintendent or designee and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least two months of general fund operating expenditures.

If the unassigned fund balance falls below this level due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the State Administrator/Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the State Administrator/Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose,

as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the State Administrator/Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools
 33127-33131 Standards and criteria for local budgets and expenditures
 35035 Powers and duties of superintendent
 35161 Powers and duties, generally, of governing boards
 42103 Public hearing on proposed budget; requirements for content of proposed budget
 42122-42129 Budget requirements
 42130-42134 Financial certifications
 42140-42141 Disclosure of fiscal obligations
 42238-42251 Apportionments to districts, especially:
 42238.01-42238.07 Local control funding formula
 42602 Use of unbudgeted funds
 42605 Tier 3 categorical flexibility
 42610 Appropriation of excess funds and limitation thereon
 45253 Annual budget of personnel commission
 45254 First year budget of personnel commission
 52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

Management Resources:

CSBA PUBLICATIONS

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

School Finance CD-ROM, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

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

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

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

(7/10 7/11) 10/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: February 12, 2014

King City, California

AR 3100 Business and Noninstructional Operations

Budget

Budget Advisory Committee

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. Governing Board members, provided that less than a majority of the Board serves on the committee

(cf. 9140 - Board Representatives)

2. District and school site administrators
3. Representatives of bargaining units
4. Certificated and/or classified staff
5. Parents/guardians
6. Representatives of the business community and/or other community members
7. Students

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 9130 - Board Committees)

The committee's duties may include, but not necessarily be limited to:

1. Making recommendations regarding budget priorities
2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued
3. Reviewing the clarity and effectiveness of budget documents and communications
4. Presenting progress reports on the committee's work and a final report of recommendations to the **State Administrator**/Superintendent or designee and to the Board

The specific duties of the committee shall be clearly defined and presented to each member in writing, along with any background information necessary for the successful completion

of the committee's charges, the timelines for reporting the committee's progress, and timelines for completion of each task.

(cf. 3350 - Travel Expenses)

Initial Budget Adoption

On or before July 1 of each year, the Board shall adopt a budget which adheres to the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

Before adopting the district budget for the subsequent fiscal year, the Board shall hold a public hearing. The agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. This hearing shall be held at the same meeting as the public hearing to solicit public input on the local control and accountability plan (LCAP) or the annual update to the LCAP. (Education Code 42103, 42127, 52062)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The State Administrator/Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing as required by Education Code 42103.

During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

(cf. 9323 - Meeting Conduct)

After the public hearing, at a public meeting held on a different date, the Board shall adopt the district budget following adoption of the LCAP at the same meeting. The budget shall not be adopted if an approved LCAP or annual update to the LCAP is not in effect for the budget year. (Education Code 52062)

*****Note:** Pursuant to Education Code 42127, as amended by AB 97 (Ch. 47, Statutes of 2013), prior to adopting the district budget for the 2014-15 fiscal year, the Governing Board must adopt the LCAP. Each fiscal year thereafter, the Board must not adopt the district budget until it has an approved LCAP or update to the LCAP that is in effect for the budget year. Education Code 52062, added by AB 97, requires that the LCAP or annual update be adopted at the same public

meeting during which the Board adopts the budget. See BP/AR 0460 - Local Control and Accountability Plan. ***

The State Administrator/Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

Revised Budget

No later than 45 days after the Governor signs the annual Budget Act, the State Administrator/Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

The revised budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

Budget Review Committee for Disapproved Budgets

If the district's revised budget is disapproved by the County Superintendent for any reason other than his/her disapproval of the district's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the SPI, who shall be selected within five working days after receiving the list of candidates
2. A regional review committee convened by the County Superintendent with the approval of the Board

If the budget review committee recommends disapproval of the district budget, the Board may submit a response no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to

be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent as he/she develops and adopts, by November 30, a fiscal plan and budget that will allow the district to meet its financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

(11/04 11/05) 11/08

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 12, 2014

King City, California

BP 3110 Business and Noninstructional Operations

Transfer Of Funds

The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

(cf. 3100 - Budget)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

The Board may transfer funds during or at the end of the fiscal year in accordance with law as necessary to meet district needs or to permit the payment of district obligations. (Education Code 16095, 17582-17592, 42600-42603, 42605, 42841-42843, 52616.4)

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)
2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)
3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)
4. Specify amounts to be transferred by the county auditor and treasurer from the district's general fund to the special reserve fund during the fiscal year. If any special reserve funds are maintained for purposes other than capital outlay or if monies in the special reserve fund are not actually encumbered for ongoing expenses, the Board may transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special

reserve fund at the conclusion of a project, the Board may, by written request to the County Superintendent, auditor, and treasurer, transfer those monies to the district's general fund. (Education Code 42841-42843)

5. Transfer monies between other funds or accounts when authorized by law.

Legal Reference:

EDUCATION CODE

78 Definition, governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

41301 Section A state school fund allocation schedule

42125 Designated and unappropriated fund balances

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42600 District budget limitation on expenditure

42601 Transfers between funds to permit payment of obligations at close of year

42603 Transfer of monies held in any fund or account to another fund; repayment

42840-42843 Special reserve fund

52616.4 Expenditures from adult education fund

Management Resources:

WEB SITES

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

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

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

(7/09 11/11) 10/13

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

Adopted: February 12, 2014

King City, California