

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

Wednesday, June 18, 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.

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/Complaint
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation

OPEN SESSION: 6:00 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

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

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

F. REPORT FROM STATE ADMINISTRATOR

G. BOARD MEMBER COMMENTS

H. EMPLOYEE ORGANIZATIONS

I. CONSENT AGENDA

1. Approval of Consultant Contract with Noli, Porter and Associates (**Daniel Moirao, Ed.D., State Administrator**) (Pages 1-4)
2. Approval of Contract with Linda Grundhoffer (**Duane Wolgamott, Business Manager**) (Pages 5-7)
3. Approval of Contract with the Parent Institute for Quality Education (PIQE) and SMCJUHSD to Provide Services to KCHS (**Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services**) (Pages 8-9)
4. Approval of Contract with the Parent Institute for Quality Education (PIQE) and SMCJUHSD to Provide Services to GHS (**Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services**) (Pages 10-11)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. ACTION ITEMS

1. Approval of LEAP Plan (**Wendy Pospichal, Ed.D. Assistant Superintendent Administrative Services**) (Pages 12-108)
2. Approval to Surplus Textbooks at KCHS (**Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services**) (Pages 109-110)
3. Approval of the Kuder Career Planning System Donation to KCHS (**Daniel Moirao, Ed.D., State Administrator**) (Pages 111-114)
4. Approval of the Donation of a 2014 Ford E150 XL8-Passenger Van to the GHS Ag Dept. (**Daniel Moirao, Ed.D., State Administrator**) (Pages 115-116)
5. Approval of the District Secretary Job Description (**Claudia Arellano, Human Resources Administrator**) (Pages 117-119)
6. Approval of the Adoption of AP Spanish Language and Culture Course (**Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services**) (Pages 120-126)
7. Approval of Textbook for AP Spanish Language and Culture Course (**Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services**) (Pages 127-128)
8. Approval of the Renaming of Odysseyware Credit Recovery Courses to Reflect Semester Rather than Yearlong Courses (**Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services**) (Pages 129-131)
9. Approval of Scanning Services from SyTech Solutions (**Duane Wolgamott, Business Manager**) (Pages 132-133)
10. Approval of Contract for Consulting Services with Sandra Madrid (**Duane Wolgamott, Business Manager**) (Pages 134-136)
11. Approval of Student Teaching MOU with Cal Poly (**Daniel Moirao, Ed.D., State Administrator**) (Pages 137-146)
12. Approval of the Surplus of Equipment (**Duane Wolgamott, Business Manager**) (Pages 147-158)

13. Approval of Board Policies (Second Reading) (Pages 159-222)
 - BP 0200 Goals for the School District (new)
 - BP 3260 Fees and Charges (revised)
 - AR 3260 Fees and Charges (revised)
 - BP 3280 Sale or Lease of District Owned Real Property (revised)
 - AR 3460 Financial Reports and Accountability (reworded)
 - BP 3513.3 Tobacco – Free Schools (revised)
 - E 4112.9 Employee Notification (revised)
 - AR 4117.14 Postretirement Employment (revised)
 - AR 4117.7 Employment Status Report (new)
 - BP 5131.62 Tobacco Students (new)
 - E 5145.6 Parental Notifications (revised)
 - BP 6141.5 Advanced Placement (revised)

L. INFORMATION ITEMS

1. Board Study Session – FCMAT Update (*Daniel Moirao, Ed.D., State Administrator*)

M. FUTURE AGENDA ITEMS/MEETING DATES

August 14, 2014 – Board Meeting - King City
August 20, 2014 – Board Study Session – King City District Office
September 10, 2014 – Board Meeting – Greenfield High School
October 8, 2014 – Board Meeting – King City District Office
November 12, 2014 – Board Meeting – Greenfield High School
December 9, 2014 (Tuesday) – King City District Office

N. SIGNING OF PAPERS

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Consultant Contract with Noli, Porter
and Associates

MEETING: June 18, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- ☒ Improve/Sustain Student Achievement through CAASPP 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:

Noli, Porter and Associates have worked with the school district and administrative staff previously. This is a renewal of their contract to provide coaching and possible strategic planning work with the staff. This is an open ended contract and is utilized on as needed basis.

Recommendation:

It is recommended that the State Administrator approve the consultant agreement with Noli, Porter and Associates.

Fiscal Impact:

Funding will be provided by Program Improvement funding and General Fund.

Submitted By:



Daniel R. Moirao Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
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 Noli Porter and Associates 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 July 1, 2014 and it terminates June 30, 2015 unless sooner as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$187.50 per hour
- Not to exceed a total of 200 hours or twenty-five full days of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$30,000.00

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

- Improve efficiency, effectiveness and functioning of management team in focusing on student needs and teaching and learning practices
- Develop uniform problem solving and change management strategies
- Implement systemic approach to transforming the district and schools
- Plan strategies with State Administrator for meeting district goals and mandates (Strategic Plan)
- Assist in implementation and communication strategies
- Assist in planning periodic review of results

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:

CONSULTANT / TITLE

CONTRACT OFFICER OF THE
South Monterey County Joint Union High School District

Date

Date

Social Security Number of Consultant *

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

Preferred contact information:

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: Approval of Contract with Linda Grundhoffer

MEETING: June 18, 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:

This contract is for fiscal consulting services for the Business Office.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with Linda Grundhoffer.

Fiscal Impact:

General Fund – not to exceed \$10,000

Submitted By:


Duane Wolgamott, Business Manager

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 Linda Grundhoffer, 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 July 1, 2014 and it terminates June 30, 2015 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$54 per hour.
- Not to exceed a total of 185 hours of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$10,000.00

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

The Consultant shall provide consultation services for the Business Office in the areas of daily operations, audits and mentoring of the Chief Business Official.

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 authorized employees of the 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 the 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:

CONSULTANT / TITLE

STATE ADMINISTRATOR

South Monterey County Joint Union High School District

Date

Date

W-9 to be attached

Social Security Number of Consultant *

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

Linda Grundhoffer, Sole Proprietor

CONSULTANT / TITLE

625 Glasgow Circle, Danville, CA 94526

Mailing Address

925-855-9106

Phone number

925-683-5102

Cell Phone

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

SUBJECT: Contract with The Parent Institute for Quality Education (PIQE) and SMCJUHSD to provide services to KCHS

MEETING: June 18, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

Improve/Sustain Student Achievement through CAASPP 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:

It is the mission of the South Monterey County Joint Union High School District to involve parents and guardians through collaborative partnerships to promote:

- Shared responsibility for high academic student achievement
- Build capacity for involvement
- Make our educational programs accessible
- Provide support and coordination for parents and school personnel to form and sustain partnership
- Link students and their families with community resources in order to provide educational enrichment and support

In spring 2015, the Parent Institute for Quality Education (PIQE) will provide a parent training course for 30 King City High School Parents. PIQE will recruit parents by phone, provide a needs assessment session, and conduct a nine week series of training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four or more sessions. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-age children.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with PIQE to recruit and provide a nine-week course for 30 King City High School Parents.

Fiscal Impact:

\$6600 from the King City High School Title I budget.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



SERVICES ACCEPTANCE
MEMORANDUM OF UNDERSTANDING

To: Ms. Janet Sanchez Matos, Principal, King City High School
Dr. Wendy Pospichal, SMCJUHSD Assistant Superintendent

From: Ms. Janine Ramirez, PIQE Executive Director

Date: June 2014

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and South Monterey County School District agree as follows:

RECITALS

- A. Scope of Services: PIQE will provide a parent training course for the parents of the children enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a needs-assessment session, a series of weekly training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four sessions or more. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children Curriculum: High School Curriculum
- B. Location: Greenfield High School -- 720 Broadway St. King City, CA 93930
- C. Period of Performance: 2014-2015 School Year – Spring 2015
- D. Compensation: A flat fee of \$6,600 for one language, with up to 30 parent graduates. After 30 parents, each graduate will be charged at a rate of \$220.00. For a second group, there shall be a flat fee of \$3,300 for up to 15 parents. Additional parent graduates will be charged at a rate of \$220.00 each. A parent graduate consists of a parent who registers and attends four or more of the core classes during the nine week course. No fee for parents who do not graduate from the program.
- E. School funding from: _____ Title I _____

In addition, schools where the PIQE program is provided will make available childcare services as well as any refreshment to be provided to the parents.

I accept these services at King City High School under the terms and conditions noted.

Ms. Janet Sanchez Matos, Principal

Date

Dr. Daniel R. Moirao, State Administrator

Date

Ms. Janine Ramirez, PIQE Executive Director
Parent Institute Representative,

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Contract with The Parent Institute for Quality Education (PIQE) and SMCJUHSD to provide services to GHS

MEETING: June 18, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

- ☐ Improve/Sustain Student Achievement through CAASPP 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:

It is the mission of the South Monterey County Joint Union High School District to involve parents and guardians through collaborative partnerships to promote:

- Shared responsibility for high academic student achievement
- Build capacity for involvement
- Make our educational programs accessible
- Provide support and coordination for parents and school personnel to form and sustain partnership
- Link students and their families with community resources in order to provide educational enrichment and support

In winter 2015, the Parent Institute for Quality Education (PIQE) will provide a parent training course for 30 King City High School Parents. PIQE will recruit parents by phone, provide a needs assessment session, and conduct a nine week series of training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four or more sessions. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-age children.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with PIQE to recruit and provide a nine-week course for 30 Greenfield High School Parents.

Fiscal Impact:

\$6600 from the Greenfield High School Title I budget.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



**SERVICES ACCEPTANCE
MEMORANDUM OF UNDERSTANDING**

To: Ms. Lisa Mazza, Principal, Greenfield High School
Dr. Wendy Pospichal, SMCJUHSD Assistant Superintendent

From: Ms. Janine Ramirez, PIQE Executive Director

Date: June 2014

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and South Monterey County School District agree as follows:

RECITALS

- A. Scope of Services: PIQE will provide a parent training course for the parents of the children enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a needs-assessment session, a series of weekly training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four sessions or more. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children Curriculum: High School Curriculum
- B. Location: Greenfield High School -- 2025 S. El Camino Real, Greenfield, CA 93927
- C. Period of Performance: 2014-2015 School Year – Winter: January - March
- D. Compensation: A flat fee of \$6,600 for one language, with up to 30 parent graduates. After 30 parents, each graduate will be charged at a rate of \$220.00. For a second group, there shall be a flat fee of \$3,300 for up to 15 parents. Additional parent graduates will be charged at a rate of \$220.00 each. A parent graduate consists of a parent who registers and attends four or more of the core classes during the nine week course. No fee for parents who do not graduate from the program.
- E. School funding from: _____ Title I _____

In addition, schools where the PIQE program is provided will make available childcare services as well as any refreshment to be provided to the parents.

I accept these services at Greenfield High School under the terms and conditions noted.

Ms. Lisa Mazza, Principal

Date

Dr. Daniel R. Moirao, State Administrator

Date

Ms. Janine Ramirez, PIQE Executive Director
Parent Institute Representative,

Date

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

SUBJECT: Revised LEAP Plan for 2014 - 2015 School Year

MEETING: June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☐ Improve/Sustain Student Achievement through CAASPP 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, the district revises its LEA Plan from the previous year. Input from the stakeholders through the creation of SPSAs and the LCAP have been included in this plan


Recommendation:

The recommendation is being made for the State Administrator to approve the 2014 – 2015 LEA Plan.


Fiscal Impact:

There is no fiscal impact

Submitted By:


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

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 4 CORRECTIVE ACTION**

LEA Plan Information:

Name of LEA: South Monterey County Joint Union High School District

County/District Code: 27-66068

Dates of Plan Duration (should be up to three years): 2013-2015

Date of Local Governing Board Approval: Revised: June 18, 2014

District Superintendent: Daniel R. Moirao, Ed.D

Address: 800 Broadway

City: King City State: CA Zip: 93930

Phone: 831.385.0606 Fax: 831.385.0695

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 77 – 83. Signatures are required on page 84.

LEA Plan
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Performance Goal 5

Additional Mandatory Title I Descriptions

Schoolwide Designation of All District Schools

Part III – Assurances and Attachments

Assurances

Signature Page

Part IV – Appendices

Appendix A: South Monterey County Joint Union High School District
 "Parent-Student Handbook 2012-2013" to be replaced with "2014-2015 Parent-Student
 Handbook" in the fall of 2014.

Appendix B: August 2014 Technical Assistance Provider's Recommendations to be updated in fall 2014

Appendix C: 2014-15 Calendar for the Implementation of the LEA Plan

Appendix D: Instructional Materials for Reading, English Language Arts, Mathematics and Interventions

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act; School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

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	331,777	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	0	51,989	50,138	96.44%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	0	50,579	49,568	98%
Title III, Immigrants	4,358		4,203	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	0	58,008	55,943	96.44%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	269,449	269,449	100%
Other (describe)				
TOTAL	4,358	820,350	761,078	92.3%

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	676,100.36		574,685.31	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	676,100.36		574,685.31	85%

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

District Profile

The South Monterey County Joint Union High School District is located in southern Monterey County along the agricultural corridor of the Salinas Valley. The SMCJUHSD District Office is located in King City which, according to the 2010 United States Census, has a population of 12,874. King City is situated on Highway 101 approximately 145 miles south of San Francisco, 105 miles south of San Jose, and 50 miles north of Paso Robles.

Based on the California Basic Educational Data System (CBEDS) the SMCJUHSD serves 1,971 students in grades 9-12 from King City, Greenfield, San Antonio, San Lucas, San Ardo, Bradley, and Bitterwater school districts. 920 students attend Greenfield High School. 942 students attend King City High School. 109 students attend the Portola-Butler Continuation High School. 1,593 (81%) of the students are Hispanic or Latino and 120 (6%) are White. The SMCJUHSD has 1,563 (79%) students who are socio-economically disadvantaged. All three school sites receive Title I Part A funds; they run schoolwide programs. The district has 608 (31%) English Learners, 32 of whom are Title III Eligible Immigrants. 92% of the English Learners identify Spanish as their primary language and 5% identify Mixteco. 119 (6%) of the district's students are Migrant students, and 232 (12%) are Students with Disabilities (SWDs).

The three schools are on a traditional school calendar. The challenges and barriers facing student achievement include limited English proficiency and high rates of mobility, geographic isolation, and poverty.

Vision Statement

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

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 to succeed as responsible and productive citizens.

State Administrator Goal

Create and implement a curriculum program that is equitable, accessible and rigorous to all students. Establish relationships with our community of pride!

Development of the Local Educational Agency Plan

The South Monterey County Joint Union High School Local Educational Agency Plan describes the strategies for addressing students' educational needs. This plan was developed with the input of school staff and parents who are members of our School Site Councils and of the English Language Advisory Councils. This plan seeks to implement systematic change over time. For us it is critical that our plan becomes a working document that our school communities use to leverage school-wide improvements in teaching, learning, and family partnerships. We want system-wide coherence and alignment. Therefore, we revised our 2013 – 2014 SPSAs using the February 2013 CDE SPSA Template which organizes the school-level goals and strategies around the goals in the Local Educational Agency Plan.

SMCJUHS D Needs Assessment

The needs assessment for the SMCJUHS D LEA Plan focused on an analysis of student academic performance, teacher quality and school safety. Our starting point was a review of our Single Plans for Student Achievement from June 2014. Specifically, we looked at what we had actually implemented and the extent to which these different strategies and programs were contributing to increased student achievement. We reviewed our demographics, test results and resources. We used our CALPADS, Standardized Testing and Reporting (STAR) performance results from 2009-2013, the California English Language Development Test (CELDT) results, the English Learner Subgroup Self Assessment (ELSSA) results, and the Academic Performance Index (API) results. Site administrators and selected teachers completed the Academic Performance Survey (APS) for High School. District and site staff working with Students with Disabilities completed the Inventory of Services and Supports for Students with Disabilities (ISSA). As we are finishing our first year of implementing Constructing Meaning, we analyzed data on the level of implementation of this program including walkthrough data, the instructional coaches' records, and teacher surveys. We also reviewed the amount and quality of initial professional development and ongoing support provided to our ELD and our READ 180 teachers. For the area of school safety and prevention we administered the 2013 California Healthy Kids Survey (CHKS) .

Major Findings from our Needs Assessment

- The percent of students scoring at proficient or above on the ELA CST increased from 33 % in 2011-12 to 34.6% in 2012-2013.
- The percent of students scoring at proficient or above on the Math CSTs has decreased from 19% in 2011-12 to 7.9% in 2012-2013.
- 43.1% of all the SMCJUHS D students scored proficient or advanced on the ELA CSTs in 2012-2013:
- On the ELA CST in 2012-2013:
 - 38.5% of our socioeconomically disadvantaged students
 - 32.7% of our English Learners
 - 14.6% of our Students with Disabilities
- 38.5% of all the SMCJUHS D students scored proficient or advanced on the Math CSTs in 2012-2013:
- On the Math CSTs in 2012-2013 the following subgroups scored proficient or above:
 - 35.5% of our socioeconomically disadvantaged students
 - 29.6% of our English Learners
 - 9.8% of our Students with Disabilities

- The percent of students scoring at proficient or above on the ELA CAHSEE 10th grade census increased from 32% in 2011-12 to 41% in 2012-13.
- On the ELA CAHSEE in 2011-12 the following subgroups scored proficient or above on the 10th grade census:
 - 37% of our socioeconomically disadvantaged students
 - 5% of our English Learners
 - 9% of our Students with Disabilities
- The percent of students scoring at proficient or above on the Math CAHSEE dropped slightly from at 38% in 2011-2012 and 37% in 2012-13 on the 10th grade census.
- On the Math CAHSEE in 2011-12 the following subgroups scored proficient or above:
 - 34%% of our socioeconomically disadvantaged students
 - 7% of our English Learners
 - 4% of our Students with Disabilities
- The percent of English Learners meeting AMAO 1 decreased from 51.5% in 2011-2012 to 37.7% in 2012-13
- The percent of English Learners meeting AMAO 2 and enrolled in U.S. schools for more than 5 years decreased from 35.2% in 2011-2012 to 26.9% in 2012-2013.
- The percent of English Learners scoring proficient or above on the ELA CST decreased from 23.6% in 2008-09 to 32.7% in 2012-2013.
- The percent of English Learners scoring proficient or above on the Math CSTs increased from 26.4% in 2008-09 to 29.6% in 2011-12.
- The majority of our English Learners are scoring at the Intermediate level on the CELDT and only 24.3% made the AMAO 1 target. This is a lesser percent than in 2011-2012 when 36.8% made the AMAO 1 target.
- The graduation rate increased from 78.66 % in 2009-10 to 82.4% in 2012-2013.
- The dropout rate increased from 5.4% in 2009-10 to 14.5% in 2012-2013.
- The rate of suspensions has decreased from 36.29.% in 2010-2011 to 24.2% in 2012-2013.
- The rate of expulsions has decreased from 2.66% in 2010-2011 to less than 2.59% in 2012-2013
- In the 2013-2014 School Accountability Report Cards:
 - 97.4% of the teachers were reported as fully credentialed.
 - 78% of classes in core academic subjects were taught by Highly Qualified Teachers
- Our analysis of our implementation of Constructing Meaning indicated a need for a continued focus on CM strategies – gradual release of responsibility, oral language routines, productive group work, and modeling academic language. Teacher surveys indicated a need for additional training and coaching support.

Local Assessment Measures

The SMCJUHSD began the development of benchmark assessments in writing in the 2012-13 school year for students in grade 9. The benchmarks for writing were developed in 2013-14. PT for all content areas were developed in June 2014. Pacing guides for ELA 9-12 were completed in June 2014 for the 2014-15 school year. The districtwide benchmarks will be based on the Common Core State Standards for English Language Arts. They will be part of a common pacing guide for both comprehensive high schools developed this summer. The results of the writing benchmarks will be used to measure students' progress towards proficiency in the ELA CCSS.

SMCJUHSD Key Curricular and Instructional Focus Areas 2014-2015

English/Language Arts

- Student-use of technology to reinforce literacy
- Common teacher-generated assessments and benchmark exams

- Teacher identified Power Standards with pacing calendars
- Effective Professional Learning Communities
- Professional development focus area: Constructing Meaning
- Professional development focus area: Implementation of the California Core State Standards

Mathematics

- Common teacher-generated assessments and benchmark exams
- Instructional technology to support and enhance the core
- Teacher identified Power Standards with pacing calendars
- Effective Professional Learning Communities
- Professional development focus area: Constructing Meaning
- Professional development focus area: Transition to the California Core State Standards

Special Populations

- Intensive grammar-based English Language Development with onsite coaching and professional development
- READ 180 for students at the intensive intervention level in literacy during summer and/or school year.
- SDAIE core content classes for English Learners who are at or below Intermediate on the CELDT
- Response to Intervention supporting Students with Disabilities and struggling non-SWD students
- Migrant services to provide supplemental support for Migrant Program participants

Culture, Safety, and School Climate

- Refinement and restructuring of Alternative Education programs to support struggling students
- District-wide anti-bullying initiatives to increase student safety and student attendance
- Information to stakeholders fostering two-way communication and input regarding all curricular and instructional initiatives
- School climate and developmental assets incorporation into the school culture
- Continuation of Link Crew

SMCJUHS D Professional Development Overview

The SMCJUHS D staff development philosophy is based on the belief that:

- Teachers and school staff must maintain and enhance professional skills necessary to maximize the learning of all students.
- Emphasis must be placed on the development of the whole student: intellectual, physical and emotional.
- Assessment and accountability for staff development should be based on its effect on student achievement.
- School staff must possess the skills to form partnerships with parents so that teaching and learning is a shared responsibility.

Goals for Improving Teaching and Learning

The SMCJUHS D Plan for Professional Development is to establish and support an ongoing, systematic program of instructional improvement that will provide long-term benefits to all students as life-long learners.

- To provide professional development activities, based on assessed student needs, which will provide teachers with effective instructional practices in core academics.
- To provide professional development that promotes rigorous and challenging instructional programs for all students.
- To provide curricular improvement efforts designed to involve school staff in materials development including utilization of technology.
- To provide training that enhances positive school climate where all students feel safe and are motivated to learn

Professional Development Activities

- District professional development activities are closely connected to student achievement data. Currently, this data is obtained from teacher-generated common formative assessments and benchmark exams, state mandated assessments, and program-specific content based exams.
- California Standards Tests (CSTs) through 2012-13
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)
- READ 180 Reports
- Early Assessment Placement (EAP)
- Physical Fitness Testing (PFT)
- Advanced Placement (AP) Tests
- Smarter Balanced Assessment
- Benchmarks
- SRI reading assessments

Overall results are analyzed by district and site administration and staff. In addition, data about the effectiveness of instructional practices is collected from Western Association of Schools and Colleges (WASC) Program Review Reports, the end-of-the-year program evaluation of existing programs and strategies, and recommendations from School Site Councils, parent advisory councils, and the annual FCMAT report. Based on this data the district determines areas of focus for professional development.

TITLE I – Program Improvement

All schools receive assistance under Part A Title I. The teachers receive training specifically designed to meet the needs of educationally disadvantaged students in core academic subject areas. Training includes:

- Constructing Meaning
- Common Core State Standards (CCSS)
- Next Generation ELD Standards
- Professional Learning Communities
- College and Career Readiness Standards

Parent Involvement: Policy

The SMCJUHSD adopted Parent Involvement Policy recognizes the value of parent involvement through collaborative partnerships. This policy is distributed to Title I parents (English and Spanish) and includes the following required components:

- Policy involvement
- Shared responsibility for high student academic achievement
- Building capacity for involvement
- Accessibility
- Providing support and coordination for parents and school personnel to form and sustain partnerships
- Linking students and their families with community resources in order to provide educational enrichment and support

Helping our Parents to Work with their Students

1. School-Level Parent Involvement Policies and Parent Compacts

Each school has jointly developed with parents a school-level policy that builds shared responsibility for student success. Annual meetings are held at each site to inform parents of participating students of the following requirements:

- Annual Title I meeting and their right to be involved.
- Offer a flexible number of meetings and may provide transportation, child care, or home visits as such services relate to parent involvement.

- Involve parents of participating students, in an organized, timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with an explanation of curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Provide a flexible number of meetings for parents to receive timely information, meet with school staff and visit classrooms. A most important aspect of these school meetings and staff contacts is ongoing evaluation of the parent involvement policy.
- The collected concerns and issues are reviewed when the parent involvement policy is evaluated at the end of the year meeting for evaluation of services provided and students served.

2. Parenting Skills that Support their Children's Efforts in Learning

The district is beginning development of a parent university-like program which will provide training in effective communication and parenting skills, and in creating a positive learning environment in the home.

3. Clear, Two-Way Communication Between School and Family

In addition to regular School Site Council and English Learner Advisory Committee meetings, all schools have provided ongoing bilingual communication in the form of newsletters and special notices.

4. Parent/Adult Education

The SMCJUHSD makes ongoing efforts to promote educational opportunities to all parents and adults by collaborating with local agencies, community colleges, and universities.

5. Parents as Decision Makers and School Leaders

In the SMCJUHSD School Site Councils are composed of the school principal, teachers, other school personnel, parents and students. These councils assist in the development of each site's Single Plan for Student Achievement which coordinates categorically funded programs. The English Language Advisory Committee at each site advises the principal and staff on English Learner programs and services to English Learners. Parents also participate on WASC committees.

Building Capacity for Strong Parent Involvement

1. Migrant Family Services Advocate

The Migrant Family Services Advocate is responsible for identifying and qualifying eligible migrant students. The duties of the Migrant Community Liaison include:

- Ongoing identification and qualification of Migrant students and families.
- Completion of health needs assessments for all migrant students within 30 days of enrollment.
- Coordination of health screenings (vision and dental) for migrant students.
- Referrals to community resources.
- Assistance with the facilitation of community resources for referrals, appointments and services.
- Parent recruitment for school involvement and migrant services.

2. Migrant Resource Teachers

Migrant Resource Teachers' duties consist of providing supplemental educational and support services that assist migrant students to achieve the same academic standards expected of all students. By law, migrant supplemental services are to be provided only to eligible migrant students and are required to support or supplement the district's core programs and services. The duties of the Migrant Resource Teacher include:

- Completion of an academic needs assessment.
- Completion of an Individual Learning Plan.
- Academic advising after the reporting periods (supplemental to what the students receive through the district).

- Recruitment and participation in regional events such as migrant days at California State University Monterey Bay and Hartnell Community College, Speech and Debate Club/Tournament, summer programs.
- Summer intersession for credit recovery in language arts, science, and math, and artistic and cultural enrichment through the Binational Program.
- Parent Advisory Committee Meetings and regional parent institutes and conferences.

3. English Learners Advisory and the District English Learners Advisory Committees

Each school conducts monthly scheduled English Learner Advisory Committee (ELAC) meetings composed of the parents/guardians of English Learners, school staff, a school site administrator, and community members. ELAC advises on programs for English Learners and the development of the Single Plan for Student Achievement. Greenfield High school meets these needs through their School Site Council. The District English Learner Advisory Committee (DELAC) meetings are held quarterly and are composed of parents/guardians of English Learners, school staff and the Director of Educational Services of Administrative Services.

4. WASC Committees

Parents serve on WASC committees.

Community Partnerships

1. University Partnerships

The District maintains a close relationship with University of California Santa Cruz (UCSC) and California State University Monterey Bay (CSUMB). The GEAR Up Program through UCSC is beginning its third round of grant activities with the entering 9th graders in September 2014. GEAR Up and the District are coordinating a summer boot camp focused on entering 9th graders who are English Learners. The boot camp includes a parent education component. Throughout the school year GEAR Up staff collaborate with the schools' counselors and other university staff to provide activities designed to build parent and student understanding of the steps to a post secondary education. CSUMB identifies high school students and provides a variety of college awareness activities through its Talent Search Program and assists these students with college readiness.

2. Service Club Partnerships

The State Administrator belongs to the local Rotary Clubs of King City and Greenfield. He actively promotes the successes and needs of the District.

3. Job Site Training

Several community partners provide the location for moderate to severe-level special education job training.

4. Regional Occupational Program

Participation in the local ROP provides students with job readiness skills. ROP eligible courses include: Ag Animal Science, Ag Business Management and Economics, Ag Construction, Ag Mechanics, Ag Mechanics 2, Art History of Floral Design; Floral Design, Computer Applications, Computer Literacy

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-15.*

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
1E.1.1 The district will annually review all policies, programs, and practices to ensure the full implementation of the 9 EPC's, accountability for all student achievement, alignment of expenditures to student need, report of academic progress to all stakeholders, and the recommendations of the Fiscal Crisis and Management Assistance Team annual report .	State Administrator Director of Educational Services	None		
2.1.2 Each content area will develop pacing guides with common formative assessments based on the Common Core State Standards, the Next Generation ELD Standards and College and Career Readiness Standards.	Director of Educational Services Instructional Coaches Teachers Math 1 by August 2014 ELA by August 2014 ELD by August 2014 Social Studies and Science by June 2015	CCSS/ELD Standards training Substitutes Supplemental Pay for Non-duty Time Materials and Supplies	\$31,000	Title I Title II

1E.1.3 ELA teachers will continue to develop and administer district-wide benchmark assessments which are aligned with the scope and sequence for ELA.	Director of Educational Services Instructional Coaches ELA Teachers By October 2014	Training in the development and analysis of benchmark results and in the district data system. Substitutes Supplemental pay for non-duty time	\$3500	CCSS Title II
1E.1.4 A plan to improve the level of implementation of the district's initiatives – Constructing Meaning, transition to the CCSS and new ELD Standards, and the effective use of PLCs – will be created with measureable goals and action steps. A walk through tool which is aligned with key district initiatives and which will provide individual and school-wide data on implementation progress throughout the school year will be created and implemented.	Director of Educational Services Site Administrators Instructional Coaches By October 2014	None		
1E.1.5 District and site administrators and teachers will collect data from district-wide common assessments every six to eight weeks and collaboratively evaluate the effectiveness of school programs and the allocation of resources to improve student achievement.	Director of Educational Services Site Administrators Instructional Coaches Teachers By October 2014	Generation of reports and printing	\$500	General Fund
2. Use of standards-aligned instructional materials and strategies				
1E.2.1 Instructional and supplementary materials that are aligned to the Common Core State Standards for ELA will be adopted.	Director of Educational Services Site Administrators Instructional Coaches Teachers Ongoing	In-depth program-based professional development, instructional materials, and coaches.	\$15,000	EIA:LEP CCSS Title II
1E.2.2 A common process for developing and formatting ELA units based on the CCSS will be adopted. Units will have	Director of Educational Services	Training at MCOE and CM related training	\$4,,000	CCSS Title II

model lessons which highlight strategies utilized in Constructing Meaning.	Instructional Coaches ELA Teachers By August 2014	summer 2014 and 2015 Release time		
1E.2.3 Instructional coaches will provide support for full implementation of district initiatives.	Director of Educational Services Principals Instructional Coaches Ongoing	Position funding	\$100,000	Title I GEAR Up
3. Extended learning time:				
1E.3.1 All strategic and intensive intervention students including English Learners and Students with Disabilities, will be offered tutoring and/or credit recovery opportunities: <ul style="list-style-type: none"> • Before and after school • On Saturdays • During summer sessions. -27-	Site Administrators Counselors EL Specialist SPED Teachers By September 2013 and ongoing	Supplemental materials Training Supplemental pay for non-duty time	\$95,000	Title I Title III EIA: LEP LCAP
1E.3.2 Supplementary Educational Services will be provided to eligible students as schoolwide program	Director of Educational Services Site Administrators SES Providers By December 2014	SES staff and materials	\$66,355	Title I
1E.3.3 Migrant students will be provided credit recovery opportunities in summer inner session in language arts, science, and math, and artistic and cultural enrichment through the Binational Program.	Director of Educational Services Site Administrators Migrant Staff Ongoing	Migrant staff and materials	\$10,000	Migrant
4. Increased access to technology				

1E.4.1 Instructional technology (Promethean Boards, ELMO document cameras, laptops, IPADs or PC's and eBooks) will be purchased to support core instruction including the transition to the CCSS and the Next Generation Standards, to enhance student engagement, and to provide additional support for English Learners and Students w/ Disabilities.	Director of Educational Services Director of Technology Site Administrators, Instructional Coaches Summer 2014 and Ongoing	Supplemental computers, monitors, Promethean Boards, document cameras, and instructional technology systems such	\$240,000	LCAP
1E.4.2 The Technology Committee, in collaboration with the district technicians, will support the implementation of selected software, hardware maintenance and training at school sites. The Committee will support teachers with the integration of technology into their classrooms.	Director of Educational Services Director of Technology Site Administrators Initial training scheduled prior to the start of school/ongoing	None		
1E.4.3 A District data management system will be implemented and teachers will be trained to gather common assessments data, such as common benchmarks,, to score and provide an analysis for teachers and data teams to use in discussion to improve student learning.	Director of Educational Services Director of Technology Business Manager Site administration By October 2013	Use of Aeries Analytics.	\$4000	Title II
1E.4.4 The Technology Committee will provide support and training in the District data management system with emphasis on the reports necessary to support the PLC and the data team process.	Director of Educational Services Site Administrators Director of Technology Instructional Coaches By October 2014	Data system product training, and substitute time.	\$4000	Title II

5. Staff development and professional collaboration aligned with standards-based instructional materials:				
1E.5.1 The use of Professional Learning Communities time will be refined to include the revision of pacing guides and the use of data from common formative assessments to improve instruction and provide additional student support.	Director of Educational Services Site administration Instructional Coaches August 2013 and ongoing	Release time and substitutes, PLC and Data Team training.	\$7,000	Title I PI EIA
1E.5.2 Data Teams Training. As a support for PLC activities, teachers and administrators will participate in Data Teams training, a protocol established by Doug Reeves' Leadership and Learning Center. The Data Teams supplement PLC activities and focuses on data review and activities to support student learning deficits.	Director of Educational Services Site administration Instructional Coaches By May 2014	Possible release or extra duty compensation and costs associated with the Data Team training, including consultant costs.	\$10,000	Title I PI Funding Title II
<div data-bbox="115 760 157 812" style="position: absolute; left: -20px; top: 50%; transform: translateY(-50%);">-29-</div> 5.3 Instructional Coaches/EL Specialists will be provided to assist with: <ul style="list-style-type: none"> • Implementation of CM across the curriculum • Support the new technology to enhance core instruction and the transition to the CCSS and the Next Generation ELD Standards • Continued implementation of Read 180 	Director of Educational Services Site administration Instructional Coaches EL Specialists August 2012 and Ongoing	Coach salaries and training.	\$204,000	Title I Title II Title III EIA LEP GEAR Up
1E.5.4 District and site administrators will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's Professional Development activities.	Director of Educational Services Director of Account. Principals By September 2013 and Ongoing	SPSA development tool SPSA implementation calendar for each site	No cost	

1E.5.5 District and site administrators and teachers will develop a timetable for monthly inter-disciplinary team, department-level, special committee, and Data Team meetings in which teachers and site administrators collaboratively discuss and analyze student achievement data and plan lessons based on the data during the collaboration period.	Director of Educational Services Site administration Instructional Coaches By September 2013 and Ongoing		No continued cost associated with task	
1E.5.6 Teachers will meet by departments to examine student work samples, monitor that students are mastering grade-level standards, and plan instruction for students not mastering grade level/content area standards. Meetings will include all teachers, including specialists and special education teachers. All team leads will submit agendas and minutes to site administration for review.	Director of Educational Services Site administration Instructional Coaches By September 2013 and Ongoing	PLC and Data Team training and workshops.	\$15,500	Title I EIA
1E.5.7 Teachers will be trained in the District - adopted intervention program for literacy, READ 180.	Director of Educational Services Site administration Instructional Coaches READ 180 teachers External and internal trainers By September 2013 and Ongoing	Consultant contracts, supplemental pay, materials, and release time/subs.	\$8000	Title I EIA:LEP
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				

1E.6.1 AERIES Parent/Student Portal will be implemented as the online portal to provide parents and students remote access to their achievement, attendance, and discipline data.	Director of Educational Services Technology Director Site administration Spring 2013 and Ongoing	Professional development costs and training.	\$5,000	Title I Title II
1E.6.2 Parent and community meetings including School Site Councils and other advisory committees such as the English Language Advisory Committees and District English Language Advisory Committees, the annual Title I Meetings and PIQE Parent Courses will be held.	Director of Educational Services Principals EI Specialists Counselors Fall 2012 and Ongoing	Duplication and development of parent materials and handouts.	14,000	Title I
1E.6.3 Counselors will assist in promoting high levels of academic achievement and in establishing safe school cultures conducive to high achievement. Counselors will assist parents in understanding the district's graduation requirements and their children's progress towards meeting these requirements.	Director of Educational Services Principals Counselors Ongoing	Salaries and benefits of counselors.	\$200,000	General Fund
1E.6.4 The District will comply with all parent notification requirements including failure to meet the Annual Yearly Progress targets and the results of state and federally-mandated tests.	Director of Educational Services Ongoing	Student reports and mailing costs. Possible supplemental time to generate the information.	\$1,500	General Fund
1E.6.5 District staff will develop and administer a parent survey to get feedback from parents.	Director of Educational Services Site administration By February 2014	Costs associated with generating and analyzing a parent survey, including duplication and mailing.	\$3,000	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				

1E.7.1 Summer Boot Camps for entering 9 th grade English Learners with a Parent CELDT Training night	Director of Educational Services Principals Gear Up Staff Summer 2013	Recruitment of staff and students, parent notification, staff extra duty time, materials, refreshments, field trip costs	\$48,000	GEAR Up LCAP
1E.7.2 Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.	Director of Educational Services Principals Teacher Leaders By October 2013 and Ongoing	Release days and/or extra hours	\$2450	Title I
1E.7.3 Link Crew will be implemented at both comprehensive high schools to assist entering 9 th graders with the transition to high school. Provide Student planners to students.	Principals Link Crew Coordinators August 2013	Link Crew Training Supplies Student Planners	\$11,300	Title I GEAR Up
1E.7.4 SPED teachers will meet with their counterparts in the feeder districts to review the IEPs of all entering Students with Disabilities	Principals SPED Teachers Director of Alternative Education	Substitutes	\$1500	IDEA
8. Monitoring program effectiveness:				
1E.8.1 All assessments, local and state, will be housed in the district data management system. A major activity for all PLC department team meetings will be the review of their common assessment data and ongoing assessments.	Director of Educational Services Director of Technology Site administration Ongoing	Provide Gradebook Training. Costs associated with generating reports and supporting the data system, including instructional technology technician salary.	\$19,000	Title I Title II

1E.8.2 AdCo (Administrative Council) will review local and state reports and the use of their SPSA to address those needs. Principal Site Leadership Team meetings will be implemented to create forums for site leaders to report their ongoing progress or lack of progress. Emphasis will be on the plan for addressing identified areas of need, including the use of professional development and intervention activities for students.	State Administrator Director of Educational Services Site administration Teacher Leaders Fall 2013 and Ongoing	None		
1E.8.3 Each site will have a Single Plan for Student Achievement, aligned to the LEA Plan that will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data.	Director of Educational Services Business Manager Site Administrators Ongoing	None		
1E.8.4 Walk throughs by district and site administration will be used to collect information on implementation of the district's initiatives and to plan needed assistance or revisions.	State Administrator Director of Educational Services Site administration Instructional Coaches By September 2013 and Ongoing	None		
9. Targeting services and programs to lowest-performing student groups:				
1E.9.1 Develop a Response to Intervention (RTI) district-wide program to target services to the lowest-performing students. The development of this process will include all stakeholders.	State Administrator Director of Educational Services Site Administrators SPED Coordinator Counselors Teacher Leaders By December 2014	Training related to the effective implementation of a RTI program. Release time for program development.	\$450,000	LCAP

1E.9.2 Research and purchase or train appropriate instructional strategies and materials to implement with fidelity the RTI process.	State Administrator Director of Educational Services Site Administrators SPED Coordinator Teacher Leaders By January 2015	Purchase of materials.	\$20,000	LCAP IDEA Title I
1E.9.3 Provide professional development for all teachers and administrators in the Response To Intervention process. Identify teacher Leaders to assist with program implementation.	Director of Educational Services Site Administrators SPED Coordinator Teacher Leaders By January 2015	Training related to the effective implementation of the program to include process and materials. Sub time and stipends for Teacher Leaders	\$20,000	LCAP PI Funds Title II
1E.9.4 Continue to implement Systems 44/READ180 in order to support struggling readers who are Students with disabilities and in the mainstream who are two or more grade-levels behind.	Director of Educational Services Site Administrators Counselors SPED Teachers By October 2013	Systems 44/Read 180 materials and training.	\$10,000	title I
1E.9.5 Odysseyware will continue to be implemented for students who need additional support and credit recovery.	Site administration By September 2013	Odysseyware subscription, software, hardware, and training.	\$52,145	Title I
10. Any additional services tied to student academic needs:				
1E.10.1 Counseling support will be provided in an effort to address all variables that impact instruction. Counselors are assigned to help ensure that placement needs of students are met.	Site Administrators Counselors Ongoing	Salaries and benefits of counselors.	\$200,000	General Fund

1E.10.2 Anti-bullying and school safety initiatives to foster positive socio-emotional school climates and to increase student attendance and performance. Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.	Director of Educational Services Site Administrators Counselors	Program costs for implementing supplemental programs.	\$66,000	LCAP SELPA Mental Health
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
1M.1.1 Each content area will develop pacing guides with common formative assessments based on the Common Core State Standards.	Director of Educational Services Math Visions Project MCOE Consultant Math Teachers Ongoing	CCSS training Substitutes Supplemental Pay for Non-duty Time Materials and Supplies	\$4200	Title I Title II PI Funds State CCSS Funds
1M.1.2 Integrated Math Teachers will develop and administer district-wide benchmark assessments which are aligned with the scope and sequence for the new CCSS math courses.	Director of Educational Services Math Visions Project MCOE Consultant Math Teachers Ongoing	Training in the development and analysis of benchmark results and in the district data system. Substitutes Supplemental pay for non-duty time	\$30,000	Title I Title II CCSS
1M.1.3 District and site administrators and teachers will collect data from district-wide benchmark assessments for Integrated Math students every six to eight weeks and collaboratively evaluate the effectiveness of Integrated Math and the allocation of resources to improve student achievement.	Director of Educational Services Site Administrators Math Visions Project MCOE Consultant Integrated Math Teachers Ongoing	Generation of reports, and possible personnel costs to generate assessments and reports.	\$500	Title II

2. Use of standards-aligned instructional materials and strategies:				
1M.2.1 Instructional materials that are aligned to the Common Core State Standards for math will be adopted.	Director of Educational Services Site Administrators Math Department Chairs By May 2015	Time to review materials; costs associated with purchasing replacement instructional materials, to include materials review and purchase for Integrated Math courses.	\$50,000	CCSS LCAP
1M.2.2 Integrated Math teachers will be provided training on replacement instructional materials and appropriate instructional strategies to teach the Common Core Standards and to apply Constructing Meaning strategies in math.	Director of Educational Services Site Administrators Math Visions Project MCOE Consultant By September 2013 and Ongoing	Outside consultant and opportunities for professional development focused on math.	\$37,800	Title II CCSS PI
-37- M.2.3 Develop common assessments and benchmarks that assess the level of student learning of the Integrated Math power standards in the newly-revised scope and sequence.	Director of Educational Services Site Administrators Math Visions Project MCOE Consultant Math Teachers Instructional Coaches Fall 2013 and Ongoing	Ongoing costs including assessment generation, reports, professional development, substitutes, supplemental pay for non-duty time, and consultants.	\$37,800	CCSS PI
3. Extended learning time:				
1M.3.1 Students in need of intervention or strategic support will be through the PLC data groups. and at ongoing professional learning community meetings. Integrated Math teachers will analyze student achievement	Director of Educational Services Site Administrators MCOE Math Coordinator	Supplemental instructional materials. Training for participating teachers.	\$5,000	Title I

using the newly-developed benchmark exams. Strategic support will be provided through reteaching in the regular classroom. Intervention-level students will be referred to specific math teachers for remediation opportunities	Fall 2013 and Ongoing			
1M.3.2 Continue to offer tutorials run before or after school or on Saturdays which are aligned with core content and which use strategies which are effective for providing access to students at the strategic and intensive intervention levels.	Site Administrators Teachers SES Providers Fall 2013 and Ongoing	Supplemental pay for after school program offerings.	\$95,000	Title I Title III EIA:LEP LCAP
1M.3.3 Provide credit recovery programs before or after school, on Saturdays, or during the summer.	Site Administrators Site Teachers Migrant Staff	Staff extra time	\$50,000	Title I Migrant Ed LCAP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4.Increased access to technology:				
1M.4.1 Instructional technology (Promethean Boards, ELMO document cameras, laptops, IPADs or PC's and eBooks) will be purchased to support core instruction including the transition to the CCSS and the Next Generation Standards, to enhance student engagement, and to provide additional support for English Learners and Students w/ Disabilities.	Director of Educational Services Site Administration Director of Technology Instructional Coaches Fall 2013 and Ongoing	Supplemental computers, monitors, Promethean Boards, document cameras, IPADs and/or tablets, and instructional technology systems.	\$270,000	Title I EIA:LEP LCAP CCSS
1M.4.2 The Technology Committee, in collaboration with the Director of Technology, will support the implementation of selected software, hardware, maintenance and training at school sites. The Committee will support teachers with the integration of technology in the classroom.	Director of Technology Site Administration Teachers Initial training scheduled prior to the start of the school year	Time to develop support plan. Professional development on integration of technology	\$10,000	Title II CCSS
1M.4.3 Provide training and support for staff on use of the instructional technology.	Director of Technology Site Administrators Instructional Coaches By October 2013 and Ongoing	Professional development, supplies and coaches' salaries.	\$100,000	Title I Title II CCSS LCAP
1M.4.4 Odysseyware will continue to be implemented for students who need additional support and credit recovery.	Site Administrators Counselors By September 2013 and Ongoing	Software, hardware, and training necessary for the program. Supplemental pay for non-duty time for supervising teachers (summer/after school)	\$52,145	Title I

5. Staff development and professional collaboration aligned with standards-based instructional materials:				
1M.5.1 All math teachers are teaching the newly-adopted CCSS math known as Integrated Math. All math teachers will participate in ongoing training focused on the Integrated Math standards and the mathematical practices required to teach these standards. Outside consultants will assist Integrated Math teachers in writing planning guides, planning lessons, developing and analyzing benchmark exams, and in benchmark exams, and in responding to the needs of strategic and intervention students.	Director of Educational Services Site Administrator in charge of Math MCOE Math Coordinator Math Visions Project August 31, 2013 – May 2014	Release time and substitutes MCOE Coordinator Math Visions Project	\$37,800	Title I Title II CCSS
1M.5.2 The use of Professional Learning Communities time will be refined to include the revision of pacing guides and the use of data from common formative assessments to improve instruction and to provide additional student support.	Director of Educational Services Site Administrators Ongoing		\$4,000	PI Title II
1M.5.3 Data Teams Training. As a support for PLC activities, teachers and administrators will participate in Data Teams training, a protocol established by Doug Reeves' Leadership and Learning Center. The Data Teams supplement PLC activities and focuses on data review and activities to support student learning deficits.	Director of Educational Services Site administration Instructional Coaches By May 2015	Possible release or extra duty compensation and costs associated with the Data Team training, including consultant costs.	\$5,000	Title I PI Funding CCSS
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
1M.6.1 AERIES Parent/Student Portal will be maintained as the online portal to provide parents and students remote access to their achievement, attendance, and discipline data.	Director of Educational Services Technology Director	Professional development costs and training.	\$5,000	Title I

	Site administration Ongoing			
1M. 6.2 Parent and community meetings including School Site Councils and other advisory committees such as the English Language Advisory Committees and District English Language Advisory Committees, the annual Title I Meetings and PIQE Parent Classes..	Director of Educational Services Principals EI Specialist Counselors Ongoing	Duplication and development of parent materials and handouts.	\$14,000	Title I EIA: LEP Title III
1M.6.3 Counselors will assist in promoting high levels of academic achievement and in establishing safe school cultures. Counselors will assist parents in understanding the district's graduation requirements and their children's progress towards meeting these requirements.	Director of Educational Services Principals Counselors Ongoing	Salaries and benefits of counselors.	\$200,000	General Fund
Auxiliary services for students and parents (including transition from middle school):				
1M.7.1 Summer Boot Camps for entering 9 th graders who are at the Below Basic and Far Below Basic levels on the ELA and/or math CSTs.	Director of Educational Services Principals Summer 2013	Recruitment of staff and students, parent notification, staff extra duty time, materials, refreshments, field trip costs	\$40,000	GEAR Up LCAP
1M.7.2 Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.	Director of Educational Services Principals By October 2013 and Ongoing	Release days and/or extra hours	\$1200	Title I
8. Monitoring program effectiveness:				

1M.8.1 All assessments, local and state, will be housed in the SMJUHSD data management system. All PLC content area teams will review their common assessment data and ongoing assessments to monitor student progress and adjust instruction.	Director of Educational Services Director of Technology. Site Administrators Ongoing	Costs associated with generating reports and supporting data warehouse	\$48,000	General fund
1M.8.2 AdCo (Administrative Council) will review local and state reports and the use of their SPSA to address those needs. Principal Site Leadership Team meetings will be implemented to create forums for site leaders to report their ongoing progress or lack of progress. Emphasis will be on the plan for addressing identified areas of need, including the use of professional development and intervention activities for students.	State Administrator Asst Supt Site administration Teacher Leaders Fall 2013 and Ongoing	None		
-42- Targeting services and programs to lowest-performing student groups:				
1M.9.1 Extended learning time – before or after school, on Saturdays, or during the summer – will provide opportunities for re-teaching, additional practice, and extension activities for for re-teaching, additional practice, and extension activities for strategic and intervention students.	Site Administrators Teachers Fall 2014 and Ongoing	Supplemental instructional materials Training and extra-duty pay for participating teachers	\$40,000	General Fund Title I EIA"LEP LCAP
1M.9.2 Odysseyware training for teachers, counselors and support staff will be offered to effectivelycontinue to be offer Odyseeeware for students who need additional support or credit recovery.	Director of Educational Services Site Administrators Teachers By September 2013	Training for program staff and staffing costs	\$3,500	Title II

1M. 9.3 Develop a Response to Intervention (TRI) district wide process to target services to the lowest-performing students.	State Administrator Director of Educational Services Site Administrators Counselors Teacher Leaders By December 2014	Training related to the effective implementation of a RTI process. Release time for development	\$450,000	LCAP
1M.9.4 Provide professional development for all teachers and administrators in the Response to Intervention process.	Director of Educational Services Site Administrators Counselors Teacher Leaders By January 2015	Training related to the effective implementation of a RTI process.	\$20,000	Title II LCAP
10. Any additional services tied to student academic needs:				
1M.10.1 Anti-bullying and school safety initiatives to foster positive socio-emotional school climates and to increase student attendance and performance. Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.	Director of Educational Services Site Administrators Counselors Spring 2014 and Ongoing	Staff training, plus program costs for implementing supplemental programs.	\$66,000	LCAP SELPA Mental Health
1M.10.2 Counseling support will be provided in an effort to address all variables that impact instruction. Counselors are assigned to help ensure that placement needs of students are met.	Site Administrators Counselors By August 2013	Salaries and benefits of counselors.	\$200,000	General Fund

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
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1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
 - b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
 - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - Meeting the annual measurable achievement objectives described in Section 3122;
 - Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
 - d. Describe how the LEA will promote parental and community participation in LEP programs.

2.1a. Upon analysis of South Monterey County Joint Union High School District (SMCJUHS) data regarding EL students, including AMAO data, reclassification rates, and state and local assessments, many SMCJUHS students are not advancing beyond the Intermediate level as measured by CELDT and are not performing at the proficient level on state assessments, including CST's and CAHSEE. In response to this, SMCJUHS is implementing:

- The district-adopted curriculum for ELD with common formative assessments and benchmarks to monitor the progress of all ELs towards English proficiency
- Constructing Meaning (CM)
- Professional Learning Communities (PLCs)

2.1b. We will meet all AMAO targets by coordinating the use of Title III, State EIA/LEP and other categorical funds to meet the needs of our English Learners. Funds will be used to provide the supplemental training in the core curriculum and in the instructional strategies listed above. Multiple training opportunities will be provided over the next two years by a combination of external experts in each of these areas and by a cadre of in-district administrative and certificated staff. Full implementation of each of these instructional strategies will be supported by instructional coaches and EL Specialists at each school. Coaches will assist with the design of scope and sequence and pacing guides, lessons, common formative assessments, and district wide benchmark assessments. They will model lessons and provide feedback through classroom observations.

2.1c. The full implementation of the district-adopted ELD curriculum, the CM strategies in all core subjects, and effective PLCs will be a major focus of the district. Classroom walkthrough activities and participation in PLCs by administrators will provide data on the level of implementation and serve as a source of teacher feedback. In addition, data from benchmark assessments will be reviewed at the classroom, site and district levels to identify progress, areas of concern, and the need for additional support. AdCo meetings will identify site progress on achieving the AMAO targets and discuss next steps for improvement.

2.1d. Parental and community participation in English Learner Programs is promoted through student recognition, parent notification, newsletters, English Learner Advisory and District English Learner Advisory Committee meetings as well as school site activities such as Back to School Night and Open House.

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>2.2. SMCJUHSD will provide high quality language instruction based on scientifically based research by training and coaching:</p> <ul style="list-style-type: none"> • all ELD teachers in the implementation of the district-adopted ELD curriculum • all core content teachers in the implementation of CM strategies <p>In order to increase effectiveness of instruction, SMCJUHSD will create a plan to evaluate the implementation of the ELD curriculum, the CM strategies, and the PLCs. The plan will be implemented by September 2013 and will include quarterly benchmarks for both teacher implementation levels and student progress towards English proficiency and success in the core academic areas, a description of the way the quarterly data will be used, and a date by which the plan for the 2014-15 school year will be developed and approved.</p>
	Description of how the LEA is meeting or plans to meet this requirement.	

Required Activities

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
- designed to improve the instruction and assessment of LEP children;
 - designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
 - based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
 - long term effect will result in positive and lasting impact on teacher performance in the classroom.

2.3 .Professional development in CM and PLCs for district and site administrators and teachers began in summer 2012 and continued throughout the 2012-13 school year. Staff attended training with EL Achieve for CM. Staff at each comprehensive high school completed the EL Achieve trainer of trainers; they became instructional coaches who provided additional training and ongoing support in the form of modeling lessons, assisting with the development of lessons, coaching and formal training sessions. This spring we evaluated the level of implementation of CM through teacher self-assessments, coaches' walk through data, and teachers' use of coaching services. We have created a CM Implementation Plan for 2013-14 which focuses on a more limited number of CM strategies and the formative assessment of the implementation throughout the school year in regularly scheduled meetings between the Director of Educational Services and the instructional coaches. The plan includes training for all new teachers and administrators. We know it will take 4-5 years for the full implementation of CM.

The State Administrator provided training to site administrators and teachers in PLCs in summer 2012. Instructional coaches provided assistance to PLCs with the creation of common formative assessments and benchmarks and the analysis of the results. Each SPSA calls for an analysis of the level of implementation of the PLCs by September 2013 and the development of a plan for training and ongoing support to improve the use of this collaboration time. One focus for 2013-14 will be the disaggregation of assessments results by ELs.

In fall 2013 we are training/retraining our ELD teachers in EDGE, the district-adopted ELD curriculum. For 2013-14 We are hiring an EL Specialist for each comprehensive high school to provide ongoing support and coaching to all ELD teachers in the implementation of EDGE. By August 2014 we will have pacing guides and an assessment system to measure English Learners' progress towards English proficiency in place.

The District is also continuing to provide training to teachers and administrators as we transition to the Common Core State Standards in ELD New Generation.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	If yes, describe: 2.4 The SMCJUHSD is revising its EL Master Plan to focus on meeting all compliance areas and on implementing the systems and staff which will insure that all English Learners are making progress towards English proficiency and core content mastery. The plan includes full implementation of the district-adopted ELD curriculum with ongoing training, coaching, and accountability for student progress.
		Description of how the LEA is meeting or plans to meet this requirement.	
-49- Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No YES	If yes, describe: 2.5 EL students are included in all extended day activities. ELD may be offered as well as tutorials and credit recovery opportunities. All vocational programs hosted by the district schools are available to EL students as their schedule permits. Intensified instruction is the result of the full implementation of the district-adopted ELD curriculum in a two-period block. Migrant ELs may participate in the PASS/Work Study that helps them recover credits as well as provides them with on the job experiences.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No YES	If yes, describe: 2.6 The SMCJUHSD EL programs are coordinated with extended learning day activities including Supplementary Educational Services, Special Education services, the Migrant Education Program and other relevant programs and services.

	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No YES	If yes, describe: 2.7 In order to increase English proficiency and academic achievement of English Learners, we provide high quality language instruction based on scientifically based research by training teachers throughout the school year with a focus on literacy/English language development through the implementation of CM strategies. In order to increase effectiveness of instruction, the SMCJUHSD is creating a system to formatively assess the ongoing level and quality of CM and ELD implementation. There are instructional coaches and EL Specialists at each site that support teachers in refining their teaching practice.
		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities

<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>2.8 Counselors and EL Specialists explain to parents the different programs and levels at each school to learn English. The District sends a letter to parents within 30 days of enrollment in which it explains how their child was identified and why he/she was placed in that ELD level. Education about the grading process, graduation requirements and language redesignation is given throughout the year to both parents and students.</p> <p>Staff also train parents in the use of the Parent Portal.</p> <p>Parent participation and outreach includes parent information nights, parent-teacher conferences, mandated notices and meetings, as well as the ELAC and DELAC meetings which include parent education sessions.</p> <p>PIQE training will be provided to parents beginning September 2014 and will continue through the 2014 – 2015 school year.</p> <p>The District is planning a comprehensive parent education/involvement based on the Parent University model.</p>
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>2.9 English Learners will be included in electronic instructional activities and computer delivered instruction available to all students including:</p> <ul style="list-style-type: none"> • OdysseyWare • PASS <p>Student engagement will be enhanced by the use of integrating instructional technology into the curriculum.</p>

	10. Other activities consistent with Title III.	Yes or No YES	If yes, describe: 2.10 Ongoing professional development for staff and extended learning opportunities for students are consistent with Title III expectations.
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
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<p style="text-align: center;">-53-</p> <p style="text-align: center;">Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>2.1a-e. Upon initial enrollment in the District, the EL Specialist follows up from the Home Language Survey to see that the student is tested with the CELDT or that these results are sent from the previous school. The parent is then notified of the reasons why their child is classified as an English learner.</p> <p>Upon receiving the annual CELDT report, parents are notified of their child's results and are given a description of the available program options in writing. This notification takes place by mail and/or in a parent conference by the counselor or EL Specialist. The notification includes Home Language Survey information, CELDT results, a recommendation for program placement, and a description of other program options and the benefits of each option compared to the recommended placement. Regardless of the program option selected, parents are informed that each English learner is expected to make progress in English Language Development and in grade level academics. In both of these letters, the parent is invited to meet with staff for further information.</p> <p>Every school has parent meetings throughout the year to inform parents of the methods of instruction that are available and to identify the program in which their child will participate. Individual meetings are conducted as new students enroll throughout the school year.</p> <p>Upon completion of Initial CELDT assessment, the EL Specialist or counselor explains the EL Program to parents/students if they are determined to be EL. Parents are then requested to sign a waiver to ensure students are provided access to structured English immersion programs.</p> <p>2.1f. All parents receive information on reclassification requirements at the meetings referenced above.</p> <p>When a student has met all requirements to be reclassified, parents are notified and invited to a meeting during which the minimum criteria in order to qualify a student for reclassification and the recommendation to reclassify the student is discussed. The parent, teachers, and administrator must jointly agree to the reclassification.</p> <p>2.1g. The district has established policies and procedures to ensure that students with disabilities receive appropriate and legally required educational services. Both state and federal law require that English learners with an IEP or 504 Accommodation Plan receive programs and services that address the student's special needs, including ELD instruction and maximum access to the core curriculum.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	2.1h. South Monterey County Joint Union High School District is committed to providing effective educational program options for English learners and is further committed to implementing programs that ensure English learner student success and parental involvement. The district understands the rights of parents of English learners and offers multiple opportunities for parents of English learners to inform them of their rights and program options. Written notice of program options and parental/student rights is also provided to all parents of English Learners.
	Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	Assessments, placement, and parent notification is done within the timelines, which is not later than 30 days after the beginning of the school year or after student enrollment if it takes place once the school year has begun. This is standard procedure.
	LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	Letters are sent to parents as soon as we are informed by the California Department of Education (CDE) that we are Program Improvement and to notify them of the options such as school choice, supplemental educational services, and other extended learning opportunities.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
-55- Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No YES	<p>If yes, describe:</p> <p>III2.1 Parent participation and outreach will include parent information nights, parent-teacher conferences, mandated notices and meetings, as well as the ELAC and DELAC meetings that include parent education sessions.</p> <p>Every school has a School Site Council.</p> <p>Migrant Parent Advisory Committee meetings are held regularly.</p> <p>At these meetings parents received training and information about high school graduation requirements, post-secondary options, skills in effective parenting and health and nutrition.</p>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No YES	<p>If yes, describe:</p> <p>III2.2 EL Specialists, the designated site administrators, and ELD teachers participate in monthly EL Site meetings designed to increase their understanding of the unique needs of immigrant students and ELs.</p> <p>EL Specialists and the designated site administrators participate in monthly EL Job Alikes with the Director of Educational Services to monitor the implementation of the EL Master Plan and the progress of all ELs towards English proficiency and grade level achievement in the core subjects.</p> <p>Certificated staff is informed of EL's CELDT scores and how to interpret them. They are provided with timely information on the progress of individual ELs.</p> <p>SWD aides are availed opportunities for trainings in working with SWDs and district initiatives such as CM.</p> <p>Migrant family service advocates attend monthly meetings to focus on parent involvement and health services to students.</p>

	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No YES	If yes, describe: III2.3 Extended learning day opportunities for both credit recovery and tutoring are available for all EL and immigrant students. CSU and community colleges offer workshops for parents and children on college application and financial aid procedures. ROP provides job readiness skills.
-56- Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No YES	If yes, describe: III2.4 Appropriate curricular materials and educational software will be researched and purchased through different sources such as Title III, Title I, and EIA: LEP as supplementary support for immigrant students. These include English/Spanish dictionaries, reading materials for ELs, mathematics intervention kits, CELDT and CAHSEE preparation materials.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No YES	If yes, describe: III2.5 Transportation services are provided.

	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No YES	If yes, describe: III2.6 Civic education is part of the 12 th grade required curriculum. English Language Development classes will introduce the culture and systems of the USA educational system. Our LEA coordinates services with Hartnell Community College, UC Santa Cruz, and CSU Monterey Bay to assist students with post-secondary opportunities. Students participate in educational field trips to colleges and universities in the area. Additionally, Migrant children participate in College Summer Residential Programs.
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No YES	If yes, describe: III2.7 Health and social services are provided Migrant Education. They include annual dental and vision screening, assistance with registration in medical insurance programs, referrals to local agencies. Site staff also makes referrals to local agencies and service providers such as the Lions Club. Community agency representatives present during ELAC and DELAC meetings.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
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Performance Goal 3: *By 2013-14 all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> Professional development areas of focus have been identified through the use of data provided by state and local assessments, the completion of the Academic Program Survey and the ISS, and an analysis of the level of implementation of Constructing Meaning and the activities in the November 2012 SPSAs. Train teachers to identify ELA, ELD, and Integrated Math Power Standards and to create pacing guides and benchmark exams focused on these standards. Train teachers in the analysis of benchmark and common formative assessment results in order to monitor students' progress towards mastery of the Power Standards. Continue to implement district-wide staff development for teachers, administrators, and paraprofessionals in Constructing Meaning, in the ELD curriculum, and in the intervention curriculum. Continue to provide teachers and administrators with professional development in the California Common Core and 	<p>State Administrator Director of Educational Services Site Administrators Instructional coaches</p> <p>July 2013 and Ongoing</p> <p>August 2013 and Ongoing</p> <p>September 2013 and Ongoing</p>	<p>Subs Registration Supplementary Materials</p> <p>MCOE Math Coordinator Math Visions Project MCOE ELA Coordinator</p> <p>EDGE consultant READ 180 consultant</p> <p>MCOE Math Coordinator Math Visions</p>	<p>\$172,000</p>	<p>EIA:LEP Title II State CCSS Funds GEAR Up Title I A</p>

<p>the Next Generation ELD Standards</p> <ul style="list-style-type: none"> Continue to provide training to administrators and teachers in the effective implementation of professional learning communities New teachers and administrators are trained on CM and the transition to the CCSS and the Next Generation ELD Standards Novice teachers will participate in Teacher Induction, formerly known as Beginning Teacher Support and Assessment (BTSA) 	<p>August 2013 and Ongoing</p> <p>September 2013 and Ongoing</p> <p>August 2013 and Ongoing</p>	<p>Project MCOE ELA Coordinator</p> <p>MCOE BTSA Coordinator</p>		
<p>3.2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Activities are based in the 9 Essential Program Components for schools/districts in Program Improvement:</p> <ul style="list-style-type: none"> high quality instructional materials which are fully implemented for students at benchmark, strategic, and intervention levels, professional development, pacing guides, ongoing monitoring of student progress, collaboration, coaches, and adequate instructional time. <p>Activities are based on state-wide programs approved by the CDE or used successfully by schools and districts:</p> <ul style="list-style-type: none"> Constructing Meaning Edge READ 180 Beginning Teacher Support and Assessment (BTSA) 	<p>Director of Educational Services Site Administrators Instructional Coaches</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • Assist teachers to collaborate in developing common assessments and a pacing calendar based on power standards • Train all staff in the student data management system to assist with development of common assessments and provide information on student achievement in time to provide remediation • Provide training in data teams to analyze student data • Utilize instructional materials that promote universal access/differentiated instruction to meet the needs of students in closing achievement gap • Train teachers in the use of these materials • Train teachers in the new CCSS and the Next Generation ELD Standards and support them the transition to their implementation 	<p>Director of Educational Services Site Administrators Coaches Teachers</p>			
<p>3.4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> • Align professional development activities with Federal, State and local programs based on state and Federal student achievement guidelines. Under the LEA Plan and Single Plans for Student Achievement (SPSAs), professional development activities will 	<p>Director of Educational Services Site Administrators Instructional Coaches</p>			

<p>utilize a variety of funding sources to achieve objectives with an emphasis on meeting the needs of ELs and SWDs through the implementation of CM, effective PLCs, and in the transition to the CCSS and the Next Generation Standards. All federal, state, and local programs have been earmarked for these areas of focus.</p> <ul style="list-style-type: none"> Design professional development activities to help teachers integrate research-based instructional practice, assessments, and needs of the student populations. 				
<p>3.5 The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> Administer a professional development survey to teachers and all administrators annually Provide BTSA support for new teachers Train new teachers and administrators in the district initiatives Provide teacher and administrator training to improve campus safety Provide academic coaches for teachers in literacy, mathematics, ELD and technology 	<p>Director of Educational Services Site Administrators Instructional Coaches</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.6 How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>	<p>Director of Educational Services Site Administrators Instructional Coaches Director of IT</p>			

<ul style="list-style-type: none"> • Provide technology training to all staff to assist in integrating the use of technology in instruction • Provide academic coaches to assist with teacher support in technology integration 				
<p>3.7How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> • Provide training in the student data management system – how to retrieve data and how to analyze it to improve student achievement • Provide staff with current technology and training for this technology in the classroom 	<p>Director of Educational Services Site Administrators Instructional Coaches Director of IT</p>			
<p>3.8How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> • Survey staff, parents, and community groups to gather information on professional development needs according to district initiatives • Form committees at school sites and at the district level which are structures to include members of the District Curriculum Council, ELAC, DELAC, SSC, Advisory Committees, etc. • Incorporate recommendations from stakeholders into the SPSA's and LEAP 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.9How the LEA will provide training to enable teachers to:</p> <p>3.9.a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>3.9.b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>3.9.c. Involve parents in their child's education; and</p> <p>3.9.d. Understand and use data and assessments to improve classroom practice and student learning.</p> <ul style="list-style-type: none"> • Provide RTI training to teachers and administrators • Provide Bully Prevention training to teachers and administrators • Provide PLC training and Data Team training district-wide to enable teachers to discuss common assessments results and interventions to students • Provide a student data management system and training to ensure uniform administration, scoring, analyzing and using disaggregated student achievement data to improve learning • Provide training in the development of performance based assessments 				
<p>3.10How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> • Fully implement the current CMIS plan • Provide information about county test preparation for paraprofessionals 				

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>A counselor at each comprehensive high school. Positive working relationship with County Probation Office and King City and Greenfield Police Departments. Well-published and strongly-enforced substance abuse policy. Collaboration between the community and District to address social/substance abuse/community problems. Comprehensive student activities program. Home visits. EL Specialist at each site. Health curriculum. Migrant liaisons at each site. Extended learning day opportunities. Policies and protocols on anti-bullying/harassment/intimidation. Portola-Butler Continuation School. District Alternative Education Director. WE TIP. Link Crew. National Coalition Building Institute (NCBI) diversity training.</p>	<p>Increase collaboration with feeder school districts. Implement Response to Intervention at each site. Use the results of spring 2013 CHKS and Developmental Assets to develop school climate improvement plans. Implement a coordinated anti-bullying program at all schools. Comprehensive Site Safety Plans which are reviewed and updated annually.</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Please see Appendix A for a copy of the cover and Table of Contents of the South Monterey County Joint Union High School District "Parent-Student Handbook 2013-14". The 2014-2015 Parent-Student Handbook will be available in August 2014.

ACTIVITIES
<p>Participation in Truancy Mediation. Classroom management training. Conflict resolution training. Link Crew Freshmen Orientation Summer Boot Camps Operation of Portola-Butler Continuation High School. ADAPT (Alcohol Drug Abuse Prevention Team activities). Red Ribbon Week activities Provide safe and confidential counseling area. Anti-Drug Contract signed for athletes. Sober Grad Night. On-line credit recovery program. ROP. Implementation of Behavioral and Intervention Counselors in the 2014-2015 school year.</p>

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>Closed campuses Video surveillance cameras School dress codes Campus supervisor on campuses Migrant Family Services Advocates Data from California Healthy Kids Survey Electronic "We-Tip" method for students to report safety concerns Cooperative and responsive relationship with King City and Greenfield Police Departments Increasing bilingual support staff and resources.</p>	<p>Explore alternative funding sources More bilingual support staff and resources Additional educational materials/resources Articulation with feeder middle schools on resources and programs Higher resolution cameras, capability to download videos and remotely access DVRs through wireless networks</p>

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

District does not receive SDFSC or TUPE funds

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 04/2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by 10%.	7 th — % 9 th 6 % 11 th 8 %	7 th — % 9 th 5 % 11 th 7 %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by 10%.	7 th — % 9 th 28 % 11 th 28 %	7 th — % 9 th 25 % 11 th 25 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by 10%.	7 th — % 9 th 23 % 11 th 19 %	7 th — % 9 th 21 % 11 th 17 %

The percentage of students that feel very safe at school will increase biennially by 20%.	5 th — % 7 th — % 9 th 11 % 11 th 10%	5 th — % 7 th — % 9 th 13 % 11 th 12 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by 20%.	7 th — % 9 th 27 % 11 th 18%	7 th — % 9 th 22 % 11 th 14 %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u>10%</u> from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	7.6%	6%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 04/2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by 20%.	5 th — % 7 th — % 9 th 22 % 11 th 22 %	5 th — % 7 th — % 9 th 26 % 11 th 26 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by 20%.	5 th — % 7 th — % 9 th 42 % 11 th 35 %	5 th — % 7 th — % 9 th 50 % 11 th 42 %

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by 20%.	5 th — %	5 th — %
	7 th — %	7 th — %
	9 th 9 %	9 th 11 %
	11 th 10 %	11 th 12 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by 20%.	5 th — %	5 th — %
	7 th — %	7 th — %
	9 th 19%	9 th 23 %
	11 th 20%	11 th 24 %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data
District does not receive TUPE funds		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

District does not receive TUPE funds

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Research-based Activities (4115 (a)(1)(C)): District does not receive TUPE funds

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development		

Promising or Favorable Programs (4115 (a)(3)): District does not receive TUPE funds

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

☐

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

District does not receive TUPE funds

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

District does not receive TUPE funds

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

District does not receive TUPE or SDFSC funds

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d](3))

District does not receive SDFSC funds

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

District does not receive SDFSC funds

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

District does not receive SDFSC funds

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

District does not receive TUPE funds

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))
District does not receive TUPE funds

Position/Title	Full time equivalent

Performance Goal 5: All students will graduate from high school.
Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 High School Graduates	Effective first instruction in the core subjects including ELD	All students	District and site administration Teachers Instructional coaches	Level of implementation of Constructing Meaning, transition to the CCSS, and PLCs Performance on formative assessments Annual performance on STAR Annual performance on the CAHSEE	General Fund
	Portola-Butler Continuation High School for students who are behind on credits for graduation or who need an alternative school setting	Students lacking credits for graduation	Portola-Butler Principal/Site Principals/District Administration/ Teachers	Student progress reports Students returning to high school of origin Graduates	General Fund
	Odysseyware online credit recovery	Students lacking credits for graduation	Extended learning day teachers	Credits recovered	Title I A
	Independent Study program through the school sites	Students lacking credits for graduation	Independent Study teachers	Credits recovered	General Fund

-76-	Freshmen Seminar	All 9 th graders	Seminar teachers	Percent of 9 th graders on track for graduation as they enter 10 th grade	Title I
	Portable Assisted Study Sequence (PASS)	Migrant students	Migrant staff	Credits recovered	Title I C Migrant Education funds
	Extended learning day (after school and summer)	Students lacking credits for graduation or in need of tutorial assistance in ELD or core subjects	EL Specialist Extended learning day teachers	Credits recovered Academic grades	Title I A EIA:LEP LCAP
	Link Crew with mentors and student leaders who guide freshmen to discover what it takes to be successful during the transition to high school.	All 9 th graders	Link Crew Coordinator		Title I GEAR Up
	Home Hospital Instruction Program	Students who incur a temporary physical or mental disability	Director of Educational Services		General Fund
	Guidance Counselors	All students: 4 Year Plans, appropriate class placements, post secondary options Software will be purchased to supplement 4 year plans	Guidance Counselors	Certificated evaluation	General Fund Title I (\$7000)
	Parent Information Meetings Parent Notification	All students	Attendance Clerks Site Administration Counselors	Enrollment in the appropriate program Improved attendance	LCAP

	Home visits District Attorney referrals for students with attendance issues			Increase in graduation rate	
	Migrant Services targeting Out of School Youth (OSY) for continuing education services, including PASS credit recovery	Migrant students	Migrant staff	Credits recovered	Title I C Migrant Education funds
5.3 Advanced Placement	Continued AP offerings made available to all students	Advanced Placement students	Administration AP Teachers	Number of students enrolled in AP classes AP students' performance on AP exams	LCAP

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<ul style="list-style-type: none"> • Number of children eligible for Free/Reduced price lunch program – the district distributes Free/Reduced Price lunch applications to all households annually and to new enrollees as they register • Families are encouraged to complete and return the application. The district then uses the number of eligible students at each site to determine funding allocations.
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded as schoolwide programs

Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

Description of how the LEA is meeting or plans to meet this requirement:

- Staff, parents and students at each site work together to write a Single Plan for Student Achievement (SPSA). Data from state and local assessments are used to evaluate curriculum programs being used.
- The district has(2) instructional coaches, one at each comprehensive high school and ongoing collaboration.
- School sites offer afterschool and summer credit recovery, after school tutorial assistance in ELD and core subjects, and credit recovery through the Migrant program
- Teachers have received professional development training in using Professional Learning Communities to collaborate on effective methods to personalize instruction for students
- Teachers have received professional development training in Constructing Meaning to provide more effective strategies for all students, focusing on English Learners
- The District prioritizes its Title I students based on assessment data. It then contracts with a Supplemental Service provider to work with the lowest performing students to help them in mastering the state standards in English Language Arts and mathematics.
- The State Administrator and the site administrators hosted Parent Nights and Community Forums to invite parent involvement

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Our schools have school wide programs.</p>
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Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	Our schools have school wide programs.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: <ul style="list-style-type: none"> Assistance in developing, revising, and implementing the school plan. Analyzing data to identify and address problems in instruction, 	<ul style="list-style-type: none"> The District will continue to contract to provide administrative coaching to site and district administrators throughout the school year. The coaching is designed to improve student achievement and to improve school climate and student discipline in support of teaching, learning and safety.

<p>parental involvement, professional development and other areas.</p> <ul style="list-style-type: none">• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.• Assistance in analyzing and revising the school budget so the school's resources are used effectively.	<ul style="list-style-type: none">• The District has also contracted with a retired administrator who has served on the DAIT of the Monterey County Office of Education. This consultant has assisted with the revision of the school plans and the LEA Plan. The revision process included an evaluation of the level of implementation of strategies in the current school plans, a review of the ELSSA, the Academic Program Survey for High School, and the Inventory of Supports and Services.• The District will implement systems to support greater student and teacher access to instructional delivery materials
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Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The District annually sends a letter to all parents/guardians notifying them of their schools identification as a Program Improvement (PI) school. Using the State's template, this letter includes an explanation of what PI means, the reasons the school was identified as PI, what the District is doing to help the school, how the parents can get involved in helping, and an explanation on the parents' on their options of "school choice" and supplemental educational services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>School choice is not an option as the District is PI 3, with both comprehensive high school designated as PI 3+.</p> <p>The District uses its 20% set-aside of Title I funding to provide for Supplemental Education Services (SES). If the request for SES exceeds this amount, qualifying students are given priority based on their assessment scores with services given to the lowest performing students first. Annually, parents are provided with information regarding the SES providers available to serve the site's eligible students.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>The District provides support of new teachers through the New Teacher Induction Program with the Monterey County Office of Education. The New Teacher Induction Program provides ongoing support through mentors and seminars and assists novice teachers with the completion of their credentials. Teachers are also supported through department Chairs and an instructional coach.</p> <p>Ongoing professional development and support is provided in: professional learning communities, Constructing Meaning, transition to the California Common Core State Standards, READ 180, Edge ELD curriculum.</p>
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>The District has developed a formal Communication Plan to encourage parental participation and encourage the exchange of information. The Board of Trustees and the State Administrator regularly write articles for the local newspaper. The State Administrator and the site administrators have hosted parent nights and community forums throughout the school year. The District recognizes volunteers annually at an awards luncheon.</p> <p>School sites hold annual Title I meetings to discuss parents' rights and responsibilities and involvement. Migrant Education staff conducts parent outreach and training. Courses for parents are offered to parents through PIQE (Title I funded) and GEAR Up.</p>

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The District has two comprehensive high schools and one continuation high school, under the control of the State Administrator. The Administrative Council (AdCo), meets regularly to coordinate and integrate educational services among the district's schools. The Director of Educational Services organizes meetings for staff from all three schools to align pacing guides, develop common benchmark assessments and create a common transition plan to the implementation of the CCSS.</p> <p>The Director of Educational Services organizes quarterly meetings for each of the high schools and their feeder school district.</p> <p>Special Education teachers at both high schools work with their counterparts in the elementary feeder districts to insure a smooth a transition for SWDs to high school.</p> <p>Each school site has Migrant Resource staff provided by Monterey County Office of Education Migrant Services. Migrant students are provided educational opportunities through afterschool and summer school services.</p> <p>The GEAR-Up Program through the University of California, Santa Cruz, supports the instructional coach at each of the comprehensive high schools and coordinates services towards post secondary education.</p>

Title I Schoolwide Program (SWP): Greenfield, King City and Portola Butler Continuation High Schools

A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. A school may use its Title I funds in a schoolwide program, rather than targeted assistance, if at least 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. If a school's poverty threshold falls below 40 percent in any subsequent year the school may continue as a schoolwide program?

Schoolwide programs must address the needs of all students in the school, but particularly the needs of children who are members of the target population of any federal education program whose funds are included in the schoolwide program. Research shows that to close the achievement gap in high priority schools, a school's entire educational program must be improved. The schoolwide program assists in this process by requiring research-proven programs and activities to be incorporated into the school's curriculum.

A schoolwide program permits a school to use Title I funds and other federal education program funds and resources to improve the entire educational program of the school in order to raise academic achievement for all students. Schoolwide programs have greater flexibility in spending Title I funds to engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children. Flexibility in the use of funds is tied to increased achievement by students at all levels by allowing schools to integrate their programs, strategies, and resources.

A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

Schoolwide programs:

- Plan for comprehensive, long-term improvement.
- Serve all students with highly-qualified teachers and paraprofessionals.
- Provide continuous learning for staff, parents, and the community.
- Use research-based practices to develop and implement enriched instruction for all students.
- Use inclusive approaches to strengthen the school's organizational structure.
- Consolidate resources to achieve program goals.
- Engage in continuous self-assessment and improvement.

Each School Site Council met regularly throughout the 2013 – 2014 school year, in the spring of 2014, Greenfield High School, King City High School and Portola Butler Continuation High School each completed the following steps to meet the requirements for Schoolwide Program Implementation in their site's creation of a Single Plan for Student Achievement:

1. Establishment of a Schoolwide Planning Team

A formal schoolwide planning team, consisting of the School Site Council members is in place to lead the process of the schoolwide program.

2. Clarifying the Vision for Reform

Each team determined a collective vision for their school. This included the identification of their purpose, expectations, responsibilities, collaborations and partnerships and the commitment to continuous improvement.

3. Creating the School Profile

Each site planning team reviewed multiple measures to create a data-driven description of the school's student staff, and community demographics, programs and mission. They identified key areas of focus most essential to reform the school and improve student learning and success. The addressed student needs, curriculum and instruction, professional development, family and community involvement and the school context and organization.

4. Identifying Data Sources

The teams met over the course of time and gathered quantitative and qualitative data between meetings to clarify needs, trends, and schoolwide priorities.

5. Analyzing data

Once the information was gathered, the School Site Council/Schoolwide Planning Team reviewed the data and created the Single Plan for Student Achievement (SPSA) as a Schoolwide plan for student achievement. They identified the previous year's goals and determined based on data, to what degree the goals had been achieved. They revised the previous plan to better meet the needs of the students, curriculum and instruction, professional development and family and community involvement. Throughout the school year the Schoolwide Planning Team will continue to meet as the School Site Council to review, discuss, evaluate and revise the site's SPSA as a schoolwide plan.

Comprehensive Plan

Each of the SPSA's addresses the following:

1. Schoolwide Reform Strategies

Each SPSA is based on scientifically based research to strengthen the core academic program increase the quality and quantity of learning time and address the learning needs of all students in the school.

2. Instruction by Highly Qualified Teachers

The LEA insures all teachers of core academic subjects and instructional paraprofessionals of these schoolwide program schools are highly qualified.

3. High-quality and Ongoing Professional Development

Each SPSA addresses the need for professional development for teachers, administrators, paraprofessionals and parents. Additionally, Title II and Common Core funds have been allocated for Professional Development.

4. Strategies to Attract Highly Qualified Teachers to High-Need Schools

The LEA is committed to recruiting and retaining highly qualified teachers. Beginning in spring, 2014, the District and Site Administrators and Teachers began attending Teacher Recruitment Fairs. The district uses a national, online approach in the search for qualified teachers. The District provides support of new teachers through the New Teacher Induction Program with the Monterey County Office of Education. The New Teacher Induction Program provides ongoing support through mentors and seminars and assists novice teachers with the completion of their credentials. Teachers are also supported through department Chairs and an instructional coach. All teachers are offered and encouraged to participate in professional development opportunities.

5. Strategies to Increase Parental Involvement

The Schoolwide plans (SPSAs) and the District LCAP contain strategies and plans to involve parents in helping their student to do well in school. Additionally parents are

involved in the planning, implementation, and evaluation the schoolwide program (SPSA).

6. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

Teachers are currently involved in the creation of district benchmarks to measure student achievement. Through the schoolwide program/SPSA and District Common Core Funding, teachers are participating in professional development to increase their understanding of appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Teachers will also be participating in PLC training and on-going site level PLCs to analyze assessment results and improve instruction.

7. Activities to Ensure that Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance

The schoolwide plans/SPSAs address the identification of students who need additional learning time to meet standards and provide them with timely, additional assistance tailored to their needs. This assistance is available to all students in the school who need it. The assistance includes, but is not limited to after-school and/or weekend tutoring and/or credit recovery as well as CAHSEE preparation.

8. Coordination and Integration of Federal, State, and Local Services and Programs.

By the determination of each site providing schoolwide programs and plans, the sites use flexibility to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, the schoolwide program schools understand they may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program (SPSA).

Identifying Priorities and Effective Strategies

Each of the high schools has identified priorities and effective strategies to meet some of the issues at their site. It is understood no school should attempt to address every identified need in a single year.

Writing the Schoolwide Plan

Each site's SPSA is a functional and comprehensive plan for school improvement which recognizes the ten required schoolwide components. The budget identified all of the resources that will be available to implement the schoolwide plan. The schoolwide planning committee/SSC of each site acknowledges their plan will evolve and grow over time as changes occur inside and outside of the school. Each site will review and revise the plan as necessary, evaluating it at least annually. These activities are likely to result in modifications that address changing student needs, new instructional approaches, or modifications in the State's standards, assessments, or accountability system. The schoolwide team/SSC will monitor the operation of the schoolwide program.

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the State Administrator must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of

achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) Have the lowest proportion of highly qualified teachers;**
 - (B) Have the largest average class size; or**
 - (C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet

California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
 - Is enforcing the operation of such technology protection measure during any use of such computers by minors
 - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
 - Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and

others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other

groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.
56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Daniel R. Moirao

Print Name of State Administrator

Signature of State Administrator

Date

Print Name of Board President

Signature of Board President

Date

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Print Name of Title III English Learner Coordinator/Director (if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.

Appendix A:
South Monterey County Joint Union High School District
Parent-Student Handbook 2012-2013

(To be replaced with 2014-2015 Parent-Student Handbook in fall 2014).

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

800 Broadway Street, King City, CA 93930
831-385-0606 / FAX 831-385-0695

PARENT – STUDENT HANDBOOK 2012-2013

IMPORTANT!

A new school immunization law requires all students entering 7th through 12th grade in the 2012-13 school year in California to be immunized with a Pertussis (whooping cough) vaccine booster named Tdap.

The new requirement affects ALL students – current, new and transfers – in both public and private schools. For the 2011-12 school year, all students entering the 7th, 8th, 9th, 10th, 11th or 12th grades will need proof of a Tdap shot before starting school.

State Administrator

Dr. Daniel Moirao

Board of Education

Paulette Bumbalough

Debra McAlahney-Dodson

Mike Foster

Raul Rodriguez

Bob White

This handbook belongs to:

Name _____

Address _____

City/Town _____

Phone _____

Student _____

*Parents and students are to review the information in this booklet,
and then sign and return the necessary forms*

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	(1)
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	(2)

APPENDIX B

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT RECOMMENDATIONS HIGH LEVERAGE ACTIONS FOR DISTRICT AND SCHOOL IMPROVEMENT AUGUST 2013

By Candy McCarthy, Technical Assistance Provider

1. **Develop and implement a Year 3 Corrective Action Plan for each comprehensive school by October 31, 2013.** Key strategies to accomplish this goal include:
 - a) Notification to parents and teachers informing them of the school's advancement in PI status no later than two weeks prior to the start of the school year. Notification includes:
 - An explanation of the school's PI status
 - What the school is doing to address the problem of low achievement;
 - What the LEA, county, or the state educational agency (SEA) is doing to help the school address this problem.
 - Offer options to all enrolled students to transfer to a non-PI school with paid transportation and, if possible, parents should be provided a choice of more than one school to transfer their student
 - Suggest how parents can assist their school to improve.
 - b) Notification of parents of the implementation of supplemental educational services (SES).
 - c) The setting aside of 20% of the LEA's Title I, Part A, for costs associated with the transfer option and SES.
 - d) Formation of a District and School Liaison Team (DSLTL).
 - e) With the DSLTL, utilization of the District Assessment Survey (DAS) in analyzing local educational agency (LEA) support to the school.
 - f) With the DSLTL, completion of the Year 3 Corrective Action Protocol.
 - g) Establishment of a timeline for developing the plan with participation of teachers and parents that incorporates at least one of the following corrective action options:
 - Replace the school staff relevant to the failure to make adequate yearly progress.
 - Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
 - Significantly decrease management authority at the school level.
 - Appoint an outside expert to advise the school on its progress.
 - Extend the school year or school day for the school.
 - Restructure the internal organizational structure of the school.
 - h) Revision of the SPSAs if necessary to insure alignment with SPSAs.
 - i) Amendment of LEA Plan and LEA Budget to reflect changes in LEA support to its schools.
 - j) Monitor and ensure implementation of SPSA, including the incorporated Corrective Action(s). (See recommendation #2)

2. **Develop with input from the DSLT a plan for restructuring/alternative governance for each of the PI schools by February 28, 2014.** Key strategies to accomplish this goal include:
 - a) Establishment of a timeline for developing the plan
 - b) Allowance of adequate opportunity for teachers and parents to comment before taking any action;
 - c) With the DSLT, utilization of the District Assistance Survey (DAS) and the Year 4 Alternative Governance Protocol.
 - d) Development of the plan with participation of teachers and parents that incorporates at least one of the following alternative governance options:
 - Close the school and reopen it as a charter school
 - Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP
 - Enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the public school
 - Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement

3. **Create and implement a system to insure that the SPSAs are implemented, monitored, and revised as necessary.** Key strategies to accomplish this goal include:
 - a) See recommendations #1 and 2 above and the calendar for implementing the LEA Plan.
 - b) Support from the District including:
 - 1) Training for site administrators in:
 - the requirements for schools in Program Improvement Years 4/5
 - the steps for developing the SPSA
 - the roles and responsibilities of the School Site Council
 - the implementation of the budget template which is part of the February 2013 SPSA Template
 - other compliance requirements of all categorical programs in the District
 - 2) Continued provision of coaches for all district and site administrators. (EPC 4) Focus the coaching on assisting administrators with their ability to apply their knowledge of the requirements for all categorical programs in the District and the 9 Essential Program Components as they implement their SPSAs and the LEA Plan.
 - c) The creation by each principal of a specific calendar of SPSA goals and activities including:
 - 1) A review of all prior year assessment data including CELDT, CAHSEE, and STAR results
 - 2) A midyear revision of the SPSA if necessary based on the review of results and on any revised budget allocations.
 - 3) Quarterly reports by the principals to the Director of Educational Services and the DSLT with evidence of implementation and monitoring of the SPSA goals and activities including results of common formative assessments and benchmark exams.

- 4) An annual report to the Board of Trustees by each principal
4. **Create and implement a system to insure that the LEA Plan is implemented, monitored, and revised as necessary.** Key strategies to accomplish this goal include:
 - a) The creation by district staff of a specific calendar of LEA Plan goals and activities.
 - b) Quarterly reports to the district staff and DSLT with evidence of implementation and monitoring of the LEA Plan goals and activities.
 - c) An annual report to the Board of Trustees on the progress to date.
5. **Create and implement a plan to insure that Professional Learning Communities are increasing the achievement of high priority students such as English Learners, Students with Disabilities, and strategic and intensive intervention students** (Essential Program Component 8). Key strategies to accomplish this goal include:
 - a) Training in effective PLCs
 - b) The continued provision of instructional coaches. The instructional coaches need a written plan which specifies goals, activities and how the coaches' support system will be monitored and evaluated. (EPC 6)
 - c) Development and/or revision of common pacing guides including benchmark exams in use district wide in ELA 9/10, intensive intervention in reading, ELD, Integrated Math and intensive intervention in math. (EPC 3)
 - d) Development and implementation of a plan to monitor and evaluate the use of PLC time.
 - e) Training and support for all staff to use Aeries as the student achievement monitoring system. (EPC 4 and 5)
 - f) The creation of a district wide calendar of common professional development.
 - g) Regularly scheduled walkthroughs by District staff and the DSLT to observe and provide feedback on:
 - the effectiveness of the PLCs,
 - the implementation of Constructing Meaning,
 - the implementation of common pacing guides and benchmarks,
 - the transition to the CCSS with a focus on Math 1 in 2013-14
 - the transition to the Next Generation ELD Standards
 - the services provided by the instructional coaches and the EL Specialists.
 - h) The creation of a district wide testing calendar which includes benchmark test dates and any necessary teacher release days for the scoring and analysis of the benchmark results.
 - i) Development and implementation of a plan for Response to Instruction and Intervention which will clarify how students in need of strategic or intensive intervention will be served. (EPC 1 and 2)
6. **Create and implement a multi-year district wide explicit plan for the transition to the CCSS in all core subjects.**
7. **Implement the EL Master Plan.** Key strategies to accomplish this goal include:
 - Hire and train an EL Specialist for each school with a written plan which specifies goals, activities, and how the services will be monitored and evaluated.

- Create and implement a specific calendar of EL compliance.
- Implement a system to monitor the compliance of schools and the district with the Federal Program Monitoring EL Instrument including site-level EL Site Teams and a district-level EL Job Alike.
- Continue to implement Constructing Meaning district wide with a written plan which specifies goals, activities, and how the implementation will be monitored and evaluated.
- Develop a district wide explicit plan for the transition to the Next Generation ELD Standards.
- Provide an annual report to the Board of Trustees on progress to date.

APPENDIX C

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT June 2014 LEA Plan Implementation Calendar

STRATEGY	TIMELINE	ACTION	PERSON RESPONSIBLE
<u>Recommendation 1:</u> Develop and implement a Year 3 Corrective Action Plan for each comprehensive school by October 31, 2013. <u>Recommendation 3:</u> Create and implement a system to insure that the SPSAs are implemented, monitored, and revised as necessary. <u>Recommendation 4:</u> Create and implement a system to insure that the LEA Plan is implemented, monitored, and revised as necessary.	By July 22, 2014	1. Notify parents and teachers informing them of the school's advancement in PI status.	Director of Ed. Services
	By August 30, 2014	2. Notify parents of the implementation of (SES). 3. Form a (DSLTT). 4. Train site administrators in: <ul style="list-style-type: none"> • the requirements for Schools in PI Years 4/5 • the steps for developing/revising the SPSA • the roles and responsibilities of the School Site Council and the DSLT • the implementation of the budget template which is part of the February 2013 SPSA Template • other compliance requirements of all categorical programs in the District 5. Provide coaches for all district and site administrators. (EPC 4) Focus the coaching on assisting administrators with their ability to apply the 9 Essential Program Components as they implement their SPSAs and the LEA Plan.	Director of Ed. Services.
	By September 30, 2014	6. Review all prior year assessment data including CELDT, CAHSEE, and STAR results and share with staff and parents.	Principals
		7. Complete the DAS. 8. Complete the Year 4 Corrective Action Protocol.	Director of Ed. Services DSLTT
	By October 31, 2014	9. Revise the SPSAs with at least one corrective action option. 10. Amend LEA Plan and LEA Budget to reflect changes in LEA support to its schools no later than November 30, 2013. 11. Create a specific calendar of LEA Plan goals and activities	Director of Ed. Services Principals
		12. Get Board approval of the revised SPSAs and LEA Plan	SSC Director of Ed. Services
		13. Create a specific calendar of SPSA goals and activities	Principals
	By September 30, 2014	1. With the DSLTT, complete Year 4 Alternative Governance Protocol	Director of Ed. Services DSLTT PI Consultant

<p>native Governance for each comprehensive school by February 28, 2014.</p> <p>Recommendation 3: Create and implement a system to insure that the SPSAs are implemented, monitored, and revised as necessary.</p> <p>Recommendation 4: Create and implement a system to insure that the LEA Plan is implemented, monitored, and revised as necessary.</p> <p>Recommendation 5: Create and implement a plan to insure that Professional Learning Communities are increasing the student achievement of high priority students such as English Learners, Students with Disabilities, and strategic and</p>			
		2. Present a review of the progress to date with the implementation of the SPSA and any results of student achievement from local benchmarks.	Principals
	By October 31, 2014	3. Develop a plan with participation of teachers and parents that incorporates at least one of the alternative governance options.	Director of Ed. Services DSLTT
	By February 28, 2015	4. Revise the SPSAs with at least one alternative governance option.	SSC
		5. Amend LEA Plan and LEA Budget to reflect changes in LEA support to its schools.	Director of Ed. Services DSLTT
		6. Get Board approval of the revised SPSAs and LEA Plan	
		7. Revise the calendar of LEA Plan goals and activities if necessary.	Director of Ed. Services
	By March 31, 2015	8. Make a quarterly report to the State Administrator, the Director of Educational Services, and the DSLTT with evidence of implementation and monitoring of the SPSA goals and activities including results of common formative assessments and benchmark exams.	Principals
	By May 30, 2015	9. Make an annual report to the Board of Trustees on the progress to date	Principals
	By September 30, 2014	1. Analyze level of implementation of PLCs and develop 1-2 PLC goals for 2014-15 with a support plan including any needed materials or professional development. 2. Develop or revise pacing guides including benchmark exams in use district wide in ELA 9/10, intensive intervention in reading, ELD, and Integrated Math. 3. Provide training and support to all staff to use Aeries as the student achievement monitoring system. 4. Create a district wide testing calendar which includes benchmark test dates and any necessary teacher release days for the scoring and analysis of the benchmark results 5. Begin to monitor use of PLC time through PLC sign-ins, agendas, minutes and walkthroughs.	Principals Director of Ed. Services Instructional Coaches, Selected teachers District and site administration

APPENDIX D

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

STANDARDS-BASED CORE INSTRUCTIONAL MATERIALS

From Resolution #02:13:14 "Sufficiency of Instructional Materials for 2013-14 School Year"

COURSE	GRADE	INSTRUCTIONAL MATERIALS
ELA	9	Glencoe Literature: The Reader's Choice Course 4
ELA	10	Glencoe Literature: The Reader's Choice Course 5
ELA	11	Glencoe American Literature:
ELA	12	CSU Expository Reading and Writing Curriculum
ELD 1 and 2	mixed	Hampton Brown EDGE Fundamentals
ELD 2	mixed	Hampton Brown EDGE Level A
ELD 3	mixed	Hampton Brown EDGE Level B
READ 180/Systems 44	mixed	Scholastic Inc. workbooks, textbooks, computer program
Math I Integrated Common Core	9	Math Visions Project modules Secondary One: Curriculum Materials Integrated Pathway CCSS Mathematics
Algebra 2	mixed	Algebra and Trigonometry: Structure and Method Book 2 McDougal Littell
Pre-Calculus	mixed	Houghton Mifflin Pre-calculus with Limits

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval to Surplus Textbooks King City High School

MEETING: June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through CAASPP 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 a listing of outdated textbooks which can no longer be used. King City High School is requesting approval to surplus them. They are looking to donate the books. But, if they are not successful the books will be destroyed.

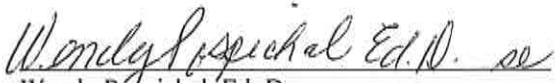
Recommendation:

The recommendation is being made for the State Administrator to approve the surplus of the attached listing of books.


Fiscal Impact:

There is no fiscal impact.

Submitted By:


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

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

King City High School Surplus Textbooks - June 2014

Textbooks to be surplus.

Title	Edition	Publisher	Copyright	# of copies
Auto Fundamentals		The Goodheart-Willcox Company	2000	25
Environmental Science for Agriculture and the Life Sciences		Delmar Publishers Inc	1994	34
Physical Science		Glencoe McGraw-Hill	2002	100
Prentice Hall Literature	Gold	Prentice Hall	1989	210
Prentice Hall Literature	Book 4	Prentice Hall	1989	100
Prentice Hall Literature	Book 5	Prentice Hall	1989	100
Decoding Strategies	B2	McGraw-Hill	2002	82
Decoding Strategies	C	McGraw-Hill	2002	75
Decoding Strategies	B1	McGraw-Hill	2002	95
The American Experience: Fiction		Macmillan Publishing Co.	1984	85
The American Experience: NONFiction		Macmillan Publishing Co.	1986	100
Economic Principles & Practices		Glencoe McGraw-Hill	1995	56
BSCS Biology- A Molecular Approach	8th	Glencoe McGraw-Hill	2001	50
Modern Woodworking		The Goodheart-Willcox Company	2000	50
Perspectives on Health		D.C. Heath & Company	1996	70
Creative Living Skills	8th	Glencoe McGraw-Hill	2006	31
Keyboarding & Information Processing Century 21		South-Western Educational Publishing	1997	70
Mathematics with Business Applications	5	Glencoe McGraw-Hill	2004	72
Tu Salud		Merrill Publishing	1991	30
Homes and Interiors		Glencoe McGraw-Hill	2007	35
Ven Conmigo Level 1		Holt, Rinehart & Winston	2003	180
Photo & Digital Imaging		The Goodheart-Willcox Company	2002	36
Algebra Structure & Method Book 1		Houghton Mifflin Co.	1981	60
Signing Naturally Level 1		Dawn Sign Press	1988	14

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Kuder Career Planning System
Donation to KCHS (Kudernavigator)

MEETING: June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

Improve/Sustain Student Achievement through CAASPP 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 donation of the kudernavigator is an online education and career planning system which will give secondary students the tools they need to build a foundation for a career pathway. The program also enables students to create multi-year education plans to align with their future goals.

Recommendation:

The recommendation is being made for the State Administrator to approve the donation.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



An impressive 91 percent of students who use Navigator transition into postsecondary education.

Kuder Career Planning System

home / products & services / kuder career planning system / kuder navigator

Kuder Career Planning System

Kuder Galaxy
Kuder Navigator
Kuder Journey
Kuder Administrative Database Management System

Professional Development

Curricula

Expansions

Needs Assessment

Customer Support & Training

kuder®navigator

Reliable college and career guidance for secondary students.

Kuder®Navigator™ is an online education and career planning system that gives secondary students the tools they need to build a foundation for lifelong career success. The system's scientifically validated career assessments help students in grades six through 12 learn about their personal interests, skills, and work values – and help narrow their education and career choices.

- In 20 minutes or less, students can complete all three assessments and get instant access to results that provide critical insights for career exploration and planning.

KUDER TEAM

"Our time as educational professionals is more productive if we help parents help their children. After all, parents can be continual resources for their children, whereas counselors, administrators, and teachers are only temporary resources."

Jerry Trusty, Ph.D.

Job shadowing enables you to visit a work site and observe someone performing the daily duties of an occupation.

- Navigator enables students to create multi-year education plans aligned with their assessment results and future goals.

Navigator also gives students real-world skills such as how to write résumés and cover letters, how to research employers, and how to prepare for job interviews. Students can even create an electronic portfolio they may choose to share online with prospective colleges or employers. Educators are supported too, with a unique administrative database management system for tracking student progress and running detailed reports.

Top 10 Reasons to Choose Navigator

Download a Navigator Flier



FEATURES

- Helps students assess, explore, plan, and transition.
- Delivers simple content customized by developmental level.
- Provides a reliable foundation for career exploration with research-based assessments.
- Helps students navigate career options and make relevant connections between coursework and the world of work.
- Supports high school completion and confident college choices with flexible education planning tools.
- Promotes effective career preparation by introducing students to lifelong portfolio development.
- Improves accountability, quantifies program success, and eases

Research Associate

[View Bio](#)

Navigator provides the guidance and motivation students need to plan for their educational and career goals, ponder the possibilities, and, of course, dream."

— Karen Procopio
Mesa Academy for Advanced Studies
(Mesa, Arizona)

reporting requirements.

ACCOUNTABILITY RESOURCES SHOW REAL-TIME RESULTS

With the Kuder®Administrative Database Management System™ included in Navigator, educators are provided tools for tracking individual progress and aggregate trends, managing curriculum and coursework, communicating with students and their parents, and more.

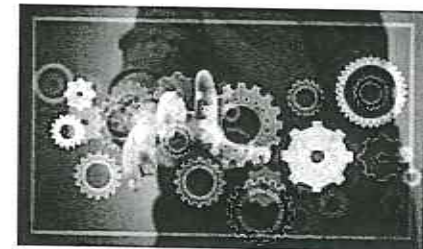
Related Products & Services



DIRECT YOUR FUTURE



KUDER CAREER ADVISOR
TRAINING



KUDER LINK 2 COLLEGE

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Donation of a 2014 Ford E150
XL8-Passenger Van to the GHS Ag Dept.

MEETING: June 18, 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:

Salinas Valley High School Ag, Inc. has generously made a donation of a 2014 Ford E150XL 8-passenger van to the GHS Ag Department. This generous donation is greatly appreciated.


Recommendation:

The recommendation is being made for the State Administrator to approve the donation of the van.


Fiscal Impact:

None

Submitted By:


Daniel R. Moirao, Ed.D.
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SALINAS VALLEY HIGH SCHOOL AG, INC.
951 Blanco Circle, Suite A
Salinas, CA 93901
831-422-2611

June 9, 2014

Dr. Daniel Moirao, State Administrator
Board of Education, South Monterey County Joint Union HS District
800 Broadway
King City, CA 93930

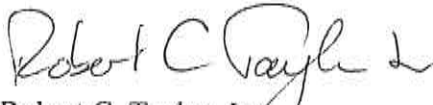
Re: Equipment Donation to District

Dear Dr. Bernard and Board Members:

SVHSA, a public charity dedicated to support high school agricultural education in the Salinas Valley has donated to your district an E150 8-passenger van (for which we paid \$25,356.98) for dedicated use by the Greenfield High School Ag Department. Further specifications on the van, if necessary, can be obtained from Daniel Villaseñor.

We hope that you will continue to recognize the importance your Ag programs and FFA chapters have for the Salinas Valley community. We draw our funds from community donations, and these programs are very highly viewed by them.

Very truly yours,



Robert C. Taylor, Jr.
Executive Director, SVHSA, Inc.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of District Secretary Job Description

MEETING: June 18, 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
- _____ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As a result of the reorganization and the hiring of the Director of Ed Services that position needs to have clerical support. The District Secretary job description is attached.

Recommendation:

The recommendation is being made for the State Administrator to approve the job description.

Fiscal Impact:

This position had been budgeted for the 2014-2015 school year.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

DISTRICT SECRETARY

BASIC JOB FUNCTIONS:

Under the direction of the Director of Educational Services the District Secretary performs highly complex and specialized secretarial and clerical functions, including but not limited to reception, transcription of documents and administrative support for project management, technical reporting, standards development and systems administration practices. The District Secretary may provide assistance in a wide range of technology-based projects including planning, organizing and implementing protocols and processes for district database management. The District Secretary assists in maintaining document filing and retrieval systems and basic record-keeping. The District Secretary provides support and communicates information to staff, community members, governmental and/or other agencies, and works effectively with people representing diverse population. The District Secretary establishes and maintains a positive and effective relationship with the school district community.

DISTINGUISHING CHARACTERISTICS, IF APPLICABLE:

Individuals in this job classification perform a wide variety of database entry, maintenance, and organizational tasks; are responsible for a major functional area of the school district, administrative support, business and community partnerships, legal, personnel, business and instructional support functions. Ability to maintain confidentiality of student-specific and/or employee specific information is required. The District Secretary performs duties requiring a greater working knowledge of District-wide matters and at a higher level of sensitivity of information and communications. Work of the District Secretary is varied in nature, requires the incumbent to secure more information than is given with the assignment and involves selection and application of technical or legal concepts and procedures. Incumbents in this position are required to maintain confidentiality of privileged data related to the District's employee-employer relations and are designated as "confidential".

ESSENTIAL JOB FUNCTIONS:

- Performs secretarial and administrative assistant functions effectively and efficiently
- Plans, schedules and performs a variety of complex secretarial and clerical duties in support of the Director of Educational Services that supports student achievement and compliance to local, state, and federal mandates
- Applies a working understanding of the functions, procedures and protocols of the school district
- Establishes and sequences time-lines for projects, activities, required submissions and reports
- Compiles and prepares accurate and comprehensive reports
- Coordinates and performs the administrative aspects of projects and events, integrating them with ongoing work routines
- Drafts, edits and processes records for a variety of meetings
- Researches and compiles data and related reports maintains various office records and statistical reports
- May serve as the primary support to the State Administrator/Superintendent in the absence of the Executive Assistant
- May serve as the recording secretary for the Board of Education in the absence of the Executive Assistant
- Organizes, coordinates and communicates information to school and district staff, parents, students and/or community members
- Keeps Principal/administrative team informed of problems, potential problems, emergencies, conflicts and a wide variety of school or district operations
- Prepares, assembles, maintains and updates calendars, schedules, lists, manuals, directories & handbooks for distribution or use by others
- Organizes, directs, trains and expedites the flow of work through the office of the Director of Educational Services
- Receives requests for information from staff/community/agencies and responds in a client-oriented manner
- Responds to inquiries and conveys information about programs and services provided by the school and district. Interprets and conveys policies, regulations, and procedures, referring difficult or sensitive matters to the appropriate administrator; responds to requests for information of a specialized or confidential nature requiring the use of discretion and good judgment
- Prepares newsletters, special brochures, flyers and other publications
- Prepares and processes purchase requisitions, expense claims and payroll timesheets and verifies proper budget category
- Attends to administrative detail on special matters assigned by the Director of Educational Services and/or the State Administrator/Superintendent
- Maintains special confidential correspondence and administrative files
- Receives complaints and takes action, if possible, or refers matter to appropriate administrator
- Maintains requests for field trips and conferences
- Serves as a backup to the district receptionist, may greet the public; receives and screens incoming telephone calls and directs them to the appropriate staff member; provides information regarding basic district and school policies and procedures, bell schedules, and other routine inquiries. Takes messages and/or transfers callers to appropriate contacts/voicemail message boxes
- Performs other related duties as assigned (e.g. May support testing, student registration, Sp Ed program; may prepare and mail notifications and miscellaneous filing)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

DISTRICT SECRETARY

MINIMUM QUALIFICATIONS:

Knowledge, skills and abilities:

- In-depth knowledge of office practices, procedures and equipment, including filing systems & principles of office & time management
- The ability to learn and apply laws, regulations, policies and procedures governing school operations and services
- Ability to prioritize multiple tasks and projects; perform a wide variety of complex office work involving independent judgment
- Type accurately at a speed of 60 words per minute
- Ability to understand and carry out oral and written directions
- Ability to establish and maintain harmonious staff and public relations; work cooperatively and communicate effectively with staff, parents, students and the public; work efficiently as a team member; use patience when dealing with difficult individuals or in difficult situations and present a positive image of the school district
- Reviews and prepares forms and documents for data-entry purposes; enters and updates information into data forms or data information systems according to standard formats; may extract data from existing databases and convert to other formats
- Receives reports, records, and other data for accuracy and completeness
- Ability to maintain confidentiality of private and sensitive information
- Bilingual English-Spanish highly desirable

PHYSICAL DEMANDS / WORKING CONDITIONS:

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

EDUCATION AND EXPERIENCE:

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

LICENSES AND OTHER REQUIREMENTS:

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

- May Require a valid driver's license

SALARY RANGE: 16

WORK YEAR: 11 months

CONDITIONS OF EMPLOYMENT:

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

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Adoption of AP Spanish Language and Culture course

MEETING: June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through CAASPP 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:

AP Spanish Language and Culture is the course designed to replace AP Spanish Language. The College Board provides professional development teachers of the new course so they may write their syllabus following their district protocols. This summer, Mr. Miguel Silva will represent SMCJUHSD at the AP Spanish Language and Culture training. Upon return he will design the course syllabus following our district template using the attached AP Curriculum Framework and course themes.

Recommendation:

The recommendation is being made for the State Administrator to approve the AP Spanish Language and Culture course to replace AP Spanish Language.

Fiscal Impact:

There is no fiscal impact.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



AP[®] SPANISH LANGUAGE AND CULTURE

Curriculum Framework
2013–2014



Introduction

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP® Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K-12 Learners*.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

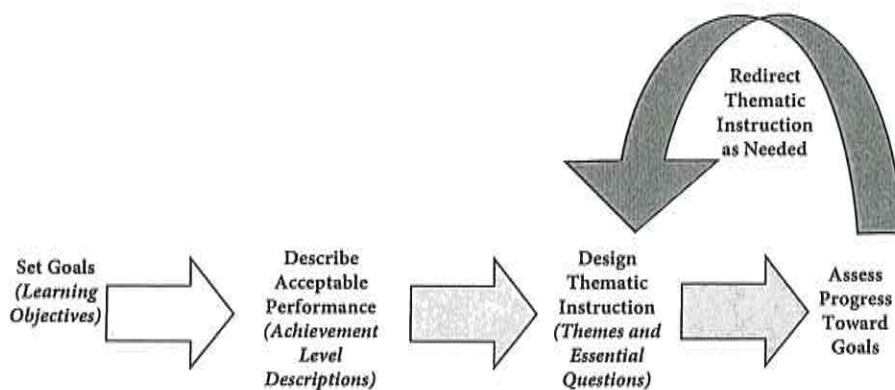
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: *themes* to integrate language, content, and culture into an interrelated series of lessons and activities; *recommended contexts* for exploring each theme; and *overarching essential questions* to engage learners and to guide classroom investigations, learning activities, and performance assessments.

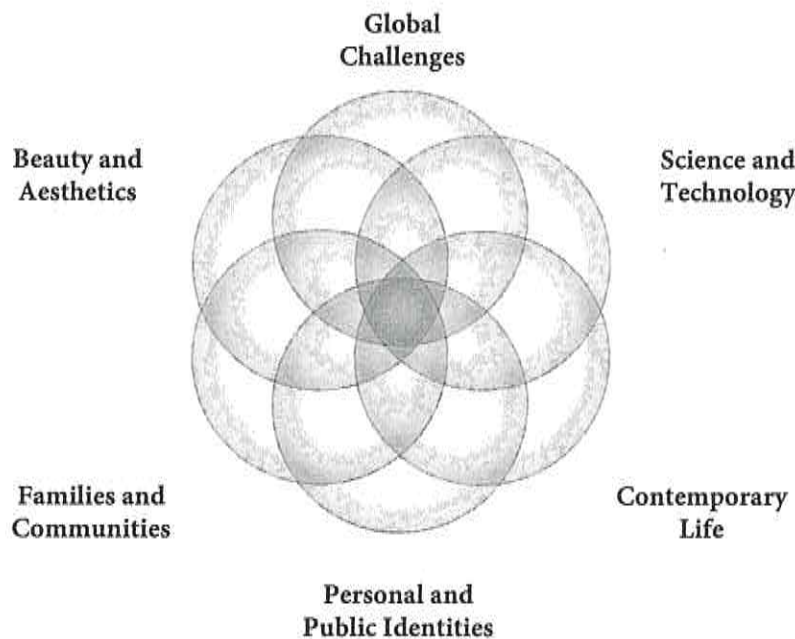
The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction.



Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

The AP Spanish Language and Culture course is structured around six themes:



Recommended Contexts and Essential Questions

Each theme includes a number of *recommended contexts* for exploration. Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate. Teachers should assume complete flexibility in resource selection and instructional exploration of the six themes. The recommended contexts are not intended as prescriptive or required, but rather they serve as suggestions for addressing the themes.

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Spanish-speaking world.

Integrating Themes, Recommended Contexts, and Essential Questions

AP Spanish Language and Culture teachers are encouraged to consider the interconnectedness of the themes. A unit on environmental issues (Global Challenges) might, for example, touch upon recommended contexts from more than one theme. Students might study inventions as catalysts of change (Science and Technology), influences from religious beliefs or social values (Personal and Public Identities), or the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

The recommended contexts for exploring a theme can be varied depending on available authentic materials, teacher-developed resources, and commercially produced materials, as well as teacher creativity and student interest. The design of the course should include essential questions that will capture students' interest, engaging authentic materials, and learning activities that help students consider themes across time and across cultures.

It should be noted that literature is not merely a recommended context for one of the course themes (Beauty and Aesthetics) but should serve as a powerful vehicle for delivering content to address all of the themes. Literary works may be incorporated throughout the AP Spanish Language and

Culture course in relation to a variety of themes, such as the environment (Global Challenges), rites of passage (Contemporary Life), or issues of cultural assimilation (Personal and Public Identities).

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / *Los desafíos mundiales*

Recommended Contexts:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*
- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Theme: Science and Technology / *La ciencia y la tecnología*

Recommended Contexts:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*
- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Adoption of Textbook for AP Spanish Language and Culture course **MEETING:** June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through CAASPP 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:

AP Spanish Language and Culture is an adopted SMCJUSD Advanced Placement course. In Fall 2013 the AP course was redesigned as was the associated AP exam. To meet the needs of the new course design, Abriendo Paso: Temas y lecturas and Gramatica, Pearson © 2014, is suggested by the AP Spanish Language and Culture teachers from Greenfield HS and King City HS, as the two volume text for the course. The adoption also includes a seven year digital license.

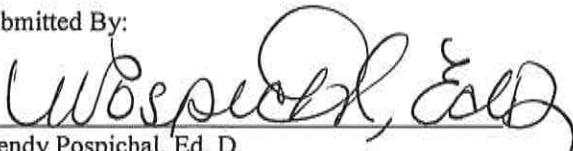
Recommendation:

The recommendation is being made for the State Administrator to approve the adoption of Abriendo Paso: Temas y lecturas and Gramatica, Pearson © 2014 as the textbook for the AP Spanish Language and Culture course.

Fiscal Impact:

The fiscal impact is approximately \$24,000 from the general fund and lottery textbook funds.

Submitted By:



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

Approved:



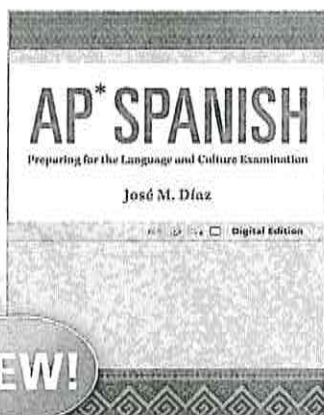
Daniel R. Moirao, Ed.D.
State Administrator



CONTENTS: TEMAS Y LECTURAS

Contenidos

- Unidad 1: Los desafíos mundiales
- Unidad 2: La ciencia y la tecnología
- Unidad 3: La vida contemporánea
- Unidad 4: Las identidades personales y públicas
- Unidad 5: Las familias y las comunidades
- Unidad 6: La belleza y la estética



AP* SPANISH

Preparing for the Language and Culture Examination ©2014

- Thorough preparation for the May 2014 exam
- Complete support for new themes and testing formats
- Available in print or digital Student Editions
- Extensive Digital Course

**For details on both programs, visit
PearsonSchool.com/APSp2014**

Abriendo paso

Digital Edition

The best preparation for the AP® Spanish Language and Culture Examination

Key Features

Temas y lecturas

- Organized around the Themes, Essential Questions, and Recommended Contexts in the framework
- Wide variety of authentic print selection and multimedia sources
- Focus on reading strategies, vocabulary development, and critical thinking
- Activities to expand interpersonal, interpretive, and presentational communication skills
- Thought-provoking cultural comparisons
- Theme-based practice in AP® testing formats

Gramática

- Communication-based grammar activities
- Basic review of key topics
- Cross-referenced in *Temas y lecturas*

Digital Courses

The Digital Courses for *Temas y lecturas* and *Gramática*, powered by SuccessNet Plus, provide unparalleled technology support including:

- Student Edition eTexts with embedded media files
- Assignable and gradable activities
 - Multiple-choice listening and reading (auto-graded)
 - Fill-in-blank activities (auto-graded)
 - Open-ended writing activities
 - Speaking activities recorded and assessed using RealTalk!
 - Practice tasks in the AP® testing formats
- Teacher's Guide or Teacher Resource Book (downloadable)
- Audio files (downloadable)

Program Components

STUDENTS

Temas y lecturas

- Student Edition (print hardcover) with 7-year license to Digital Course
- Student Edition eText with 7-year and 1-year license to Digital Course
- Standalone Pearson eText with 7-year and 1-year license (no Digital Course)

Gramática

- Student Edition (print hardcover) with 7-year license to Digital Course
- Student Edition (print softcover) with 1-year license to Digital Course
- Student Edition eText with 7-year and 1-year license to Digital Course
- Standalone Pearson eText with 7-year and 1-year license (no Digital Course)

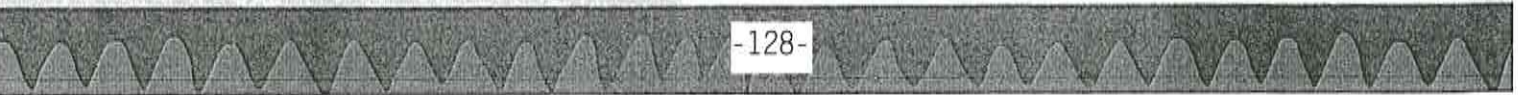
TEACHERS

Temas y lecturas

- Teacher's Guide (print and online)
- Audio Program on DVD (also online)
- Assessment Program (print and online)

Gramática

- Teacher's Resource Book (print and online)



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Renaming of Odysseyware Credit Recovery Courses to Reflect Semester Rather than Yearlong Courses

MEETING: June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through CAASPP 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. Currently all credit recovery courses are listed as a yearlong, 10 credit courses. Most students enrolled in credit recovery are only in need of a specific semester of 5 credits for the course in which they are enrolled. To more clearly communicate the student needs and appropriate credits earned, the yearlong courses have been divided into two courses: semester 1 and semester 2. While the overall content has remained the same, it has been divided over two semester courses.

Recommendation:

The recommendation is being made for the State Administrator to approve the renaming of Odysseyware courses, offered to SMCJUHSD students for credit recovery so they may reflect content covered in a semester rather than a yearlong course.

Fiscal Impact:

None

Submitted By:



Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

June 2014

Course	Description
Economics Sem 1	College Prep A-G and Graduation Requirements
Economics Sem 2	College Prep A-G and Graduation Requirements
Geometry Sem 1	College Prep A-G and Graduation Requirements
Geometry Sem 1	College Prep A-G and Graduation Requirements
Art History Sem 1	College Prep which meet Graduation Requirements
Art History Sem 2	College Prep which meet Graduation Requirements
Calculus AP Sem 1	College Prep which meet Graduation Requirements
Calculus AP Sem 2	College Prep which meet Graduation Requirements
chemistry Sem 1	College Prep which meet Graduation Requirements
chemistry Sem 2	College Prep which meet Graduation Requirements
Civics Sem 1	College Prep which meet Graduation Requirements
Civics Sem 2	College Prep which meet Graduation Requirements
English Language And Composition AP Sem 1	College Prep which meet Graduation Requirements
English Language And Composition AP Sem 2	College Prep which meet Graduation Requirements
French I Sem 1	College Prep which meet Graduation Requirements
French I Sem 2	College Prep which meet Graduation Requirements
French II Sem 1	College Prep which meet Graduation Requirements
French II Sem 2	College Prep which meet Graduation Requirements
Government Sem 1	College Prep which meet Graduation Requirements
Government Sem 2	College Prep which meet Graduation Requirements
Physics Sem 1	College Prep which meet Graduation Requirements
Physics Sem 2	College Prep which meet Graduation Requirements
Pre-calculus Sem 1	College Prep which meet Graduation Requirements
Pre-calculus Sem 2	College Prep which meet Graduation Requirements
Spanish II seem 1	College Prep which meet Graduation Requirements
Spanish II seem 2	College Prep which meet Graduation Requirements
Trigonometry Sem 1	College Prep which meet Graduation Requirements
Trigonometry Sem 2	College Prep which meet Graduation Requirements
U.S. History AP Sem 1	College Prep which meet Graduation Requirements
U.S. History AP Sem 2	College Prep which meet Graduation Requirements
Music Appreciation Sem 1	Non-College Prep courses which meet Graduation Requirements
Music Appreciation Sem 2	Non-College Prep courses which meet Graduation Requirements

June 2014

Physical Education Sem 1	Non-College Prep courses which meet Graduation Requirements
Physical Education Sem 2	Non-College Prep courses which meet Graduation Requirements
Physical Fitness Sem 1	Non-College Prep courses which meet Graduation Requirements
Physical Fitness Sem 2	Non-College Prep courses which meet Graduation Requirements
Psychology Sem 1	Non-College Prep courses which meet Graduation Requirements
Psychology Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped US History Sem 1	Non-College Prep courses which meet Graduation Requirements
Sped Consumer math Sem 1	Non-College Prep courses which meet Graduation Requirements
Sped Consumer math Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped Economics Sem 1	Non-College Prep courses which meet Graduation Requirements
Sped Economics Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped English 2 Sem 1	Non-College Prep courses which meet Graduation Requirements
Sped English 2 Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped Government Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped Physical Fitness Sem 1	Non-College Prep courses which meet Graduation Requirements
Sped Physical Fitness Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped World History Sem 1	Non-College Prep courses which meet Graduation Requirements
Sped World History Sem 2	Non-College Prep courses which meet Graduation Requirements
Sped Vietnam Era Sem 1	Non-College Prep courses which meet Graduation Requirements
Vietnam Era Sem 2	Non-College Prep courses which meet Graduation Requirements
World Civilizations Sem 1	Non-College Prep courses which meet Graduation Requirements
World Civilizations Sem 2	Non-College Prep courses which meet Graduation Requirements
CR-Economics Sem 1	Credit Recovery courses which meet Graduation requirements
CR-Economics Sem 2	Credit Recovery courses which meet Graduation requirements
CR-English 3 Sem 2	Credit Recovery courses which meet Graduation requirements
CR-English 4 Sem 2	Credit Recovery courses which meet Graduation requirements
CR-English I Sem 1	Credit Recovery courses which meet Graduation requirements
CR-English I Sem 2	Credit Recovery courses which meet Graduation requirements
CR-English III Sem 1	Credit Recovery courses which meet Graduation requirements
CR-Pre-Calculus Sem 1	Credit Recovery courses which meet Graduation requirements
CR-Pre-Calculus Sem 2	Credit Recovery courses which meet Graduation requirements
CR-Spanish 1 Sem 2	Credit Recovery courses which meet Graduation requirements
CR-US History Sem 2	Credit Recovery courses which meet Graduation requirements

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval for Scanning Services From SyTech Solutions

MEETING: June 18, 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:

We have thousands of student records that are dispersed throughout the district and are often very difficult for the staff to locate. Scanning the records to an online software solution will facilitate record access.

Recommendation:

The recommendation is being made for the State Administrator to approve scanning services from SyTech Solutions.


Fiscal Impact:

The cost of the service will not exceed \$21,190 from the General Fund.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Scanning Services Proposals

BMI Imaging	
Price for Scanning 100 boxes	\$25,000 - \$30,000
Software Hosting - Digital Reel	\$ 2000 /year
Total Cost	\$27,000 - \$32,000
Optional - Storing box	\$20/box/year

SyTech Solutions	
Document prep	\$ 5,600.00
Image Scan	\$ 11,250.00
Document Imaging	\$ 1,340.00
Software Hosting - 1DocStop	\$ 3000 /year
Total Cost	\$ 21,190.00
Optional - Storing box	\$1.00/box/month

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Contract for Consulting Services –
Sandra Madrid

MEETING: June 18, 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:

The district is requesting approval of the consulting contract with Sandra Madrid, who will be providing valuable user and system administrator training on Aeries and state reporting.

Recommendation:

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


Fiscal Impact:

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

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Sandy Madrid*, an independent contractor, hereinafter called "Consultant," for the period specified in Article 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 July 1, 2014 and it terminates June 30, 2015 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$80 per hour
- Not to exceed a total of 100 hours of service
- Total payment(s) to Consultant, under this contract shall not exceed \$6,000.00

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

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

VI. ASSIGNMENT

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

VII. TERMINATION OF AGREEMENT

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

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

VIII. DISTRICT'S RIGHT OF RETENTION

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

IX. EXTENSION OF TERM

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

X. SIGNATURES

These signatures attest the parties' agreement hereto:



CONSULTANT / TITLE

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



Date

Date

Social Security Number of Consultant *

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

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

SUBJECT: Approval of Student Teaching MOU with Cal Poly **MEETING:** June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

The attached Student Teaching Agreement is between Cal Poly and the SMCJUHSD. Lori Sanborn will be assigned to KCHS as a student teacher; Jessica Souza will be her immediate supervisor. This assignment is through the fall 2014-2015 semester. By entering into this agreement it will allow Ms. Sanborn the opportunity to receive the needed experience .

Recommendation:

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

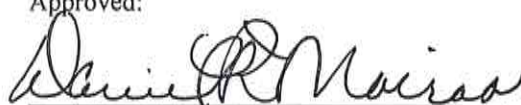
Fiscal Impact:

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



Agricultural Education & Communication Department
College of Agriculture, Food & Environmental Sciences

Tel 805-756-2803
Fax 805-756-2799

June 11, 2014

Ms. Janet Sanchez-Matos, Principal
King City High School
720 Broadway
King City, CA 93930

Dear Ms. Sanchez-Matos:

Greetings from Cal Poly's Agricultural Education and Communication Department!

Pending your approval, I wish to assign Lori Sanborn to your high school for student teaching in Agriculture for the 2014 Fall Semester. The official dates of this placement will be the start of your Fall Semester through the end of the semester.

Lori Sanborn will be functioning under the provisions of the attached Student Teaching Center Agreement if approved by your district. You will note the agreement identifies the general responsibilities of my office and the expectations/responsibilities which we hope would be fulfilled through this appointment. Once approved by your district, please return the agreement directly to my office. Jessica Souza's copy of this letter includes information on Lori Sanborn relative to her background, agricultural experience, and academic preparation.

On behalf of the Agricultural Education and Communication Department and California Polytechnic State University, I wish to express my sincere appreciation for your interest and cooperation in the preparation of teachers of Agriculture. If, for some reason, you feel this appointment should not be made, kindly call me as soon as possible (805-756-2973).

Thank you in advance for your cooperation in this important partnership.

Sincerely,

Bill Kellogg, Head
Agricultural Education and Communication Department

ST18
Enclosures

cc: Jessica Souza
Lori Sanborn

AGRICULTURAL EDUCATION TEACHER PREPARATION PROGRAM
STUDENT TEACHING CENTER AGREEMENT
King City High School

I. This agreement is for the purposes of:

Establishing a cooperative program for the preparation of teachers in agricultural education.

Providing a student teaching center setting which satisfactorily meets the standards for the preparation of teachers in agricultural education.

Providing for appropriate services to support the program.

Encouraging and assisting the school district to conduct a continuing planned program of development and improvement in the agricultural education program of the cooperating school.

The agreement form, when signed by the Head of the Agricultural Education and Communication Department, countersigned by the District Representative, and returned to the Agricultural Education and Communication Department becomes a contract among those parties.

II. Parties to the agreement are:

- A. Board of Trustees of the King City Jt. Union HSD, of which the cooperating school of King City is a part.
- B. The Agricultural Education and Communication Department of California Polytechnic State University, San Luis Obispo, the teacher preparation institution.

III. The obligations of the various parties are as follows:

A. The school district agrees:

- 1. To provide a student teaching center at the high school identified in Section II.
- 2. To designate Jessica Souza as the supervising teacher.
- 3. To maintain the standards of performance for the high school agriculture program at a level not less than that which existed at the date of this agreement. In cooperation with the Agriculture Department program, California Department of Education, the supervising teacher will develop a plan for continued strengthening of the vocational agriculture program level of performance in the criteria.
- 4. To consult with the Agriculture Department, California Department of Education Regional Supervisor and the Teacher Educator in identifying means for the continued development and improvement of the high school vocational agriculture program.
- 5. To permit the student teacher to be absent from his/her assignment to attend all meetings, workshops, etc., designated as required assignments by the teacher educator.

6. To provide for the attendance of the supervising teacher at meetings, workshops, etc., called by the teacher educator for supervising teachers not to exceed two separate days this school year.

B. The Agricultural Education and Communication Department of California Polytechnic State University, San Luis Obispo agrees:

1. To assign to the cooperating school a student teacher who has been instructed in the duties, obligations, and procedures of student teachers and who is judged to have abilities and characteristics which are compatible with the nature of the assignment.
2. To provide the services of the teacher educator to work closely with the supervising teacher to assist in observations, instruction, supervision and evaluation of the student teacher.
3. To provide regular supervision, observation, and assistance to the student teacher during the tenure in the cooperating school.
4. To assist the student teacher in obtaining the required credential for student teaching.

IV. The term of this agreement shall be for the school year 2014-15.


V. Financial Arrangements:

It is mutually understood that neither the District nor California Polytechnic State University shall be responsible for any financial involvement related to this agreement except that the District will provide for the teacher's participation in the required supervising teacher meetings.

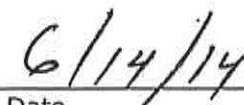
Principal or Superintendent

Date

District



Bill Kellogg, Head
Agricultural Education and Communication Department
California Polytechnic State University
San Luis Obispo, CA 93407



Date

NOTE: One signed copy of this agreement must be returned to the University.

ST41

June 11, 2014

Lori Sanborn
8295 Marchant Avenue
Atascadero, CA 93422

Dear Lori:

The new semester is upon us and with it a start of a new experience! Student teaching is going to be one of the most exciting and powerful activities of your life!

It is my pleasure to offer you an appointment as a student teacher in Agriculture for the Fall Semester 2014 at King City High School. This offer is predicated upon your satisfactory completion of all pending requirements.

During the time you are doing your full-time student teaching, you will be under the immediate supervision of Jessica Souza as well as the guidance of a Cal Poly Teacher Educator.

Your obligations for this assignment began with an orientation meeting. You will be expected to report to your student teaching center for their Fall Semester. By now you should have contacted your school and determined the course(s) you will be responsible for and the unit of instruction which you can begin to prepare for. If you have not contacted your cooperating teacher, please do so immediately.

Your assignment will officially terminate at the end of the Fall semester, but you will also be expected to attend and participate in the Annual CATA Summer Conference on June 21-25, 2015.

Again, you are encouraged to make contact with your cooperating teacher and begin to make arrangements to start your student teaching assignment.

Best wishes to you as you approach this most challenging and rewarding aspect of your professional development.

Sincerely,

Bill Kellogg, Head
Agricultural Education and Communication Department

ST20a
cc: Jessica Souza

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

Agricultural Education and Communication
Department

College of Agriculture, Food, and
Environmental Sciences

Agriculture Student Teacher- Preliminary Assignment Information

1. Name Lori Sanborn Date 4/22/14
2. Address Yrs. of HS Ag. __4-5__ FFA
3. Cell Phone Number Undergraduate Major: Ag Sc/ Ag Ed
4. Concentration Horticulture Date of Bachelor's Degree 3/21/14
5. As of today, what requirements must you complete prior to student teaching?
(Including courses in which you are currently enrolled, "Acceptance to Candidacy"
conditions, Senior Project, CBEST, CSET, GPA, etc.)
I must take the 2 classes offered during Summer break.
6. Please provide any information that will assist in making your student teaching
assignment (i.e. housing, knowledge of an area of the state or a particular school,
family situations, finances, medical needs, etc.)
I just moved 4 ½ months ago due to the selling of our old property so this lease is
not ended till December of 2014. My soon to be husband (who just got back from a study
abroad in Japan) will be working and going to school here in San Luis Obispo.
7. Describe your housing plans during student teaching.
I will be living with my husband, two dogs, and our cat in our rental home which is
not finished till December 2014.
8. While you have a vehicle available during student teaching? Yes X No

Updated 9/12 (BK)
ST315

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

Agricultural Education and Communication Department

College of Agriculture

Candidate Placement Information *

NAME Lori Sanborn

CURRENT MAJOR/CONCENTRATION Agricultural Science/ Horticulture

GRADUATION DATE 3/21/14 TODAY'S DATE 4/18/14

LOCAL ADDRESS 8295 Marchant ave. Atascadero, CA, 93422

LOCAL TELEPHONE NUMBER 805-509-1274

I. DURING STUDENT TEACHING, I WISH TO GAIN THE FOLLOWING EXPERIENCES _____

I want to gain experience in wood and metal work. I know the basics of welding, but I think it would be a true benefit to gain more experience in that field as well. As I am a horticultural concentration I would love to gain experience in the classroom with floral and horticultural classes. Gaining experience in these fields would greatly benefit me as I go out into the work force. I am in contact with a job opportunity for me in horticulture at the present time. The opportunity for me to teach in horticulture classes would greatly improve my skills for this new job. I would also like some hands on experience with animal care and handling. All in all my main goal is to be as well rounded as I can be. I have experience with handling animals, but caring for them ie: injections and medication would be an newer experience for me.

II DURING STUDENT TEACHING I (WILL) (WILL NOT) HAVE TRANSPORATION AVAILABLE.

III. TODAY I FEEL I AM A STRONG CANDIDATE FOR BECOMING A SUCCESSFUL TEACHER OF AGRICULTURAL EDUCATION BECAUSE:

I am an outgoing and energetic person. I will always put my student's needs and education first. As an FFA member I personally grew from a shy and quiet student to an outgoing, and personable person. I want to make a difference in others' lives, just as the many agricultural advisors did for me. I want students to feel as though they have a home away from home when they come into my agricultural department. I want my students to see me as a confidant and a mentor. I will continue the extension of my education for the rest of my life so that I am always up-to-date. Immersing myself in education is a necessity as a teacher. How will my students be current and progressive if I am not? I

have the type of drive that will allow my students to be whatever they dream of, as I want the best life for them. I will strive to make my room a safe environment for everyone, so that it feels like home to all. FFA is a way for many types of people to unite as one. Everyone is an individual with creative thoughts and ideas, but we all have a purpose that gathers us as one. Agricultural is the subject I teach but students are my purpose.

- Will be provided to your Cooperating Teacher. Provide enough detail to these questions so that your Cooperating Teacher can fully address your needs.

Revised 9/09 (BK)
ST217

NAME Lori Sanborn
DATE April 16, 2014

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo**

OCCUPATIONAL EXPERIENCE IN AGRICULTURE

Minimum Qualifications: Each candidate for a vocational agriculture teaching credential must have completed at least 3,000 hours of occupational experience in agriculture prior to student teaching. These 3,000 hours must meet the following qualifications:

- a. At least 1,500 hours must be post high school.
- b. At least 500 hours must be paid experience or post high school self-employment.
- c. At least 500 hours must be in production agriculture or ornamental horticulture.
- d. Verification of experience must accompany the Agricultural Education and Communication Department's copy in the form of letters from employer(s) and/or notarized statement from candidate.

List chronologically, with the last employment first, your agricultural experience to date.

Name and Address of Employer	Nature and Scope Occupational Experience	Dates From To	Number of Hours	
			Pay	Non-Pay
Cal Poly Corporation/Grand ave. San Luis Obispo	Agricultural Ambassador office coordinator— tour/event coordinator	06/2013- 06/2014	348	
SLO Bloom/Traci Parish/ 1330 Madonna rd. San Luis Obispo	Florist/ front desk customer service	06/2012- 06/2013	256	
Camarillo High School/ Lori(ME)/ Adolfo Camarillo High School 4660 Mission Oaks Blvd. Camarillo, CA 93012	Helped students with showing of their animals and Fair— Beef/swine/goat/lamb	6/2011- 8/2011		147
Carpinteria High School District/ Cindy Abbot/ 1400 Linden Ave. Carpinteria, CA 93013	Temporary Grounds keeper—Ground maintenance for 6 schools	Summer of 2009 & Summer of 2011	572	
Performance Nursery/ Fernando/ 6001 Los Angeles Ave., Somis, CA 93066	Agricultural Academy—did computer work/ labeling/ and watering for the nursery	1/2009- 5/2009		107
Camarillo High School/ Lori(ME)/ Adolfo Camarillo High School 4660 Mission Oaks Blvd. Camarillo, CA 93012	Educated public schools about agriculture—1 st -8 th grade	2006- 2009		116
Flying High Pet Resort/ Judy/ 4065 Calle Tesoro Camarillo, CA 93012	Small animal care—dog grooming/ cleaning of facility/ and dog supervisor	10/2008- 12/2008	109	
Judy's Paw Spa/ Judy/ 4065 Calle Tesoro Camarillo, CA 93012	Small animal care-- dog grooming/ cleaning of facility/ and dog supervisor	2/2007- 8/2007	131	
TOTALS			1416	370
COMBINED TOTALS OF THIS PAGE			1786	

SUMMARY OF SUPERVISED AGRICULTURE OR FOUNDATION ENTERPRISE PROGRAMS*

Nature of Enterprise	Size/ Scope	% or Degree of Responsibility	Name of Supervisor	Dates From To	Hours
Swine FFA	1	100%	Mr. Swanson	6-8/2006	208
Swine FFA	1	100%	Mr. Swanson	5-8/2007	354
Bovine FFA	1	100%	Mr. Swanson	2-8/2008	497
Lamb FFA	1	100%	Mr. Swanson	4-8/2009	488
Chicken meat pen FFA	12	100%	Mr. Swanson	6-8/2009	104

*Verification of above must accompany department copy
as appropriate:

- A. Notarized signature of statement, below, and
- B. Letters from companies with which candidate did
business or
- C. Letters from supervisors of their experience.

TOTAL THIS PAGE 1651
TOTAL FROM PAGE 1 1786
GRAND TOTAL 3437

TO WHOM IT MAY CONCERN:

I do hereby certify that the above statement is a true and
accurate record of my self-employment as noted.

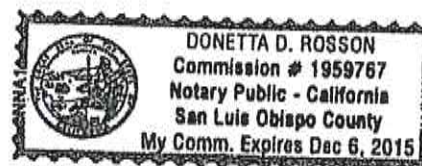
Signature: Lori Sanborn

Date: 4/17/14

State of California
County of San Luis Obispo

On this 17th date of April 2014, before me, Donetta Ross
_____, the undersigned Notary Public, personally appeared Lori Sanborn
and proved to me on the basis of satisfactory evidence to be the person whose name is
subscribed to the within instrument and acknowledged to me that he/she executed the
same in his/her authorized capacity, and that by his/her signature on the instrument the
person or the entity upon behalf of which the person acted, executed the instrument.
WITNESS my hand and official seal.

Donetta D. Ross
Signature of Notary



ST

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

SUBJECT: Approval to Surplus Equipment

MEETING: June 18, 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:

Listed is the accumulation of surplus equipment from February 2013 through June 2014. The equipment is no longer working and/or no longer supports student software currently used within the district.


Recommendation:

The recommendation is being made for the State Administrator to approve the listed surplus equipment.

Fiscal Impact:

The value of the surplus equipment is \$100.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Disposal Report - 02/26/2014 to 06/16/2014

Item#	Location	Qty	Room	Category	Type	Description	Serial#	Qty	PO#	Acq Date	Disa	Unit Cost	Salvage	Total Cost
5592	021 KING CITY HIGH		duplicate	12 Audio Visual	131 Document Camera	Elmo TT-12	127781	1	130266	10/2012	03/2014	\$ 698	2.0	\$ 698
	Reason: duplicate- item in room 115													
4869	023 GREENFIELD HIGH		Tech Stg	17 Business Machines	088 Computer	Dell Optiplex 320	7WH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable													
4867	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	2VH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable													
4754	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	7HB81C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
4693	023 GREENFIELD HIGH		missing 106	17 Business Machines	088 Computer	T9800		1	130642	07/2013	03/2014	\$ 993	4.0	\$ 993
	Reason: extra tag/inon existant item													
4681	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	Gateway FPD1530	LIC25270598	1		07/2003	04/2014	\$ 200	1.0	\$ 200
	Reason: unrepairable/inoperable													
148	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	Gateway FPD1530	LIC25270523	1		07/2003	04/2014	\$ 200	1.0	\$ 200
	Reason: unrepairable/inoperable													
	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	Gateway FPD1530	Lic25270812	1		07/2003	04/2014	\$ 200	1.0	\$ 200
	Reason: unrepairable/inoperable													
4678	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	Gateway FPD1530	LIC25270689	1		07/2003	04/2014	\$ 200	1.0	\$ 200
	Reason: unrepairable/inoperable													
4670	023 GREENFIELD HIGH		401	17 Business Machines	194 Monitor	Gateway FPD153	LIC25270401	1		07/2003	04/2014	\$ 200	1.0	\$ 200
	Reason: unrepairable/inoperable													
4669	023 GREENFIELD HIGH		401	17 Business Machines	194 Monitor	Gateway FPD1565	ME35890H03614	1		07/2013	04/2014	\$ 150	1.0	\$ 150
	Reason: unrepairable/inoperable													
4668	023 GREENFIELD HIGH		401	17 Business Machines	194 Monitor	Gateway FD1565	ME35890H03614	1		07/2013	04/2014	\$ 150	1.0	\$ 150
	Reason: unrepairable/inoperable													
4667	023 GREENFIELD HIGH		401	17 Business Machines	194 Monitor	Gateway FPD 1520	Lic15b7316	1		07/2003	04/2014	\$ 150	1.0	\$ 150
	Reason: unrepairable/inoperable													
4666	023 GREENFIELD HIGH		401	17 Business Machines	194 Monitor	Gateway FD1565	ME35890H03354	1		07/2003	04/2014	\$ 150	1.0	\$ 150
	Reason: unrepairable/inoperable													

Page#	Location	Bldg	Rm	Category	Type	Description	Serial#	Qty	Re#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
4665	023 GREENFIELD HIGH		401	17 Business Machines	194 Monitor	Gateway FD1520	Mu5016a0010085	1		07/2000	04/2014	\$ 150	1.0	\$ 150
	Reason:unrepairable/inoperable													
4658	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	8MXCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
4167	021 KING CITY HIGH		181	17 Business Machines	227 Printer	HP Officejet 8500	CN1555K1FZ	1		07/2011	03/2014	\$ 350	2.0	\$ 350
	Reason:unrepairable.													
4110	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Dimension 2400	3VKNT31	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2726	023 GREENFIELD HIGH		604	17 Business Machines	088 Computer	Dell Dimension 3000	J1YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2725	023 GREENFIELD HIGH		604	17 Business Machines	088 Computer	Dell Dimension 3000	8MXCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2720	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Dimension 3000	31YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:irreparable													
2718	023 GREENFIELD HIGH		604	17 Business Machines	088 Computer	Dell Dimension 5150	8JKQ891	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason:no longer support													
149	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Dimension 2400	5WKNT31	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2716	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	DELL DIMENSION 3000	G1YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:irreparable													
2701	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Dimension 2400	3M3V851	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2700	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Dimension 2400	6L3V851	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2699	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Dimension 2400	2M3V851	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2696	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Dimension 2400	404V851	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2695	023 GREENFIELD HIGH		604	17 Business Machines	088 Computer	Dell Dimension 3000	9MXCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													

Tag#	Location	Blk	Room	Category	Type	Description	Serial	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
2595	023 GREENFIELD HIGH		missing 204	17 Business Machines	088 Computer	Dell Dimension 3000	GJ27361	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:irreparable													
2390	023 GREENFIELD HIGH		404	97 Woodshop	494 Sander Belt Disc	Della Belt/Disc	013502J	1		01/2000	06/2014	\$ 1,600	5.0	\$ 1,600
	Reason:irreparable													
2347	023 GREENFIELD HIGH	Library	204	17 Business Machines	088 Computer	Dell Optiplex 320	6YH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2342	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	BWH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2341	023 GREENFIELD HIGH		Library Lab	17 Business Machines	088 Computer	Dell Optiplex 320	FXH64D1	1		09/2007	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2340	023 GREENFIELD HIGH		Library Lab	17 Business Machines	088 Computer	Dell Optiplex 320	JWH64D1	1		09/2007	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2339	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	CKH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2337	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	8XH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
150	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	HVH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2335	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	JXH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2334	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	HTH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2333	023 GREENFIELD HIGH		missing 204	17 Business Machines	088 Computer	Dell Optiplex 320	9YH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2332	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	DWH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2330	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	FWH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2328	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	9VH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													

Item#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq Date	Disp	Unit Cost	Salvage	Total Cost
2327	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	7VH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2326	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	1VH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2325	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	2WH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2323	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	4TH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2322	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	9TH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2321	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	5VH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2320	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	3WH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2319	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	5XH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2318	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	4WH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2317	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	1XH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2316	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	6WH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2315	023 GREENFIELD HIGH		2862	17 Business Machines	088 Computer	Dell Optiplex 320	3YH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2314	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	CVH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2313	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	7TH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													
2312	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Optiplex 320	3XH64D1	1		09/2007	06/2014	\$ 875	4.0	\$ 875
	Reason:irreparable													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq Date	D Sp	Unit Cost	Salvage	Total Cost
2311	023 GREENFIELD HIGH		missing 204	17 Business Machines	088 Computer	Dell Optiplex 320	8WH64D1	1		09/2007	08/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2310	023 GREENFIELD HIGH		Library Lab	17 Business Machines	088 Computer	Dell Optiplex 320	1WH64D1	1		09/2007	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2309	023 GREENFIELD HIGH		Library Lab	17 Business Machines	088 Computer	Dell Optiplex 320	9WH64D1	1		09/2007	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2308	023 GREENFIELD HIGH		Library Lab	17 Business Machines	088 Computer	Dell Optiplex 320	GWH64D1	1		09/2007	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2307	023 GREENFIELD HIGH		Library Lab	17 Business Machines	088 Computer	Dell Optiplex 320	GVH64D1	1		09/2007	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2266	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	24YCW61	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2265	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	9CYWM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2264	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	B3YCW61	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	FGWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2262	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	4JWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2261	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	CJWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2260	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	8GWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2259	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	JL3V851	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2258	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	HHWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													
2257	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	6DYWM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unrepairable													

Item#	Location	Build	Room	Category	Type	Description	Serial#	Qty	PO#	Acq Date	Disp	Unit Cost	Salvage	Total Cost
2256	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	HFYYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2255	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	Cn0c31527082142 b554n	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2254	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	3GWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2253	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	4GWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2250	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	5HWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2249	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	CHWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2248	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	HGWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2247	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	BJWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2246	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	1JWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2245	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	DGWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2244	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	FFWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2191	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Dimension 2400	FL3V851	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2172	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	JNCXW61	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason:unreparable													
2155	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	338KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2154	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	938KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													

Item#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Service	Total Ops.
2153	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	548KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2152	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	D58KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2151	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	538KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2150	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	438KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2149	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	748KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2148	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	H58KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2145	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	138KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2143	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	C38KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2142	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	858KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2137	023 GREENFIELD HIGH		203	17 Business Machines	088 Computer	Dell Dimension 3000	648KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2132	023 GREENFIELD HIGH		205	17 Business Machines	088 Computer	Dell Dimension 3000	448KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2124	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	BNXCW61	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2119	023 GREENFIELD HIGH		missing 204	17 Business Machines	088 Computer	Dell Dimension 3000	168KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: irreparable													
2108	023 GREENFIELD HIGH		604	17 Business Machines	088 Computer	Dell Dimension 3000	BVKNT31	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2105	023 GREENFIELD HIGH		203	17 Business Machines	088 Computer	Dell Dimension 3000	82YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													

Tag#	Location	Bldg	Room	Qty/Supply	Type	Description	Serial#	Qty	PO#	Acq. Date	Dis.	Unit Cost	Salvage	Total Cost
2104	023 GREENFIELD HIGH		203	17 Business Machines	088 Computer	Dell Dimension 3000	D48KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2090	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	HLXCW61	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2089	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	C2YCw61	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2088	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	9GWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2087	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	8HWM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2086	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	DCYYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2085	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	5JWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2084	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	9FWYM41	1		01/2004	04/2014	\$ 975	4.0	\$ 975
	Reason: unrepairable													
2051	023 GREENFIELD HIGH		604	17 Business Machines	088 Computer	Dell Dimension 2400	GK4V851	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason: no longer support													
2050	023 GREENFIELD HIGH		606	17 Business Machines	088 Computer	Dell Optiplex 170L	GZFS981	1		01/2006	04/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable/inoperable													
2059	023 GREENFIELD HIGH		606	17 Business Machines	088 Computer	Dell Optiplex 170L	DNFS981	1		01/2006	04/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable/inoperable													
2058	023 GREENFIELD HIGH		606	17 Business Machines	088 Computer	Dell Optiplex 170L	HMFS981	1		01/2006	04/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable/inoperable													
2057	023 GREENFIELD HIGH		606	17 Business Machines	088 Computer	Dell Optiplex 170L	20GS981	1		01/2006	04/2014	\$ 875	4.0	\$ 875
	Reason: Unrepairable													
2056	023 GREENFIELD HIGH		606	17 Business Machines	088 Computer	Dell Optiplex 170L	7ZFS981	1		01/2006	04/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable													
2055	023 GREENFIELD HIGH		606	17 Business Machines	088 Computer	Dell Optiplex 170L	BYFS981	1		01/2006	04/2014	\$ 875	4.0	\$ 875
	Reason: unrepairable													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
2051	023 GREENFIELD HIGH		missing 204	17 Business Machines	088 Computer	Dell Dimension 3000	148KW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:irreparable													
2042	023 GREENFIELD HIGH		605	17 Business Machines	088 Computer	Gateway E1600	23917667	1		09/1999	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2041	023 GREENFIELD HIGH		605	17 Business Machines	088 Computer	Gateway E1600	25304267	1		09/1999	04/2014	\$ 875	4.0	\$ 875
	Reason:unrepairable													
2032	023 GREENFIELD HIGH		206	17 Business Machines	088 Computer	Dell Dimension 3000	49Q2F61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:irreparable													
2028	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	1MXCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2027	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	5MXCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2026	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	H0YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2024	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	81YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
1661	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	11ygw61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2022	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	H2YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2021	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Dimension 3000	42YCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:no longer support													
2015	023 GREENFIELD HIGH		204	17 Business Machines	088 Computer	Dell Dimension 3000	DNXCW61	1		01/2004	06/2014	\$ 975	4.0	\$ 975
	Reason:irreparable													
1602	021 KING CITY HIGH		121 IDF	17 Business Machines	340 Switch	HP Procurve 2626	CN709SE2XB	1		01/2007	06/2014	\$ 500	2.0	\$ 500
	Reason:No longer working													
1505	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	DK7B1C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason:no longer supports													
1504	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	FZKB1C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason:no longer supports													

Tag#	Location	Blk	Room	Category	Type	Description	Serial#	Qty	PO#	Acq Date	Disp.	Unit Cost	Salvage	Total Cost
1503	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	85820C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1502	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	5L781C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1501	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	42820C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1500	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	28820C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1499	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	72KB1C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1498	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	3678191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1497	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	BJMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1496	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	6FMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1495	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	DHMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1494	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	6LMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1493	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	289B1C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1492	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	J08Z0C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1491	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	9YKB1C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1490	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	JGMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1488	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	15881C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													

Ticket#	Location	Blkg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Dis.	Unit Cost	Salvage	Total Cost
1487	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	8KMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1484	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	CHKQ891	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1483	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	9DMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1482	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	GKMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1481	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	DFMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1480	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	6MMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1479	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	4GMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supported													
1478	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	8NMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supported													
1477	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	CLMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supported													
1476	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	6HMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supported													
1475	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	2JMY191	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supported													
1316	021 KING CITY HIGH		191	17 Business Machines	088 Computer	Dell Dimension 5150	FG881C1	1		01/2008	06/2014	\$ 875	4.0	\$ 875
	Reason: no longer supports													
1058	000 DISTRICT OFFICE		Copy Room	17 Business Machines	227 Printer	Ricoh Aficio CL2000n	Q1950400017	1		01/2005	02/2014	\$ 850	2.0	\$ 850
	Reason: doesn't work													

Number of records: 162

Total Asset Cost: \$ 141,691.00

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

SUBJECT: Second Reading Board Policies

MEETING: June 18, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

<input type="checkbox"/>	Improve/Sustain Student Achievement through CAASPP Test and Other Assessment Measures
<input type="checkbox"/>	Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
<input 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 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 following Board Policies are presented as a second reading/revision for the Governing's Board Consideration:

BP 0200 Goals for the School District (new)

BP 3260 Fees and Charges (revised)
AR 3260 Fees and Charges (revised)

BP 3280 Sale or Lease of District Owned Real Property (revised)

AR 3460 Financial Reports and Accountability (reworded)

BP 3513.3 Tobacco – Free Schools (revised)

E 4112.9 Employee Notification (revised)

AR 4117.14 Postretirement Employment (revised)

AR 4117.7 Employment Status Report (new)

E 5145.6 Parental Notifications (revised)

BP 5131.62 Tobacco Students (new)

BP 6141.5 Advanced Placement (revised)


Recommendation:

It is recommended that the State Administrator approve the board policies.


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

Goals For The School District

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

In developing goals and identifying strategies to achieve those goals, the Board and State Administrator/Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP). (Education Code 52060, 52062, 52063; 5 CCR 15497)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6159 - Individualized Education Program)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The LCAP shall include a clear description of each goal, one or more of the state or local priorities addressed by the goal, any student subgroup(s) or school site(s) to which the goal is applicable, and expected progress toward meeting the goal for the term of the LCAP and in each year. (5 CCR 15497)

Each year the district's update to the LCAP shall review progress toward the goals and describe any changes to the goals. (Education Code 52060-52061)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

In addition to the goals identified in the LCAP, and consistent with those goals, the district and each school site may establish goals for inclusion in another district or school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal

integrity, facilities, community involvement and collaboration, student wellness and other conditions of children, and/or any other areas of district or school operations. As appropriate, each goal shall include benchmarks or short-term objectives that can be used to determine progress toward meeting the goal.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0440 - District Technology Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
51002 Local development of programs based on stated philosophy and goals
51020 Definition of goal
51021 Definition of objective
51041 Evaluation of the educational program
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52050-52059 Public Schools Accountability Act, especially:
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
15497 Local control and accountability plan template
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan

Management Resources:

CSBA PUBLICATIONS

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

WEB SITES

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

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

(3/03 7/08) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Business and Noninstructional Operations

Fees And Charges

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of district students' families and their ability to pay.

(cf. 3250 - Transportation Fees)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5143 - Insurance)

(cf. 9323.2 - Actions by the Board)

The prohibition against student fees shall not restrict the district from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, the district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

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

(cf. 3290 - Gifts, Grants and Bequests)

Whenever district employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the State Administrator/Superintendent or designee shall emphasize that participation in the event or activity is voluntary.

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the State Administrator/Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

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

(cf. 5145.6 - Parental Notifications)

The State Administrator/Superintendent or designee may provide additional information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

8239 Preschool and wraparound child care services

8250 Child care and development services for children with disabilities

8263 Child care eligibility

8482.6 After School Education and Safety programs

8760-8774 Outdoor science and conservation programs

17453.1 District sale or lease of Internet appliances or personal computers to students or parents

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member

32390 Fingerprinting program

35330-35332 Excursions and field trips

35335 School camp programs

38080-38086 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation for adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees
49065 Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
51810-51815 Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant aliens
56504 School records; students with disabilities
60410 Students in classes for adults

GOVERNMENT CODE

6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 Foreign students

COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Hartzell v. Connell (1984) 35 Cal. 3d 899

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony,
Addendum to Fiscal Management Advisory 12-02, October 4, 2013

Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

WEB SITES

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

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

(7/00 11/12) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Second Reading: June 18, 2014

King City, California

Business and Noninstructional Operations

Fees And Charges

When approved by the Governing Board, the State Administrator/Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

6. Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and exemptions are made for indigent and disabled students (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)

9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. Sale or lease of Internet appliances or personal computers for the purpose of providing access to the district's educational computer network, at no more than cost, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. Fees for any community service class in civic, vocational, illiteracy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810, 51815)

(cf. 6142.4 - Service Learning/Community Service Classes)

12. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)

(cf. 5142 - Safety)

13. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

14. Actual costs of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)

(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Funds)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)

16. As allowed in law, replacement cost or reimbursement for lost or damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return
(Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or out-of-country resident

(Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects or for which high school credit is granted when taken by a person who does not hold a high school diploma or, effective

July 1, 2015, classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it
(Education Code 8239, 8250, 8263)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

20. After School Education and Safety Programs, as long as no eligible student is denied the ability to participate because of inability to pay the fee (Education Code 8482.6)

21. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

(cf. 6141.5 - Advanced Placement)

(7/00 11/12) 4/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

BP 3280 Business and Noninstructional Operations

Sale Or Lease Of District-Owned Real Property

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. The State Administrator/Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space and the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7160 - Charter School Facilities)

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388-17389)

(cf. 1220 - Citizen Advisory Committees)

Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to, Education Code 17230, 17464, 17485-17500, and Government Code 54222.

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)

Upon determination that district property is no longer needed, or may not be needed until some future time, the Board shall first submit a report to the local planning agency as to what real property the district intends to offer for sale or lease. Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of district real property, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in applicable law. (Education Code 17230, 17387-17391, 17457.5, 17464, 17485-17500; Government Code 54222, 65402)

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)

When required by law, the Board shall appoint a district advisory committee to advise the Board in the development of policies and procedures governing the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388)

(cf. 1220 - Citizen Advisory Committees)

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)

(cf. 9323.2 - Actions by the Board)

The State Administrator/Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a paper exists. (Education Code 17469)

The State Administrator/Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it in accordance with Education Code 17470.

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest

bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the

bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

(cf. 9320 - Meetings and Notices)

Use of Proceeds

***Note: Pursuant to Education Code 17462, the proceeds derived from the sale or lease of surplus property must be used for capital outlay or maintenance. However, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied. ***

****Note: In addition, Education Code 17462 requires that the proceeds be used for one-time expenditures and prohibits the use for ongoing expenditures. 2 CCR 1700 defines "ongoing expenditures" as costs paid by a district's general or special fund in support of salaries. However, 2 CCR 1700 creates an exception and authorizes the use of such proceeds, if approved by the SAB, for one-time funding to reduce a district's unfunded liability for other postemployment benefits (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). For information about prefunding OPEBs and reporting the district's liability for OPEBs, see BP 3100 - Budget and AR 3460 - Financial Reports and Accountability. ****

The State Administrator/Superintendent or designee shall ensure that the proceeds from the sale, or lease with an option to purchase, of district surplus property are used in accordance with law. (Education Code 17462; 2 CCR 1700)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

***Note: As amended by AB 86 (Ch. 48, Statutes of 2013), Education Code 17463.7 has extended, until January 1, 2016, the authority to use the proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose. Districts that choose to exercise this authority will be

ineligible for hardship funding from the SAB for five years after the proceeds are deposited. ***

****Note: Prior to exercising this authority, Education Code 17463.7 requires the Board to adopt a plan for expending the resources and to make specific certifications to the SAB, as specified below. Education Code 17463.7 contains additional requirements applicable to the sale of property purchased with proceeds from a local general obligation bond or revenue from developer fees. ***

Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Before the district exercises this authority: (Education Code 17463.7)

1. The Board shall submit documents to the SAB certifying that:
 - a. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.
 - b. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.
(cf. 7214 - General Obligation Bonds)
 - c. The real property is not suitable to meet projected school construction needs for the next 10 years.
2. The State Administrator/Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district.

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions
17230-17234 Surplus property
17385 Conveyances to and from school districts
17387-17391 Advisory committees for use of excess school facilities
17400-17429 Leasing property
17430-17447 Leasing facilities
17453 Lease of surplus district property
17455-17484 Sale or lease of real property, especially:
17457.5 Offer to charter school
17462.3 State Allocation Board program to reclaim funds
17463.7 Proceeds for general fund purposes

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008

WEB SITES

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

California Department of Education, School Facilities Planning Division:

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

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

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

(11/09 7/11) 4/14

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Business and Noninstructional Operations

Financial Reports And Accountability

Interim Reports

Each interim fiscal report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. (Education Code 42130, 42131)

The interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget, and the second interim report shall be compared to the projections in the first interim report. (Education Code 42130; 5 CCR 15453-15464)

(cf. 3100 - Budget)

(cf. 3220.1 - Lottery Funds)

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

The report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

(cf. 3110 - Transfer of Funds)

Audit Report

The State Administrator/Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

The State Administrator/Superintendent or designee shall provide the necessary financial records and cooperate with the auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. (Education Code 41020)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3430 - Investing)
(cf. 3451 - Petty Cash Funds)
(cf. 3452 - Student Activity Funds)
(cf. 3551 - Food Service Operations/Cafeteria Fund)

If the district participates in the school district of choice program to accept interdistrict transfers, the State Administrator/Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

(cf. 5117 - Interdistrict Attendance)

When required by federal law, specified records pertaining to the audit of federal funds received and expended by the district shall be transmitted to the federal clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the fiscal year, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (31 USC 7502)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Board
4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the State Administrator/Superintendent or designee shall notify the County State Administrator/Superintendent of Schools and the county auditor. The State Administrator/Superintendent or designee shall provide the Board, the county auditor, the County State Administrator/Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

(cf. 7214 - General Obligation Bonds)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the State Administrator/Superintendent or designee shall provide notice to the County State Administrator/Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The State Administrator/Superintendent or designee shall provide the Board, the county auditor, the County State Administrator/Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report (GASB 45)

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the State Administrator/Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The State Administrator/Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEB plan.

Workers' Compensation Claims Report

The State Administrator/Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

(7/10 4/13) 4/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Business and Noninstructional Operations

Tobacco-Free Schools

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5030 - Student Wellness)
(cf. 5131.62 - Tobacco)
(cf. 5141.23 - Asthma Management)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7100-7117 Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification:

<http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

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

(7/03 3/11) 4/14

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 204

King City, California

Personnel

Employee Notifications

I. To All Employees

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

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

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

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

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

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

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

When/Whom to Notify: To all employees

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

When/Whom to Notify: To all employees, if the district receives Tobacco-Use Prevention
Education funds

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school,
and annually thereafter
Legal Code: Health and Safety Code 1797.796
Board Policy/Administrative Regulation #: AR 5141
Subject: Proper use of AED; location of all AEDs on campus

Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: AR 3513.3
Subject: District's tobacco-free schools policy and enforcement procedures

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

When/Whom to Notify: To covered employees and former employees
Legal Code: Labor Cod e2800.2
Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement
encouraging careful examination of options before declining coverage

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

When/Whom to Notify: Prior to beginning employment
Legal Code: Penal Code 11165.7, 11166.5
Board Policy/Administrative Regulation #: AR 5141.4
Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality
rights, copy of law

When/Whom to Notify: Upon employment, and when employee goes on leave for specified
reasons
Legal Code: Unemployment Insurance Code 2613

Board Policy/Administrative Regulation #: AR 4154/4254/4354
Subject: Disability insurance rights and benefits

When/Whom to Notify: Annually to all employees
Legal Code: 5 CCR 4622
Board Policy/Administrative Regulation #: AR 1312.3
Subject: Uniform complaint procedures, available appeals, civil law remedies, identity of coordinator

When/Whom to Notify: To all employees via employee handbook, or to each new employee
Legal Code: 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Benefits through Family and Medical Leave Act

When/Whom to Notify: To all employees and job applicants
Legal Code: 34 CFR 104.8, 106.
Board Policy/Administrative Regulation #: BP 0410, BP 4030
Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: Annually to all employees
Legal Code: 40 CFR 763.84, 763.93
Board Policy/Administrative Regulation #: AR3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

II. To Certificated Employees

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire
Legal Code: Education Code 22455.5
Board Policy/Administrative Regulation #: AR 4121
Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual
Legal Code: Education Code 22461
Board Policy/Administrative Regulation #: AR 4117.14/4317.14
Subject: Postretirement compensation limitation

When/Whom to Notify: To certificated employees
Legal Code: Education Code 35171
Board Policy/Administrative Regulation #: AR 4115, BP 4315
Subject: District regulations related to performance evaluations

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

Legal Code: Education Code 44663

Board Policy/Administrative Regulation #: AR 4115

Subject: Copy of employee's evaluation

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

Legal Code: Education Code 44664

Board Policy/Administrative Regulation #: AR 4115

Subject: Notice and description of the unsatisfactory performance

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

Legal Code: Education Code 44842

Board Policy/Administrative Regulation #: AR 4112.1

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

When/Whom to Notify: To certificated employees upon employment

Legal Code: Education Code 44916

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

Subject: Employment status and salary

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

Legal Code: Education Code 44929.21

Board Policy/Administrative Regulation #: AR 4117.6

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

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

Legal Code: Education Code 4493

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

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

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

Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: AR 4118

Subject: Notice of deficiency and opportunity to correct

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

Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4118
Subject: Notice of intent to dismiss 30 days from notice

When/Whom to Notify: To probationary employees 30 days prior to dismissal, or not later than March 15 for second- year probationary employees
Legal Code: Education Code 44948.3
Board Policy/Administrative Regulation #: AR 4117.4
Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: To probationary employees in districts with less than 250 ADA, before notice of nonreelection but no later than March 15, with final notice by May 15
Legal Code: Education Code 44948.5
Board Policy/Administrative Regulation #: AR 4117.4
Subject: Recommendation of nonreelection notice for reason other than personnel reduction; statement of reasons upon request

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15
Legal Code: Education Code 44949, 44955
Board Policy/Administrative Regulation #: BP 4117.3
Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination

When/Whom to Notify: On or before June 30, to temporary employee who served 75 percent of school year but will be released
Legal Code: Education Code 44954
Board Policy/Administrative Regulation #: BP 4121
Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: To teacher, when student engages in or is reasonably suspected of specified acts
Legal Code: Education Code 49079
Board Policy/Administrative Regulation #: AR 4158/4258/4358
Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct
Legal Code: 5 CCR 80303
Board Policy/Administrative Regulation #: AR 4117.7
Subject: Contents of state regulation re: report to Commission on Teacher Credentialing

III. To Classified Employees

When/Whom to Notify: To teachers when school is identified for Title I program

improvement restructuring

Legal Code: 20 USC 6316

Board Policy/Administrative Regulation #: AR 0520.2

Subject: School identified for restructuring opportunity to comment and participate

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

Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of intent to dismiss in 30 days

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

Legal Code: Education Code 45113

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of charges, procedures, and employee rights

When/Whom to Notify: To classified employees, at least 45 days prior to layoff, or by April 29 if specially funded program is expiring

Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff and reemployment rights

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

Legal Code: Education Code 45169

Board Policy/Administrative Regulation #: AR 4212

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

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

Legal Code: Education Code 45192, 45195

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

Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment Legal Code: 49 CFR 382.601

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

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

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

Legal Code: 13 CCR 2480

Board Policy/Administrative Regulation #: AR 3542
Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment
Legal Code: 49 CFR 382.601
Board Policy/Administrative Regulation #: BP 4112.42/4212.42/4312.42
Subject: Explanation of federal requirements for drug testing program and district's policy

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract
Legal Code: Education Code 35031
Board Policy/Administrative Regulation #: BP 4312.1
Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position
Legal Code: Education Code 44896
Board Policy/Administrative Regulation #: AR 4313.2
Subject: Statement of the reasons for the release or reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year
Legal Code: Education Code 44951
Board Policy/Administrative Regulation #: AR 4313.2
Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: Prior to placing derogatory information in personnel file
Legal Code: Education Code 44031
Board Policy/Administrative Regulation #: AR 4112.6/4212.6 /4312.6
Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or charges against employee
Legal Code: Government Code 54957
Board Policy/Administrative Regulation #: BB 9321
Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: Notice or training to employee with access to confidential information
Legal Code: Government Code 54963
Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23
Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime at workplace
Legal Code: Labor Code 3553, 5401
Board Policy/Administrative Regulation #: BP 4157.1/4257.1/4357.1
Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: Within five days of employee's request for family care and medical leave
Legal Code: 2 CCR 11049, 29 CFR 825.300
Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8
Subject: Whether or not employee is eligible for FMLA leave

When/Whom to Notify: To any employee with exposure to bloodborne pathogens, upon initial employment and at least annually thereafter
Legal Code: 8 CCR 3204, 5193
Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42
Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation
Legal Code: 8 CCR 5191
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substance in the work area, upon initial assignment and when new hazard is introduced into work area
Legal Code: 8 CCR 5194
Board Policy/Administrative Regulation #: AR 3514.1
Subject: Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave
Legal Code: 38 USC 4334
Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5
Subject: Notice of rights, benefits, and obligations under military leave

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

Legal Code: 29 CFR 825.300

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

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

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee

Legal Code: 29 CFR 825.300

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

Subject: Rights and responsibilities re: use of FMLA; consequence of failure to meet obligations

When/Whom to Notify: Within five days of receiving information to determine if leave qualifies for FMLA

Legal Code: 29 CFR 825.300

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

Subject: Designation of leave as FMLA or non-FMLA; any requirement to use paid leave; any requirement for fitness- for-duty certification; any subsequent changes in designation notice

7/12

Exhibit SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Personnel

Postretirement Employment

The Governing Board may hire retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

Personnel

When necessary, the district may, subject to specific legal requirements, hire a qualified retired certificated individual who possesses the knowledge and experience needed to perform specialized work or service for the district, as an employee, the employee of a third party, or an independent contractor/consultant.

(cf. 3600 - Consultants)

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

(cf. 4112 - Appointment and Conditions of Employment)

Any retired certificated individual who is a member of the defined benefit program of the State Teachers' Retirement System (STRS) and who is hired by the district to perform any service pursuant to Education Code 22119.5 or 26113 shall be paid at a rate commensurate with that of other district employees performing comparable duties. However, such a retired individual shall not make contributions to the retirement fund or accrue service credits based on compensation earned from that service. (Education Code 24214)

No retired certificated individual who is a member of STRS shall be hired by the district for at least six calendar months after his/her retirement from service unless he/she has attained the normal retirement age. Such hiring shall only be made with Governing Board approval in a public meeting, as reflected in a resolution that shall include information about the nature of the appointment and the following findings: (Education Code 24214.5)

1. The appointment is necessary to fill a critically needed position before 180 days have passed.
2. The retired individual is eligible for this exemption because he/she did not receive additional service credit pursuant to Education Code 22714 or 22715 or a financial inducement to retire.
3. The retired individual's termination of employment with the district is not the basis for the need to acquire the services of the retired individual.

(cf. 9320 - Meetings and Notices)

Postretirement Compensation Limitation

Whenever the district retains the services of a retired individual as a district employee, employee

of a third party, or an independent contractor, the State Administrator/Superintendent or designee shall: (Education Code 22461, 24214)

1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24214 or 24214.5 or any other applicable law
2. Maintain accurate records of the retired individual's compensation and report it monthly to STRS and the individual, regardless of the method of payment or the fund from which the payments are made

When employing a retired individual who is eligible for any exemption from the postretirement compensation limitation, the State Administrator/Superintendent or designee shall submit to STRS all required documentation to substantiate eligibility for the exemption. (Education Code 24214, 24214.5)

Legal Reference:

EDUCATION CODE

22119.5 Creditable service, definition
22461 Notice of earnings limitation
22714 Encouragement of retirement
22715 Additional service credit
22716 Unpaid services
24116 Service at California State University
24214 Creditable service by retiree
24214.5 Postretirement compensation limit; members below normal retirement age
24215 Service at California State University
26113 Creditable service, definition
35046 Consultancy contracts
41320.1 Appointment of trustee
42120-42129 Budget completion
44830 Employment of certificated employees
44830.3 Employment of district interns
44929 Service credit under STRS; additional two years
44929.1 2+2 service and year credit option under STRS
52055.57-52055.60 Local Educational Agency Intervention program

Management Resources:

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

(11/09 11/10) 4/13

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

(11/08 11/09) 11/10

AR 4117.14 (c)

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:
Adopted: June 18, 2014

King City, California

Personnel

Employment Status Reports

The State Administrator/Superintendent shall report to the Commission on Teacher Credentialing (CTC) any change in the employment status of a certificated employee who, while working in a position requiring a credential and as a result of an allegation of misconduct or while an allegation of misconduct is pending: (Education Code 44030.5, 44242.5; 5 CCR 80303)

1. Is dismissed or nonreelected

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Decision Not to Rehire)

2. Resigns

(cf. 4117.2 - Resignation)

3. Is suspended or placed on unpaid administrative leave for more than 10 days as a final adverse employment action

(cf. 4118 - Suspension/Disciplinary Action)

4. Retires

5. Is otherwise terminated by a decision not to employ or reemploy

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

(cf. 5141.4 - Child Abuse Prevention and Reporting)

This report is not required when the change in employment status is due solely to unsatisfactory performance pursuant to Education Code 44932 or a reduction in force pursuant to Education Code 44955-44958. (Education Code 44030.5, 44242.5; 5 CCR 80303)

(cf. 4115 - Evaluation/Supervision)

(cf. 4117.3 - Personnel Reduction)

When required, the report of a change in employment status shall be submitted not later than 30 days after the employment action. The report shall be made using a form provided by the CTC and shall include all known information about each alleged act of misconduct by the employee. The report shall contain the name and current address of the certificated employee, name of the district, last school or district assignment, an explanation of the allegation of misconduct or pending allegation of misconduct, current contact information for all persons who may have

information relating to the alleged misconduct, and any and all documentation related to the case. (Education Code 44030.5; 5 CCR 80303)

Upon a change in employment status as a result of alleged misconduct or while an allegation of misconduct is pending, the State Administrator/Superintendent shall, in writing, inform the employee of the contents of 5 CCR 80303. (5 CCR 80303)

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

Additional Reports of Employee Misconduct

The State Administrator/Superintendent or designee shall submit a report to the CTC, using a form provided by the CTC and attaching all relevant documents, whenever:

1. An employee, by complaint, information, or indictment filed in court, is charged with a "mandatory leave of absence offense," defined as a sex or drug offense specified in Education Code 44940. (Education Code 44242.5, 44940, 44940.5)

Not later than 10 days after receipt of such a complaint, information, or indictment regarding an employee, the State Administrator/Superintendent or designee shall forward a copy of the received documents to the CTC. In addition, he/she shall report to the CTC any action taken in connection with extending the employee's mandatory leave beyond the initial period. (Education Code 44940, 44940.5)

If the offense results in a change in employment status, the State Administrator/Superintendent shall submit an employment status report in addition to the report of the mandatory leave of absence offense.

2. An employee refuses, without good cause, to fulfill a valid employment contract, or departs from district service without the consent of the State Administrator/Superintendent or Governing Board. (Education Code 44242.5, 44420)

As appropriate, the State Administrator/Superintendent or designee also shall notify the CTC of any of the following:

1. A complaint filed with the district regarding a certificated employee's alleged sexual misconduct (Education Code 44242.5)

The notice to the CTC shall contain all of the following information: (5 CCR 80304)

- a. Name of the employee alleged to have engaged in the sexual misconduct
- b. Name, age, and address of each victim of the alleged sexual misconduct

- c. A summary of all information known to the district regarding the alleged sexual misconduct
- d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.7 - Sexual Harassment)

2. An employee's knowing and willful use of school records of student data in connection with, or in implicit or explicit attempts to recruit a student to be a customer for, any business owned by the certificated employee or in which the certificated employee is an employee (Education Code 44242.5, 44421.1)

(cf. 5125 - Student Records)

3. An employee's knowing and willful reporting of false fiscal expenditure data relative to the conduct of any educational program (Education Code 44242.5, 44421.5)

4. An employee's subversion or attempt to subvert any licensing examination or the administration of an examination (Education Code 44242.5, 44439)

Legal Reference:

EDUCATION CODE

44009 Conviction of specified crimes

44010 Sex offense, definitions

44011 Controlled substance offense, definitions

44030.5 Employment status reports

44225 Powers and duties of the CTC

44242.5 Reports and review of alleged misconduct

44420-44440 Adverse actions by CTC against credential holder

44932 Causes for dismissal

44940 Sex offenses and narcotic offenses; compulsory leave of absence

44940.5 Compulsory leave of absence

44955-44958 Reduction in force

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status, alleged misconduct

80304 Notice of sexual misconduct

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel,
2013

WEB SITES

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

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

(3/02 11/08) 4/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Students

Parental Notifications

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), 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 2014-15 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. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those sections. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Cautionary Notice 2013-14: AB 110 (Ch. 20, Statutes of 2013) amended Government Code 17581.5 to relieve districts from the obligation, until July 1, 2014, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following Exhibit that reflect those requirements may be suspended.

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

I. Annually

When to notify: Beginning of each school year

Education or other legal code: 17612, 48980.3

Board Policy/Administrative Regulation: AR 3514.2

Subject: Use of pesticide product, active ingredients, Internet address to access information

When to notify: Annually by February 1

Education or other legal code: 35256

Board Policy/Administrative Regulation: BP 0510

Subject: School Accountability Report Card provided

When to notify: Beginning of each school year
Education or other legal code: 35291, 48980
Board Policy/Administrative Regulation: AR 5144, AR 5144.1
Subject: District and site discipline rules

When to notify: Beginning of each school year
Education or other legal code: 46010.1
Board Policy/Administrative Regulation: BP 5113
Subject: Absence for confidential medical services

When to notify: Beginning of each school year
Education or other legal code: 48980
Board Policy/Administrative Regulation: BP 6111
Subject: Schedule of minimum days

When to notify: Beginning of each school year
Education or other legal code: 48980, 231.5; 5 CCR 4917
Board Policy/Administrative Regulation: AR 5145.7
Subject: Sexual harassment policy as related to students

When to notify: Beginning of each school year
Education or other legal code: 48980, 32255-32255.6
Board Policy/Administrative Regulation: AR 5145.8
Subject: Right to refrain from harmful or destructive use of animals

When to notify: Beginning of each school year
Education or other legal code: 48980, 35160.5, 46600-46611, 48204
Board Policy/Administrative Regulation: AR 5111.1, AR 5116.1, AR 5117
Subject: All statutory attendance options, available local attendance options, options for meeting residency

When to notify: Beginning of each school year
Education or other legal code: 48980, 46014
Board Policy/Administrative Regulation: BP 5113,m AR 5113
Subject: Absence for religious purposes, if Board has adopted resolution allowing such absence

When to notify: Beginning of each school year
Education or other legal code: 48980, 48205

Board Policy/Administrative Regulation: BP 5113, AR 5113, AR 6154

Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed

When to notify: Beginning of each school year

Education or other legal code: 48980, 48206.3, 48207, 48208

Board Policy/Administrative Regulation: AR 6183

Subject: Availability of home/hospital instruction for students with temporary disabilities

When to notify: Beginning of each school year

Education or other legal code: 48980, 49403

Board Policy/Administrative Regulation: BP 5141.31

Subject: Consent to school immunization program

When to notify: Beginning of each school year

Education or other legal code: 48980, 49423, 49480

Board Policy/Administrative Regulation: AR 5141.21

Subject: Administration of prescribed medication

When to notify: Beginning of each school year

Education or other legal code: 48980, 49451; 20 USC 1232h

Board Policy/Administrative Regulation: AR 5141.3

Subject: Right to refuse consent to physical examination

When to notify: Beginning of each school year

Education or other legal code: 48980, 49472

Board Policy/Administrative Regulation: BP 5143

Subject: Availability of insurance

When to Notify: Beginning of each school year

Education or Other Legal Code: 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Uniform complaint procedures, available appeals, civil law remedies

When to notify: Beginning of each school year

Education or other legal code: 49063

Board Policy/Administrative Regulation: AR 5125, AR 5125.3

Subject: Challenge, review, and expunging of records

When to notify: Beginning of each school year

Education or other legal code: 49063, 49069; 20 USC 1232g; 34 CFR 99.7

Board Policy/Administrative Regulation: AR 5125

Subject: Student records: inspect and review, access, types, location, persons responsible, location

of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

When to notify: Beginning of each school year

Education or other legal code: 49063, 49073; 20 USC 1232g; 34 CFR 99.37

Board Policy/Administrative Regulation: AR 5125.1

Subject: Release of directory information

When to notify: Beginning of each school year

Education or other legal code: 49520, 48980; 42 USC 1758; 7 CFR 245.5

Board Policy/Administrative Regulation: AR 3553

Subject: Free and reduced price meals

When to notify: Annually

Education or other legal code: 56301

Board Policy/Administrative Regulation: BP 6164.4

Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to notify: Beginning of each school year

Education or other legal code: 58501, 48980

Board Policy/Administrative Regulation: AR 6181

Subject: Alternative schools

When to notify: Annually

Education or other legal code: Health & Safety Code 104855

Board Policy/Administrative Regulation: AR 5141.6

Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When to Notify: Annually

Education or Other Legal Code: 5 CCR 852

Board Policy/Administrative Regulation #: AR 6162.51

Subject: Student's participation in state assessments; option to request exemption from testing

When to notify: Beginning of each school year

Education or other legal code: 20 USC 1232h

AR 5022, BP 6162.8

Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities

When to notify: Beginning of each school year, if district receives Title I funds

Education or other legal code: 20 USC 6311; 34 CFR 200.61

Board Policy/Administrative Regulation: AR 4112.24, AR 4222

Subject: Right to request information re: professional qualifications of child's teacher and paraprofessional

When to notify: Annually, if district schools have been identified for program improvement or corrective action

Education or other legal code: 20 USC 6316

Board Policy/Administrative Regulation: AR 0520.2

Subject: Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers

When to notify: Beginning of each school year

Education or other legal code: 34 CFR 104.8, 106.9

Board Policy/Administrative Regulation: BP 0410, BP 6178

Subject: Nondiscrimination

When to notify: Annually to parent, teacher, and employee organizations or, in their absence, individuals

Education or other legal code: 40 CFR 763.84, 763.93

Board Policy/Administrative Regulation: AR 3514

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

II. At Specific Times During the Student's Academic Career

When to notify: Beginning in grade 7, at least once prior to course selection and career counseling

Education or other legal code: 221.5, 48980

Board Policy/Administrative Regulation: AR 6164.2

Subject: Course selection and selection and career counseling

When to notify: When child first enrolls in a public school, if the school offers a fingerprinting program

Education or other legal code: 32390, 48980

Board Policy/Administrative Regulation: AR 5142.1

Subject: Fingerprinting program

When to notify: Upon registration in K-6, if students have not previously been transported

Education or other legal code: 39831.5

Board Policy/Administrative Regulation: AR 3543

Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

When to notify: Beginning of each school year for high school students, if high school is open

campus

Education or other legal code: 44808.5, 48980

Board Policy/Administrative Regulation: AR 5112.5

Subject: Open campus

When to notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement

Education or other legal code: 48980, 51225.3

Board Policy/Administrative Regulation: AR 6146.1

Subject: How each high school graduation requirement does or does not satisfy college entrance a-g course criteria; list of district CTE courses that satisfy a-g course criteria

When to notify: Beginning of each school year in grades 9-12 and when high school student transfers into the district

Education or other legal code: 48980, 60850

Board Policy/Administrative Regulation: AR 6162.52

Subject: Requirement to pass the high school exit exam including: date of exam, requirements for passing, consequences of not passing, and that passing is a condition of graduation

When to notify: When students entering grade 7

Education or other legal code: 49452.7

Board Policy/Administrative Regulation: AR 5141.3

Subject: Specified information on type 2 diabetes

When to notify: When in kindergarten, or first grade if not previously enrolled in public school

Education or other legal code: 49452.8

Board Policy/Administrative Regulation: AR 5141.32

Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to notify: Beginning of each school year for students in grades 9-12

Education or other legal code: 51229, 48980

Board Policy/Administrative Regulation: AR 6143

Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

When to notify: Beginning of each school year for students in grades 7-12

Education or other legal code: 51938, 48980

Board Policy/Administrative Regulation: AR 6142.1

Subject: Explanation of sex and HIV/AIDS instruction; right to view A/V materials, who's teaching, request specific Education Code sections, right to excuse

When to notify: Within 20 working days of receiving results of standardized achievement tests

Education or other legal code: 60641; 5 CCR 863
Board Policy/Administrative Regulation: AR 6162.51
Subject: Results of tests; test purpose, individual score and intended use

When to notify: To students in grades 11-12, early enough to enable registration for fall test
Education or other legal code: 5 CCR 11523
Board Policy/Administrative Regulation: AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to notify: To secondary students, if district receives Title I funds
Education or other legal code: 20 USC 7908
Board Policy/Administrative Regulation: AR 5125.1
Subject: Notice that parents may request district to not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to notify: Upon receipt of a complaint alleging discrimination
Education or other legal code: 262.3
Board Policy/Administrative Regulation: AR 1312.3
Subject: Civil law remedies available to complainants

When to notify: When student has been placed in structured English immersion program
Education or other legal code: 310, 5 CCR 11309
Board Policy/Administrative Regulation: AR 6174
Subject: Placement of child in program and opportunity to apply for parental exception waiver

When to notify: When student is identified as English learner and district receives Title III funds, not 440; later than 30 days after beginning of school year
Education or other legal code: 20 USC 7012
Board Policy/Administrative Regulation: AR 6174
Subject: Student's identification for program for English learners; any failure of district to meet annual measurable achievement objectives

When to Notify: When Student is identified as English learner and district receives Title III funds, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year

Education or Other Legal Code: Education Code 440; 20 USC 7012
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reason for classification, level of English proficiency, description of program(s), option to decline program or choose alternate, exit requirements of program

When to notify: Before high school student attends specialized secondary program on a university campus

Education or other legal code: 17288

Board Policy/Administrative Regulation: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to notify: At least 72 hours before use of pesticide product use of pesticide product not included in annual list

Education or other legal code: 17612

Board Policy/Administrative Regulation: AR 3514.2

Subject: Intended use of pesticide product

When to notify: To members of athletic teams

Education or other legal code: 32221.5

Board Policy/Administrative Regulation: AR 5143

Subject: Offer of insurance; no-cost and low-cost program options

If school has lost its WASC accreditation status

Education or other legal code: 35178.4

Board Policy/Administrative Regulation: BP 6190

Subject: Loss of status, potential consequences

When to notify: At least six months before implementing a school wide uniform policy

Education or other legal code: 35183

Board Policy/Administrative Regulation: AR 5132

Subject: Dress code policy requiring school wide uniform

When to notify: Beginning of each term, when student has not passed the exit exam by the end of grade 12

Education or other legal code: 37254

AR 6179

Subject: Availability of intensive instruction and services for two consecutive academic years and right to file complaint

When to notify: Before implementing a year-round schedule

Education or other legal code: 37616

Board Policy/Administrative Regulation: BP 6117

Subject: Year-round schedule

When to notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or other legal code: 46601

Board Policy/Administrative Regulation: AR 5117

Subject: Appeal process

When to notify: When student identified as being at risk of retention

Education or other legal code: 48070.5

Board Policy/Administrative Regulation: AR 5123

Subject: Student at risk of retention

When to notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health

Education or other legal code: 48213

Board Policy/Administrative Regulation: AR 5112.2, BP 5141.33

Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization

Education or Other Legal Code: Education Code 48216; 17 CCR 6040

Board Policy/Administrative Regulation #: See AR 5141.31

Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to notify: When a student is classified a truant

Education or other legal code: 48260.5, 48262

Board Policy/Administrative Regulation: AR 5113.1

Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to notify: When a truant is referred to a SARB or probation department

Education or other legal code: 48263

Board Policy/Administrative Regulation: AR 5113.1

Subject: Name and address of SARB or probation department and reason for referral

When to notify: When a school is identified on the state's Open Enrollment List

Education or other legal code: 48354; 5 CCR 4702

Board Policy/Administrative Regulation: AR 5118

Subject: Student's option to transfer to another school

When to notify: Within 60 days of receiving application for transfer out of open enrollment school

Education or other legal code: 48357; 5 CCR 4702

Board Policy/Administrative Regulation: AR 5118

Subject: Whether student's transfer application is accepted or rejected; reasons for rejection

When to notify: Prior to involuntary transfer prior to continuation school

Education or other legal code: 48432.5

Board Policy/Administrative Regulation: AR 6184

Subject: Right to require meeting to involuntary transfer to continuation school

When to Notify: When student requests to voluntarily transfer to continuation school

Education or Other Legal Code: 48432.3

Board Policy/Administrative Regulation #: See AR 6184

Subject: Copy of district policy and regulation on continuation education

When to notify: When student is removed from class and teacher requires parental attendance at school

Education or other legal code: 48900.1

Board Policy/Administrative Regulation: BP 5144.1, AR 5144.1

Subject: Parental attendance required; timeline for attendance

When to notify: Prior to withholding grades, diplomas, or transcripts

Education or other legal code: 48904

Board Policy/Administrative Regulation: AR 5125.2

Subject: Damaged school property

When to notify: When withholding grades, diplomas or transcripts from transferring student

Education or other legal code: 48904.3

Board Policy/Administrative Regulation: AR 5125.2

Subject: Next school will continue withholding grades, diplomas, or transcripts

When to notify: When student is released to peace officer

Education or other legal code: 48906

Board Policy/Administrative Regulation: BP 5145.11

Subject: Release of student to peace officer

When to notify: At time of suspension

Education or other legal code: 48911

Board Policy/Administrative Regulation: BP 5144.1, AR 5144.1

Subject: Notice of suspension

When to notify: When original period of suspension is extended

Education or other legal code: 48911

Board Policy/Administrative Regulation: AR 5144.1

Subject: Extension of suspension

When to notify: Before holding a closed session re: suspension

Education or other legal code: 48912

Board Policy/Administrative Regulation: AR 5144.1

Subject: Intent to hold a closed session re: suspension

When to notify: When student expelled from another district for certain acts seeks admission
Education or other legal code: 48915.1, 48918
Board Policy/Administrative Regulation: BP 5119
Subject: Hearing re: possible danger presented by expelled student

When to notify: When readmission is denied
Education or other legal code: 48916
Board Policy/Administrative Regulation: AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to notify: When expulsion occurs
Education or other legal code: 48916
Board Policy/Administrative Regulation: AR 5144.1
Subject: Description of readmission procedures

When to notify: 10 calendar days before expulsion hearing
Education or other legal code: 48918
Board Policy/Administrative Regulation: AR 5144.1
Subject: Notice of expulsion hearing

When to notify: When expulsion or suspension of expulsion occurs
Education or other legal code: 48918
Board Policy/Administrative Regulation: AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to notify: One month before the scheduled minimum day
Education or other legal code: 48980
Board Policy/Administrative Regulation: BP 6111
Subject: When minimum days scheduled after beginning of the school year

When to notify: When parents request guidelines for filing complaint of child abuse at a school site
Education or other legal code: 48987
Board Policy/Administrative Regulation: AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When student in danger of failing a course
Education or other legal code: 49067
Board Policy/Administrative Regulation: AR 5121
Subject: Student in danger of failing a course

When student transfers from another district or private school
Education or other legal code: 49068

Board Policy/Administrative Regulation: AR 5125

Subject: Right to receive copy of student's record and to challenge its content

When to notify: Within 24 hours of release of information to a judge or probation officer

Education or other legal code: 49076

Board Policy/Administrative Regulation: AR 5125

Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to notify: Before release of information pursuant to court order or subpoena

Education or other legal code: 49077

Board Policy/Administrative Regulation: AR 5125

Subject: Release of information pursuant to court order or subpoena

When to notify: When screening results in suspicion that student has scoliosis

Education or other legal code: 49452.5

Board Policy/Administrative Regulation: AR 5141.3

Subject: Scoliosis screening

When to notify: When test results in discovery of visual or hearing defects

Education or other legal code: 49456

Board Policy/Administrative Regulation: AR 5141.3

Subject: Vision or hearing test

When to notify: Annually to parents/guardians of student athletes before their first practice or competition

Education or other legal code: 49475

Board Policy/Administrative Regulation: AR 6145.2

Subject: Information on concussions and head injuries

When to notify: Before any test questioning personal beliefs

Education or other legal code: 51513

Board Policy/Administrative Regulation: AR 5022

Subject: Permission for test, survey questioning personal beliefs

When to notify: Within 14 days of instruction if arrangement made for guest speaker after beginning of school year

Education or other legal code: 51938 AR

Board Policy/Administrative Regulation: 6142.1

Subject: Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant

When to notify: Prior to administering survey regarding health risks and behaviors to students in 7-12

Education or other legal code: 51938
Board Policy/Administrative Regulation: AR 5022
Subject: Notice that the survey will be administered

When to notify: Upon assessment and reassessment of English proficiency and enrollment in program of education for English language learners
Education or other legal code: 52164.1, 52164.3, 52173; 5 CCR 11303
Board Policy/Administrative Regulation: AR 6174
Subject: Assessment results; program of education for English language learners

When to notify: When migrant education program is established
Education or other legal code: 54444.2
Board Policy/Administrative Regulation: BP 6175, AR 6175
Subject: Parent advisory council membership composition

When to notify: When child participates in licensed child care and development program
Education or other legal code: Health & Safety Code 1596.857
Board Policy/Administrative Regulation: AR 5148
Subject: Parent right to enter facility

When to Notify: When district receives Tobacco-Use Prevention Education Funds
Education or Other Legal Code: Health and Safety 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The district's tobacco-free schools policy and enforcement procedures

When to notify: When sharing student immunization information with an immunization system
Education or other legal code: Health & Safety Code 120440
Board Policy/Administrative Regulation: AR 5125
Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When to notify: When hearing is requested by person asked to leave school premises
Education or other legal code: Penal Code 627.5
Board Policy/Administrative Regulation: AR 3515.2
Subject: Notice of hearing

When to notify: Prior to student participation in gifted and talented program
Education or other legal code: 5 CCR 3831
Board Policy/Administrative Regulation: AR 6172
Subject: Gifted and talented student program

When to notify: When providing written decision in response to a complaint re: discrimination; special education, or noncompliance with law regulating educational programs
Education or other legal code: 5 CCR 4631

Board Policy/Administrative Regulation: AR 1312.3
Subject: Appeal rights and procedures

When to Notify: When child participates in licensed child care and development program
Education or Other Legal Code: 5 CCR 18066
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: unexcused absences

When to notify: Within 30 calendar days of receipt of CELDT results
Education or other legal code: 5 CCR 11511.5
Board Policy/Administrative Regulation: AR 6174
Subject: CELDT test results

When to notify: When child participates in licensed child care and development program
Education or other legal code: 5 CCR 18066
Board Policy/Administrative Regulation: AR 5148
Subject: Policies re: unexcused absences

When to notify: When district substantively changes policy on student privacy rights
Education or other legal code: 20 USC 1232h
Board Policy/Administrative Regulation: AR 5022
Subject: Notice of any substantive change in policy or regulation

When to notify: For districts receiving Title I funds, when child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"
Education or other legal code: 20 USC 6311
Board Policy/Administrative Regulation: AR 4112.24
Subject: Timely notice to parent of child's assignment

When to notify: When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress
Education or other legal code: 20 USC 6312
Board Policy/Administrative Regulation: AR 0520.2
Subject: Notice of failure to parents of English language learners

When to notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners
Education or other legal code: 20 USC 6312
Board Policy/Administrative Regulation: AR 6174
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to notify: When school identified for program improvement or corrective action

Education or other legal code: 20 USC 6316

Board Policy/Administrative Regulation: AR 0520.2, AR 5116.1

Subject: Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services

When to notify: When district identified for program improvement

Education or other legal code: 20 USC 6316

Board Policy/Administrative Regulation: AR 0520.3

Subject: Explanation status, reasons for identification, how parents can participate in upgrading district

When to notify: For schools receiving Title I funds, upon development of parent involvement policy

Education or other legal code: 20 USC 6318

Board Policy/Administrative Regulation: AR 6020

Subject: Notice of policy

When to notify: When household is selected for verification of eligibility for free or reduced-price meals

Education or other legal code: 42 USC 1758; 7 CFR 246.6a

Board Policy/Administrative Regulation: AR 3553

Subject: Notice of need to submit verification information; any subsequent change in benefits; right to appeal

When to notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or other legal code: 34 CFR 99.34

Board Policy/Administrative Regulation: AR 5125

Subject: Right to review records

IV. Special Education Notices

When to notify: Prior to conducting initial evaluation

Education or other legal code: 56301, 56321, 56321.5, 56321.6, 56329; 34 CFR 300.502

Board Policy/Administrative Regulation: AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice

When to notify: 24 hours before IEP when district intending to record

Education or other legal code: 56341.1, 34 CFR 300.322

Board Policy/Administrative Regulation: AR 6159

Subject: Intention to audio-record IEP meeting

When to notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or other legal code: 56341.5;

Board Policy/Administrative Regulation: AR 6159

Subject: Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate

When to notify: When parent orally requests review of IEP

Education or other legal code: 56343.5

Board Policy/Administrative Regulation: AR 6159

Subject: Need for written request

When to notify: For student receiving exit exam waiver, prior to receipt of diploma

Education or other legal code: 20 USC 1415(d); 34 CFR 300.504

Board Policy/Administrative Regulation: AR 6159.1

Subject: Procedural safeguards notice

When to notify: Disciplinary action taken for dangerous behavior

Education or other legal code: 20 USC 1415(k); 34 CFR 300.530

Board Policy/Administrative Regulation: AR 5144.2

Subject: Decision and procedural safeguards notice

When to notify: Suspension or change of placement for more than 10 days

Education or other legal code: 20 USC 1415(k); 34 CFR 300.530

Board Policy/Administrative Regulation: AR 5144.2

Subject: Decision and procedural safeguards notice

When to notify: Upon requesting a due process hearing

Education or other legal code: 20 USC 1415(k); 34 CFR 300.508

Board Policy/Administrative Regulation: AR 6159.1

Subject: Student's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504

Education or Other Legal Code: 34 CFR 104.32, 104.36

Board Policy/Administrative Regulation #: See AR 6164.6

Subject: District responsibilities, district actions, procedural safeguards

V. Classroom Notices

When to notify: In each classroom in each school

Education or other legal code: 35186

Board Policy/Administrative Regulation: AR/E 1312.4

Subject: Complaint rights re: sufficiency of instructional materials, teacher vacancy and misassignment, maintenance of facilities, and, for classrooms with grades 10-12, right of students who did not pass exit exam to receive intensive instruction after grade 12

(3/10 3/11) 3/12
Revised: April 2014

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Students

Tobacco

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The State Administrator/Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The State Administrator/Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

(Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

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

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

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

Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)
(cf. 5141.6 - School Health Services)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.2 - Guidance/Counseling Services)

Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The State Administrator/Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The State Administrator/Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

The State Administrator/Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The State Administrator/Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)

(cf. 3290 - Gifts, Grants and Bequests)

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

Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the State Administrator/Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

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

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

WEB SITES

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

California Department of Education, Tobacco-Use Prevention Education:

<http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use:

<http://www.cdc.gov/tobacco>

U.S. Surgeon General: <http://www.surgeongeneral.gov>

(7/09 3/11) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California

Instruction

Advanced Placement

To encourage district students to challenge themselves academically, develop college-level skills, and be more competitive when applying for admission to postsecondary institutions, the Governing Board shall offer opportunities to high school students to take Advanced Placement (AP) courses and pass AP examinations.

(cf. 0200 - Goals for the School District)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

The Board desires to provide at least four AP courses at each high school. The State Administrator/Superintendent or designee shall recommend subject areas for AP courses at each school based on student interest and the availability of qualified certificated staff, instructional materials, and other resources. The State Administrator/Superintendent or designee shall also explore alternative methods of delivering AP courses, such as online courses or distance learning.

The State Administrator/Superintendent or designee shall ensure that the district's educational program provides opportunities for students to acquire the skills necessary to successfully undertake AP coursework. To the extent possible, the State Administrator/Superintendent or designee shall collaborate with feeder middle schools in developing and implementing a preparation program.
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)

The State Administrator/Superintendent or designee may consult and collaborate with feeder schools to ensure that students are offered the opportunity to take coursework that will prepare them for AP courses.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.11 - Alternative Credits Toward Graduation)

All students who meet course prerequisites shall have equal access to AP courses.

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

Grades for AP courses shall be assigned in accordance with Board policy and administrative regulation.

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

The State Administrator/Superintendent or designee shall make efforts to encourage students to participate in AP courses and to take end-of-course AP exams by creating support systems for AP students, such as resource centers and programs to recognize student accomplishments. In addition, the State Administrator/Superintendent or designee may explore partnerships with colleges and universities to help encourage students to pursue postsecondary education.

(cf. 5126 - Awards for Achievement)

(cf. 6164.2 - Guidance/Counseling Services)

To increase the capacity of district schools to offer AP courses, the State Administrator/Superintendent or designee shall provide staff development and support to teachers of such courses. This professional development may include, but is not limited to, opportunities for teachers to obtain information on the curriculum of specific courses, instructional methods, and data-driven decision making; mentoring for prospective teachers of AP courses; and opportunities for staff within the district to share course syllabi and practices.

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

(cf. 4113 - Assignment)

(cf. 4131 - Staff Development)

The Board desires that every district AP course receive authorization to use the AP designation by the College Board. To that end, the State Administrator/Superintendent or designee shall coordinate the process for submitting courses for approval as part of the College Board AP course audit.

Examination Fee

To the extent feasible, the district shall reduce the cost of AP examination fees for eligible low-income students. At the beginning of each school year, the State Administrator/Superintendent or designee shall notify parents/guardians of the availability of funds for this purpose and shall provide information on how income-eligible students may apply for funding.

(cf. 3100 - Budget)

Legal Reference:

EDUCATION CODE

52240-52243 Advanced Placement program

CODE OF REGULATIONS, TITLE 5

3840 Advanced Placement as program option for gifted and talented students

UNITED STATES CODE, TITLE 20

6534 Advanced Placement exam fee program

Management Resources:

WEB SITES

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

Advancement Via Individual Determination: <http://www.avid.org>

California Colleges.edu: <http://californiacolleges.edu>

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

College Board: <http://www.collegeboard.org/ap>

International Baccalaureate: <http://www.ibo.org>

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

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Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: June 18, 2014

King City, California