

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

Tuesday, May 13, 2014

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

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Roosevelt Sosa - GHS

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

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 a cabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto específico entonces habrá un límite de 20 minutos en total para cada asunto. Para asuntos que no estén enlistados en la agenda, La Mesa Directiva podrá referir ese asunto al Superintendente o su designado o poner ese asunto en sobre aviso, pero no se tomara ninguna acción en ese momento excepto cuando la ley lo permita.

E. REPORT FROM STATE ADMINISTRATOR

F. STUDENT BOARD MEMBER REPORT

G. PRESENTATION

1. Girls Inc. Presentation (*Nayeli Gallardo, Project Coordinator*)

H. BOARD MEMBER COMMENTS

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: April 16, 2014 and April 30, 2014 (Pages 1-7)
2. Approval of Personnel Report Dated May 13, 2014 (*Daniel Moirao, Ed.D., State Administrator*) (Pages 8-13)
3. Review of Williams Third Quarterly Report (*John Sims, Director of MOTF*) (Pages 14-20)
4. Approval of Accounts Payable (*Duane Wolgamott, Business Manager*) (Pages 21-36)
5. Approval of Purchase Order (*Duane Wolgamott, Business Manager*) (Pages 37-40)
6. Approval of Consultant Contract, Candy McCarthy (*Daniel Moirao, Ed.D., State Administrator*) (Pages 41-44)
7. Approval of Designation for California Interscholastic Federation (CIF) League Representative for the 2014-2015 School Year (*Daniel Moirao, Ed.D., State Administrator*) (Pages 45-46)
8. Approval of Academic Calendar for the 2014-2015 School Year (*Daniel Moirao, Ed.D., State Administrator*) (Pages 47-48)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. PUBLIC HEARING

1. 2014-2015 Budget and LCAP Plan (Pages 49-55)

M. INFORMATION ITEMS

1. Technology Plan Update (*Cristina Jimenez, Director of Technology*) (Pages 56-88)
2. Revenue and Expenditure Report (*Duane Wolgamott, Business Manager*) (Pages 89-127)
3. Monthly Cash Flow Report (*Duane Wolgamott, Business Manager*) (Pages 128-197)
4. Local Control Accountability Plan (LCAP) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 198-199)
5. Draft of 2014-2015 Budget (*Duane Wolgamott, Business Manager*) (Pages 200-205)
6. Common Core Update (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 206-221)
7. Title III Update (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 222-224)
8. Interdistrict Tracking Information (*Daniel Moirao, Ed.D., State Administrator*) (Pages 225-232)
9. P-2 ADA Report (*Duane Wolgamott, Business Manager*) (Pages 233)
10. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Business Manager*) (Pages 234)

N. ACTION ITEMS

1. Approval of Adoption New Course: Academic Peer Tutor (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 222-224)
2. Approval of New Course – Pre-AP Biology (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 225-232)
3. Approval of Pre-AP Biology Text (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Page 233)

4. Approval of New Course – Math II Honors (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 234-236)
 5. Approval of Math II Honors Electronic Text (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 237-238)
 6. Approval of New Course – Math IA (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 239-241)
 7. Approval of New Course – Math IB (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 242-244)
 8. Approval of Math IA and IB Electronic Text (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 245-246)
 9. Approval of English Learners (EL) Master Plan Revision (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 247-375)
 10. Approval of the Surplus and Sale of a 2005 Thomas School Bus to the Greenfield Union School District (*Duane Wolgamott, Business Manager*) (Pages 376-379)
 11. Board Policies (Second Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 380-428)
 - BP 0410 Nondiscrimination in District Programs and Activities (revised)
 - BP 5145.3 Nondiscrimination Harassment (revised)
 - AR 5145.3 Nondiscrimination Harassment (new)
 - AR 6145.2 Athletic Competition (new)
 - BP 6173.1 Education for Foster Youth (revised)
 - AR 6173.1 Education for Foster Youth (revised)
 - BP 6176 Weekend Saturday Classes (revised)
 - BP 6177 Summer Learning Programs (revised)
 - BP 6179 Supplemental Instruction (revised)
 - BP 7214 General Obligation Bonds (revised)
- O. FUTURE AGENDA ITEMS/MEETING DATES
May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans)
June 11, 2014 – Regular Board Meeting at King City District Office
June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)
- P. SIGNING OF PAPERS
- Q. ADJOURNMENT (TO CLOSED SESSION) (if required)

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

Wednesday, April 16, 2014
Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Alex Hernandez - KCHS

OPEN SESSION: 5:25 PM

Call to Order

Mike Foster called the meeting to order at 5:25 P.M.

Public Comment

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

CLOSED SESSION:

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Resolution #15:13/14 Layoff of Classified Staff Due to Lack of Funds and/or Lack of Work
- D. Negotiations with Employee Organizations
- E. Threatened/Potential Litigation

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster said the Personnel Report and Resolution #15:13/14 was approved.

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comment

There were not any comments from the public.

Report from State Administrator

Dr. Moirao reported today both schools convened at Greenfield High School to collaborate in preparation for the teacher training on June 2 and 3. It was very well organized and he thanked Dr. Pospichal for the preparation. There were a number of teachers who want to work and work together on those days. They will have the needed information for students when they return from the summer break. The state is providing one-time funding for this. Dr. Moirao encouraged members of the Board to attend on either date. The training will be taking place at King City High School.

Dr. Moirao reminded the Board of the King City High School student's art exhibit will have their official opening of their art work on Friday, April 18 at the Sunset Center in Carmel. A bus will be provided for those students who will have their work on display.

Dr. Moirao reminded the Board the study session which had been scheduled for next week has been moved to April 30 at 6:00 P.M. at the district office.

FFA has received honors once again. All three teachers at King City High School have received significant recognition. Jessica Souza received an honorary - 1 - bership, David Croy, Assistant Principal at King City High School received a gold medal, Janet Sanchez-Matos, Principal at King City High School a silver

medal and Dr. Moirao said he received a bronze medal. The students nominated the individuals who they felt were most supportive to the FFA program.

Dr. Moirao said he wanted to make sure the Board has the Portola-Butler's graduation on their calendar for Thursday, May 29 at 6:00 P.M., King City High School on Friday, May 30 at 9:00 A.M. and Saturday, May 31 at Greenfield High School at 9:00 A.M.

Paulette Bumbalough said she would like to thank everyone for having their graduations on different days, the Board will be able to attend all of ceremonies.

Dr. Moirao said Raul Rodriguez is representing the district and Board at another meeting this evening in Greenfield.

Student Board Member

Alex Hernandez was not present to give a report.

Board Member Comments

Paulette Bumbalough said she has attended several LCAP meetings and have found them to be very informative.

She visited both Greenfield and King City High Schools Ag Departments. She was very impressed with Daniel Villaseñor and his students in Ag Mechanics at Greenfield High School as well as the floral design and Ag Mechanics at King City High School. It was great seeing the students engaged in class.

Ms. Bumbalough said she will be attending the art show which Dr. Moirao mentioned earlier in the evening. She had visited Ms. Beilby's class when the students were framing their pictures. She said the pictures are all very impressive.

She attended the Monterey County School Board Association meeting. She said South County was well represented. They are planning an evening of recognition at Hartnell College.

Mike LeBarre said he attended a Hartnell master planning meeting on March 17. There are additional plans for Hartnell. He felt we will be seeing a lot of great things happening. He attended the walk through when Senator Cannella visited Greenfield High School several weeks ago. It is good to see him supporting the Ag Programs. Mr. LeBarre said he was very impressed with the FFA students and their presentation to Senator Cannella.

Mr. LeBarre said he attended the Mee Memorial Health Faire on April 5 and the King City High School Scholarship interviews on April 11. He is also planning on attending the art show at the Sunset Center in Carmel on April 18. He added; this art exhibit is an amazing opportunity for our students.

Bob White said he attended the Greenfield High School Scholarship interviews. He said it is always a fun and rewarding experience. The students presented themselves very well. He added it was very well organized.

Employee Organizations

There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: March 12, 2014 and March 19, 2014
2. Approval of Personnel Report Dated April 16, 2014
3. Approval of Accounts Payable
4. Approval of Surplus Desks
5. Approval of Contract for Consulting Services with Eduneering, Inc.

Dr. Moirao approved the consent agenda.

Consent Items Removed for Comment/Questions

There were not any items pulled for further discussion.

INFORMATION ITEMS

Revenue and Expenditure Report

The Board did not have any questions; they commented the information was presented well.

Cash Flow Report from July 1, 2014 through March 31, 2014

Duane Wolgamott said this information represents every fund. It gives a sense of where the money is going. The Board recognized Mr. Wolgamott for this information.

Mike Foster said, when he was interviewed by FCMAT they complimented Mr. Wolgamott for the information he is providing the Board. Paulette Bumbalough thanked Mr. Wolgamott as well, stating the information is easier to read than in the past.

There were not any questions.

Common Core Update

Wendy Pospichal, Ed.D. said Portola-Butler started the field testing yesterday for SBAC. This testing is taking place for the students to work out the "bugs" in the system. Things went pretty smoothly. Next week the testing will take place at King City High School for the freshmen, sophomores, and juniors. The testing at Greenfield High School will take place the following week; May 9 will be the end of the testing.

The Board asked Mike Onderko how many students were tested at Portola-Butler. He responded 15 students in the morning and 23 in the afternoon. The student log in was the only problem. The testing tomorrow should be smoother.

Mike Foster inquired how the students reacted. Mr. Onderko said the Greenfield students spent more time working on the test than the students from King City.

Mike Foster said he had attended a session on the new testing; it seemed to be difficult and different. The math seemed to be particularly difficult.

Dr. Moirao said there has been research; if the students are not engaged in the first 10 to 15 seconds then they are disengaged.

Mike Foster said he appreciates everyone's hard work in preparation for the testing.

Paulette Bumbalough asked Mr. Onderko if he received any feedback from the students. He responded he is getting some.

LCAP Update

Dr. Moirao distributed the LCAP spreadsheet to the Board. He said this is the tentative plan for the time being. There are goals and they need to be very specific, this way we can show what we are doing.

Paulette Bumbalough said she appreciated the details.

Dr. Moirao said this is a 3 year plan. Duane Wolgamott will be costing out the plan. We do not know if we can afford everything. The district was originally approved for all of the grants because of our demographics. There are certain grants that must be spent on English Language Learners and socioeconomic students. There are certain areas the state still needs to address. Dr. Moirao said he has had several LCAP meetings himself. He has also met with CSEA, CTA, School Site Councils and the DLAC committee. He appreciated the committee and the input he has received as well as suggestions. At the May board meeting we will need to have a public hearing for comments from the public. In June we will be adopting the spending plan for the next school year. He said he would encourage any questions or comments from the Board of Education.

Mike Foster said he noticed in the plan, summer boot camps will be taking place, he inquired if this would be on our campuses. Dr. Moirao responded yes.

Paulette Bumbalough said she has attended Dr. Moirao LCAP meetings. At the first meeting he gave the committee an outline which helped them establish goals. The committee engaged in good discussions.

School Enrollment, Attendance, and Referrals Statistics

Bob White inquired if this is a new format. Mr. Wolgamott said it is different than last month but same as the previous months. Mr. White said he noticed the percentages of attendance are different. He asked if Independent Study was part of each school site.

Mike Onderko said the difference could be because of the students who are under a stipulated expulsion agreement. It could also depend on the student schedule. He said right now King City High School has more students in Independent Study than Greenfield High School.

Board Policies (First Reading)

BP 0410 Nondiscrimination in District Programs and Activities (revised)
BP 1312.3 Uniform Complaint Procedures (revised)
AR 1312.3 Uniform Complaint Procedures (revised)
BP 5145.3 Nondiscrimination Harassment (revised)
AR 5145.3 Nondiscrimination Harassment (new)
AR 6145.2 Athletic Competition (new)
BP 6173.1 Education for Foster Youth (revised)
AR 6173.1 Education for Foster Youth (revised)
BP 6176 Weekend Saturday Classes (revised)
BP 6177 Summer Learning Programs (revised)
BP 6179 Supplemental Instruction (revised)
BP 7214 General Obligation Bonds (revised)

Dr. Moirao said policy 1312.3 has been reviewed by the Federal Program Monitoring team. The policy had been updated in September 2012. Another revision came out in January 2013; we had not had an opportunity to complete the update for this school year yet.

Paulette Bumbalough asked what the difference was. Dr. Moirao said there are two words FPM requested be added to page 1 in the second paragraph (nationality and ethnicity). Dr. Moirao said this is not what we see from CSBA.

Dr. Moirao said this is presented as a first reading and will be coming forward for approval as a second reading at the next board meeting.

ACTION ITEMS

Approval of Resolution #13:13/14 Proclaiming and Honoring California Day of the Teacher May 14, 2014

Dr. Moirao said this is an annual resolution. Usually there are also lay-offs in this month, but that will not be happening this year. Dr. Moirao reminded the Board last year they wrote a letter which was distributed to all staff. Paulette Bumbalough said she would like to do the same again and have each Board Member sign the letter. Mike Foster said he would work with Dr. Moirao.

Dr. Moirao approved the resolution.

Approval of Resolution #14:13/14 Proclaiming and Honoring Classified School Employee Week May 18-24, 2014

Dr. Moirao said this applies to the Classified staff as well.

Dr. Moirao approved the resolution.

Approval of Common Core Implementation Funding Plan

Wendy Pospichal, Ed.D. said this was presented as an information item last month and is now being brought forward as an action item.

Paulette Bumbalough said on page 169 the amount of \$40,000 is identified for teachers, she inquired what that amount was designated for. The response was it would be for salaries. Dr. Pospichal said a total amount of \$80,000 has been designated for the Common Core Professional Development, the remainder of the breakdown is as follows: \$25,000 for Math 1 and 2 training and the remainder of \$15,000 for any additional professional development.

Dr. Moirao approved the Common Core Funding Plan.

Approval of Adoption New Course: Math 1 Honors

Wendy Pospichal, Ed.D., said Math 1 Honors allows students who have a strong base knowledge to engage in mathematical problem solving with increased depth of knowledge. Students who are freshmen who complete the course are on a solid pathway to complete AP Calculus during their senior year.

Paulette Bumbalough asked, if the students are successful in their freshmen year will they continue in AP math. Wendy Pospichal, Ed.D. said Math 1 will be implemented next year, it is presumed there will be a Math 2. We are waiting to see if there is need for a pathway.

Dr. Moirao approved the adoption of new course, Math 1 Honors.

Approval of Adoption of Math 1 Honors Curriculum

Wendy Pospichal, Ed.D. said the curriculum will need to be approved.

The comment was made the information is available on line. The question was asked if the printers had been part of the Technology Plan. Mr. Wolgamott responded yes. Wendy Pospichal, Ed.D. said some of the material was reproduced by Office Depot.

Dr. Moirao approved the adoption of Math 1 Honor curriculum.

Approval of Adoption New Course: AP Environmental Science

Dr. Moirao said this is a new AP course; there has been a lot of interest from students. This is being promoted as an A-G class. More students will have options when they graduate.

Bob White inquired if the juniors and seniors were being targeted for this course. The response was yes.

Wendy Pospichal, Ed.D. said the passing rate for this course is very high.

Paulette Bumbalough said, on page 189 it states a student who scores three or higher on a five point rubric may receive college/university credits through the protocols of post-secondary institutions. How would it be determined how they would receive these credits? It was explained that the university did this when they review a student's transcripts. She added, if they were aligned with the college/university then the community colleges should accept the credits as well.

Wendy Pospichal, Ed.D. said students still have to be tested.

Paulette Bumbalough said this is raising the benchmark for students. She asked if there has been any discussion with the middle schools.

Dr. Moirao said he met today with the Superintendent of the Greenfield Union School District and he was very interested in working with us. He is considering adjusting their Thursday collaboration day to match our Wednesday collaboration time; this would allow both districts to work together.

Mike LeBarre said this would make a huge difference.

Dr. Moirao approved the adoption of new course AP Environmental Science.

Approval of Adoption of AP Environmental Science Curriculum

Dr. Moirao approved the adoption of AP Environmental Science Curriculum.

Approval of Adoption of AP Human Geography Curriculum

Wendy Pospichal said this is a course for freshmen; it prepares them for AP world geography and is considered an elective.

Bob White inquired if all of these courses have been worked into the Master Schedule. Dr. Moirao said some of them have been.

Paulette Bumbalough asked if the number of students enrolled in these classes is the same as the other classes. Dr. Moirao said some teachers are more passionate about the course and recruit students. Dr. Moirao added we have an open enrollment for this course.

Paulette Bumbalough asked if a test was required to take this course, the response was no.

Dr. Moirao approved AP Human Geography Curriculum.

Approval of Adoption New Course: AP Human Geography

Dr. Moirao approved the adoption of new course AP Human Geography.

Board Policies (Second Reading)

BP 1265 Civility Policy (new)

AR 1265 Civility Policy (new)

BP 5141.2 Administering Medication and Monitoring Health Conditions (revised)

AR 5141.21 Administering Medication and Monitoring Health Conditions (revised)

BP 5146 Married, Pregnant, Parenting Students (revised)

BP 6142.6 Visual and Performing Arts Education (revised)

BP 6142.91 Reading Language Arts Instruction (new)

BP 6146.1 High School Graduation Requirements (revised)

AR 6159.4 Behavioral Interventions for Special Education Students

BP 6162.51 State Academic Achievement Tests (revised)

AR 6162.51 State Academic Achievement Tests (revised)

BP 6164.2 Guidance/Counseling Series (new)

There were not any changes to the second reading of the board policies. Dr. Moirao approved the policies.

Dr. Moirao reminded the Board about the FFA dinner scheduled for May 1, and the Academic Luncheon on May 2.

Paulette Bumbalough informed the Board, Girls Inc. will graduate their first class from King City on May 1. She will email the information to Dr. Moirao for distribution to the Board. She added they are getting ready to set up their second class. They are in the process of getting adult mentors.

Future Agenda Items/Meeting Dates

April 30, 2014 – Board Study Session (Institutional Racism Setting)

May 13, 2013 – Regular Board Meeting at Greenfield High School

May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans)

June 11, 2014 – Regular Board Meeting at King City District Office

June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Signing of Papers

Dr. Moirao signed appropriate papers

Adjournment

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

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

Date

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

Wednesday, April 30, 2014

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 6:00 PM.

Flag Salute

Mike Foster led in the flag salute.

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comment

There were not any comments from the public

ACTION ITEMS

Board Policies (Second Reading)

BP/AR 1312.3 – Uniform Complaint Procedures

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

INFORMATION ITEM

Board Study Session – Institutional Racism Setting

Dr. Moirao reviewed institutional racism material with the Board of Education.

FUTURE AGENDA ITEMS/MEETING DATES

May 13, 2013 – Regular Board Meeting at Greenfield High School

May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans

June 11, 2014 – Regular Board Meeting at King City District Office

June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Adjournment

The meeting was adjourned at 7:40 PM.

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

Date

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

SUBJECT: Approval of Williams Third Quarter Facilities
Report

MEETING: May 13, 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 facilities third quarter report will be reviewed and repairs made to the items that can be accomplished now. Larger dollar items have been prioritized and placed on a funding list to be accomplished as funding becomes available.

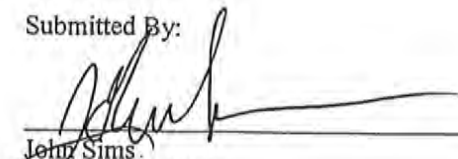
Recommendation:

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

Fiscal Impact:


Deferred Maintenance Funds will be used for the repairs.

Submitted By:



John Sims,
Director of MOTF

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
JANUARY 2014

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

SCHOOL FACILITIES:

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

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

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

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



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION

SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
JANUARY 2014

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

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/ Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
Greenfield High School (cont'd)		8/20/13	Boys RR	Water stains ceiling tiles (advised Jose)	4 / Interior Surfaces			
			P609	Carpet tears and waves, trip hazard, 3 rd year	4 / Interior Surfaces			
- 10 -			P609	Skirting has hole @ ramp entry	12 / Structural Damage		Hole Repaired	11-18-13
			P609	Down spout torn protruding metal, injury hazard	13 / Roofs		Repaired	11-19-13
			P610	Down spout torn protruding metal injury hazard	13 / Roofs		Repaired	2-26-14
			P615	Carpet is worn, stained	4 / Interior Surfaces			
			PE Ofc	Water stains ceiling tiles	4 / Interior Surfaces		Replaced	2-26-14
			Auto Shop	Welding area needs better ventilation	2 / Mechanical Systems			
			Unified Arts 402	Water stains ceiling tiles	4 / Interior Surfaces			
			Boys RR	Soap dispensers are broken	4 / Interior Surfaces			
			Boys RR	Paint chipping on hand dryer	11 / Hazardous Materials (Int - Ext)		Replaced	3-18-14
			Office Kitchen	Water stains ceiling tiles	4 / Interior Surfaces		Tile replaced	11-18-13
			Library	Carpet has waves, trip hazard	4 / Interior Surfaces			

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

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



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
 SECOND QUARTERLY REPORT FOR *SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT*
 JANUARY 2014

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

SCHOOL FACILITIES:

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

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

All Schools in Good Repair

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

SCHOOL FACILITIES:

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

School	Overall Rating	Review Date	Room/Area	Facility Deficiencies Identified	Item # / Category	Emergency	Correction/Action Taken	Corrected On
King City High School	Good	4/3/13	181	Hole in window, 3 rd year	15 / Windows, Doors, Gates, Fences			
			184	Paint chipping on trim and beams, 3 rd year	11 / Hazardous Materials			
			184	Dry rot on exterior beams, 3 rd year	12 / Structural Damage			
			197	Weeds growing in gutters of entire length of bldg.	13 / Roofs		Gutters cleaned	6-14-13
			196	Boxes stacked on shelf above 6 foot (earthquake Hazard)	10 / Fire Safety			
			200	Paint chipping on cement floor/cracks/trip hazard	4 / Interior Surfaces			
			193/Shop	Dry rot header and walls, 3 rd year	12 / Structural Damage			
			191	Termites apparent on baseboard, 3 rd year	6 / Pest, Vermin infestation			
			Cafeteria	Trip hazards on cement/asphalt seams West and East walkways	14 / School Grounds/Playgrounds			
			Kitchen	Water damage on wall in dish washing area	4 / Interior Surfaces			
			Kitchen	Paint chipping in service area and over refrigerator	4 / Interior Surfaces			
			Lockers boys PE	Bent, Broken, Metal protruding	4 / Interior Surfaces		To be replaced during winter break	3-26-14
			103	Light panels diffusers missing	7 / Electrical		Replaced diffusers	6-20-13
			103	Dry rot on beams, Paint chipping on trim	13 / Roofs			

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

SCHOOL FACILITIES:

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

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

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

SUBJECT: Approval of Accounts Payable Warrants

MEETING: May 13, 2014

AGENDA SECTION: Consent

☐ 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
- X _____ Develop/Sustain Fiscal Crisis Long-Term Solution
- _____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- _____ Ensure that Facilities are Safe for Staff and Students
- X _____ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Attached are the Accounts Payable warrants for April 2014.

Recommendation:

The recommendation is being made for the State Administrator to approve the April Accounts Payable warrants.

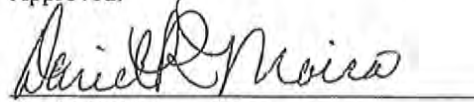
Fiscal Impact:

Per 2013-2014 adopted budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 04/01/2014 through 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12071334	04/01/2014	Monica Serrato	01-5200	MCOE - Payroll Mtg		50.07
12071335	04/01/2014	Megan L. Munoz	01-5200	CABE EL Strategies	49.93	
				CISC Ldrshp/10th grade pull out/GRR @ MCOE/SBAC Training	146.90	
				EL Achieve Symposium	218.92	415.75
12071336	04/01/2014	Katie Elen Greenberg-Trujillo	01-4300	Scholarship Interview Night		31.41
12071337	04/01/2014	ARAMARK UNIFORM SERVICES	13-5800	Open PO for Supplies and Materials		82.71
12071338	04/01/2014	CDW-G	01-4300	Headphones	1,079.84	
				Ricoh Supplies	20.31	
				Technology Supplies	693.49	
			01-4400	Network Security Appliance	5,270.62	7,064.26
12071339	04/01/2014	DELL MARKETING LP	01-4300	monitor		256.88
12071340	04/01/2014	EDEN RADIO, Inc	01-4400	Communication-Radio		386.92
12071341	04/01/2014	EL Achieve	01-5200	CM Recertification		690.00
12071342	04/01/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		91.64
12071343	04/01/2014	Lopez, Abraham	01-8699	John McViegh Memorial Scholarship		500.00
12071344	04/01/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Office Supplies		967.16
12071345	04/01/2014	PARTS & SERVICE CENTER-NAPA	01-4300	Open PO for Supplies and Materials		11.49
12071346	04/01/2014	RADIOSHACK CORPORATION	01-4300	Technology Supplies		10.20
12071347	04/01/2014	Sysco San Francisco	13-4300	Food Service	6,119.89	
			13-4700	Food Service	33,657.36	39,777.25
12072417	04/08/2014	Sandra L. Wilson-Brusch	01-5200	Mileage Reimbursement for Symposium in SJ		118.22
12072418	04/08/2014	Stephanie M. Hart	01-5800	Wrestling Tournament Fee		105.00
12072419	04/08/2014	A & G PUMPING, INC	01-5630	Rental of Portable Restrooms		313.25
12072420	04/08/2014	ABBOTT PLUMBING	01-5800	Backflow testing		285.00
12072421	04/08/2014	Aeries Software Inc	01-5200	Aeries Training		850.00
12072422	04/08/2014	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		467.63
12072423	04/08/2014	B & B Small Engine Repair Inc.	01-4300	Parts for Mowers		491.38
12072424	04/08/2014	BENSON PLUMBING INC	01-5620	Maintenance Repairs		362.30
12072425	04/08/2014	C.F. Educational Resources	01-5800	Consulting Services		7,500.00
12072426	04/08/2014	CA ASSOCIATION FFA	01-5200	FFA Conference		340.00
12072427	04/08/2014	CARMEL MARINA CORPORATION	01-5550	KCHS Garbage Fees		2,642.06
12072428	04/08/2014	CASH	01-5300	Annual CASH Membership Dues/Maintenance Network		542.00
12072429	04/08/2014	Christy White Associates	01-5800	2012-2013 District Audit		7,020.00
12072430	04/08/2014	CITY OF GREENFIELD	01-5530	Water, Sewer, and Garbage	206.13	
			01-5540	Water, Sewer, and Garbage	809.75	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 04/01/2014 through 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12072430	04/08/2014	CITY OF GREENFIELD	01-5550	Water, Sewer, and Garbage	2,631.42	3,647.30
12072431	04/08/2014	Copymat Salinas LLC	01-4300	Classroom Laminated Posters. Please send PO to sie		881.28
12072432	04/08/2014	CSBA	01-4300	Evaluation Toolkit		18.03
12072433	04/08/2014	Fastenal Company	01-4300	Maintenance Supplies		612.31
12072434	04/08/2014	Fields Roofing	01-5620	Service Call - Stanton Theater		516.18
12072435	04/08/2014	First Alarm Security Svcs Inc	01-5800	Fire Inspection		948.48
12072436	04/08/2014	Foster Farms Dairy	13-4700	Cafeteria		660.35
12072437	04/08/2014	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Supplies		82.48
12072438	04/08/2014	Image Sales	01-4300	Id Card Supplies		215.42
12072439	04/08/2014	INGRAHAM JEWELERS, INC	01-5800	Open PO for Trophies for 2013-14 school year.		48.14
12072440	04/08/2014	KING CITY INDUSTRIAL SUPPLY	01-4300	Materials and Supplies		12.90
12072441	04/08/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		39.38
12072442	04/08/2014	Mail Finance	01-5630	Open for Monthly Lease		784.78
12072443	04/08/2014	MATRANGA WHOLESALE FLORISTS	01-4300	ROP Floral Class		949.70
12072444	04/08/2014	MCOE	01-5800	Escape Cost Allocation FY 2013-2014 Year 3		23,563.00
12072445	04/08/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Materials and Supplies	410.44	
				Open PO for Supplies	996.56	
				Open PO for Transportation	30.05	
				Supplies and Materials	258.55	1,695.60
12072446	04/08/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities		94.88
12072447	04/08/2014	PARTS & SERVICE CENTER-NAPA	01-4300	Open PO for Supplies and Materials		43.37
12072448	04/08/2014	Proforum	01-5300	National Superintendents Roundtable		1,000.00
12072449	04/08/2014	PURE WATER	01-5800	Drinking Water		187.25
12072450	04/08/2014	RG Fabrication, Inc	01-4300	Open PO		704.19
12072451	04/08/2014	Shred-It San Francisco	01-5800	Fees for shredding		125.33
12072452	04/08/2014	Sprint Solutions, Inc.	01-5940	District Communication		764.74
12072453	04/08/2014	Susan Brooks	13-5800	Consulting / Training for Food Services		1,000.00
12072454	04/08/2014	TORO PETROLEUM CORP	01-4310	Open PO for Supplies and Materials		3,738.76
12072455	04/08/2014	UNITED PARCEL SERVICE	01-5930	Open for fees		33.09
12072456	04/08/2014	Uretsky Security	01-5800	Security		3,150.00
12072457	04/08/2014	VAL'S PLUMBING & HEATING INC	01-5620	Repairs to HVAC		454.60
12073826	04/15/2014	Hector Mandujano	01-4300	Boys Soccer Banquet		98.48
12073827	04/15/2014	Maria A. Argueta	01-5200	Mileage to GHS from KCHS		19.32
12073828	04/15/2014	Kathryn L. Beilby	01-4300	Frames for Carmel Art Show		561.46

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Checks Dated 04/01/2014 through 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12073829	04/15/2014	Christopher S. Houston	01-5200	ERWC Training @ CSUMB		61.60
12073830	04/15/2014	Lisa K. Mazza	01-4300	Supplies for ADCO		34.06
12073831	04/15/2014	Jessica S. Mendoza	01-5200	CABE @ MCOE		37.79
12073832	04/15/2014	Faviola Ruby Medina	01-5200	Mileage to GHS from KCHS		156.80
12073833	04/15/2014	Perla Medina	01-5200	ASB Training @ MCOE		50.76
12073834	04/15/2014	#1 TouchScreen Tblt Comp Tuto	Cancelled	Tutoring		2,082.50 *
		Cancelled on 04/23/2014, Cancel Register # AP04242014A				
12073835	04/15/2014	ARAMARK UNIFORM SERVICES	13-5800	Open PO for Supplies and Materials		165.42
12073836	04/15/2014	ATHLETIC SUPPLY OF CA	01-4300	Athletic uniforms & Supplies for sports program		1,968.53
12073837	04/15/2014	BENSON PLUMBING INC	01-5620	Replace Water heater @kitchen		8,830.00
12073838	04/15/2014	CA Department of Justice	01-5860	HR Fingerprints		32.00
12073839	04/15/2014	CA Water Service Company	01-5530	KCHS Water		30.27
12073840	04/15/2014	CATA	01-5200	CATA Conference		70.00
12073841	04/15/2014	CDW-G	01-4300	Printer Supplies		154.79
12073842	04/15/2014	Central CA Electronics, Inc	01-5620	Repairs to Fire Alarm		1,302.50
12073843	04/15/2014	City of Greenfield - PD	01-5800	GHS SRO		5,500.00
1 844	04/15/2014	GSM CONSULTING INC	01-5800	Consulting Services		925.00
1 845	04/15/2014	Cyberguys / E-Filliate Inc	01-4300	Technology Supplies		68.25
12073846	04/15/2014	DICK BLICK COMPANY	01-4300	Art Supplies		818.84
12073847	04/15/2014	Fastenal Company	01-4300	Maintenance Supplies		63.36
12073848	04/15/2014	Foster Farms Dairy	13-4700	Cafeteria		969.90
12073849	04/15/2014	Gilroy High School	01-5300	Entry Fee		304.00
12073850	04/15/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		50.06
12073851	04/15/2014	HOBART	13-5600	Food Service equipment repairs		437.50
12073852	04/15/2014	JOSTENS CORP	01-4300	diploma covers		1,097.12
12073853	04/15/2014	KEENAN AND ASSOCIATES	01-5400	Transportation		729.62
12073854	04/15/2014	KING CITY GLASS	Cancelled	Open PO for Supplies and Materials		218.99 *
		Cancelled on 04/23/2014, Cancel Register # AP04242014A				
12073855	04/15/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		44.03
12073856	04/15/2014	LinkCrew Boomerang Project	01-5200	LinkCrew Course		2,625.00
12073857	04/15/2014	MASSEY HEATING & AIR INC	01-5620	AC unit repair		1,728.50
12073858	04/15/2014	MCOE	01-5200	MCOE Workshop		120.00
12073859	04/15/2014	Mission Trail Athletic/MTAL	01-5300	MTLA Official Mileage		1,185.20
12073860	04/15/2014	North Salinas High School	01-5300	Sports Fee		68.00
12073861	04/15/2014	O'Reilly Automotive Stores, Inc	01-4300	Open for Supplies and Materials		214.99
12073862	04/15/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Office Supplies	103.13	
				Open PO for Transportation	8.93	112.06

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Checks Dated 04/01/2014 through 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12073863	04/15/2014	Olson, Hagel & Fishburn, LLP	01-5810	Audit Matters		286.50
12073864	04/15/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	2,373.80	
			01-5520	Utilities	10,435.21	12,809.01
12073865	04/15/2014	PEDIATRIC THERAPY CENTER INC	01-5800	Home School		528.00
12073866	04/15/2014	PRESTWICK HOUSE INC	01-4200	Text Book Supplies		493.99
12073867	04/15/2014	SAFEWAY INC	01-4300	WASC Committee		247.39
12073868	04/15/2014	Sandra A. Madrid	01-5800	Aeries Consultant		800.00
12073869	04/15/2014	The Bank of New York Mellon	01-5800	ACCT # SMONTJUHGO12		636.00
12073870	04/15/2014	The Tree Man (DBA)	01-5620	Grounds		1,700.00
12073871	04/15/2014	TORO PETROLEUM CORP	01-4310	Gas Ag Incentive	40.03	
				Open PO for Supplies and Materials	409.64	449.67
12073872	04/15/2014	Virco Inc.	01-5620	Desk for site	8,428.28	
				Student Desk	8,350.60	16,778.88
12075412	04/24/2014	Monica Serrato	01-5200	Payroll Pickup @ MCOE		50.19
12075413	04/24/2014	Silvia H. Perez	01-8699	Warrant # 10255620 - Payroll - Outlawed Warrant		271.51
12075414	04/24/2014	Christopher S. Houston	01-5200	ERWC Training @ CSUMB 2/20-2/21		62.17
12075415	04/24/2014	Joseph R. Martin	01-5200	Alisal Campus / Counselor Conference		52.01
12075416	04/24/2014	Nathan M. Moreno	01-5200	Link Crew Training 4/10 - 4/11		109.62
12075417	04/24/2014	Monika C. Myking	01-5200	Link Crew Training in SJ 4/10-4/11		110.39
12075418	04/24/2014	Ernesto Rodriguez	01-8699	Warrant # 10256704 - Payroll - Outlawed Warrant		2,022.16
12075419	04/24/2014	Raymond W. Green	01-5200	Gas for 2014 Prom		68.26
12075420	04/24/2014	Jose C. Madrid	01-5200	Prom 2014 GHS Prom		149.55
12075421	04/24/2014	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		204.25
12075422	04/24/2014	ARAMARK UNIFORM SERVICES	13-5800	Open PO for Supplies and Materials		82.71
12075423	04/24/2014	Axiom Advisors/mandate timekpr	01-5800	Axiom		1,000.00
12075424	04/24/2014	BAY SCHOOL, THE	01-5100	Services		7,297.75
12075425	04/24/2014	BEST BUY FOR BUSINESS	01-5800	Graphing Calculators for Math Dept.		3,805.18
12075426	04/24/2014	C.F. Educational Resources	01-5800	Consulting Services		6,000.00
12075427	04/24/2014	CA State Board of Equalization	01-5800	Exempt Bus Operator Diesel Fuel Tax Return		23.94
12075428	04/24/2014	CA Water Service Company	01-5530	KCHS Water		701.40
12075429	04/24/2014	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	PO14-00017		24.36
12075430	04/24/2014	CENTRAL COAST SYSTMS INC	01-5620	Fire Alarm		735.00
12075431	04/24/2014	CSF CENTRAL OFFICE	01-4300	CSF Pins and Certificates for Honor Roll Seniors		691.42
12075432	04/24/2014	Eduneering, Inc.	01-5800	Consulting Services		3,000.00

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Checks Dated 04/01/2014 through 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12075433	04/24/2014	El Camino Electric, dba	01-5620	Fire Alarm repairs		280.80
12075434	04/24/2014	Fastenal Company	01-4300	Maintenance Supplies		29.92
12075435	04/24/2014	Foster Farms Dairy	13-4700	Cafeteria		759.00
12075436	04/24/2014	Gilroy High School	01-5300	Sports Fees		450.00
12075437	04/24/2014	GRAINGER INC, W W	01-4300	Technology Supplies		130.52
12075438	04/24/2014	Holtzbrinck Publishers LLC	01-4100	Textbook Supplies		2,624.24
12075439	04/24/2014	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Supplies and Materials		209.89
12075440	04/24/2014	Honor's Program, The	01-4300	Gold Tassels & Charms for Honor Students		250.00
12075441	04/24/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	21.99	
				ROP Ag Mech	229.24	251.23
12075442	04/24/2014	Mail Finance	01-5630	Open for Monthly Lease		158.06
12075443	04/24/2014	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Matranga	244.25	
				ROP Floral Class	169.00	413.25
12075444	04/24/2014	Nixon Tire & Automotive Srvc	01-5620	Repairs		20.00
12075445	04/24/2014	O'Reilly Automotive Stores, Inc	01-4300	Open for Supplies and Materials		13.96
1 - 19 - 446	04/24/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	AIG Ag Dept	498.87	
				Materials and Supplies	102.06	
				Office Supplies	54.37	
				Open PO for Admin Office Supplies	3.91	
				Supplies and Materials	23.20	682.41
12075447	04/24/2014	Outdoor Creations, Inc.	01-5620	waste receptacles		12,312.00
12075448	04/24/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	728.85	
			01-5520	Utilities	10,500.05	11,228.90
12075449	04/24/2014	PRAXAIR DISTRIBUTION INC	01-4300	ROP Supplies for Ag Mech		980.71
12075450	04/24/2014	SAFEWAY INC	01-4300	State Administrator supplies for meetings		9.07
12075451	04/24/2014	Sargent Welch	01-4300	PO14-00153		47.30
12075452	04/24/2014	Sysco San Francisco	13-4300	Food Services	1,534.55	
			13-4700	Food Services	12,053.98	13,588.53
12075453	04/24/2014	The College Board - WRO	01-5200	Pre-AP Workshop		645.00
12075454	04/24/2014	TRI-COUNTY FIRE PRCTCN, INC	01-5800	Disarm Kitchen Fire Suppression	100.00	
				Fire Alarm System @ GHS	125.00	225.00
12075455	04/24/2014	TUCCI LEARNING SOLUTIONS, INC	01-5100	Services		3,592.50
12075456	04/24/2014	UNITED PARCEL SERVICE	01-5930	Open for fees		50.62
12075457	04/24/2014	Uretsky Security	01-5800	Unarmed Patrol Guard - GHS Prom		52.50

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 04/01/2014 through 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					148	260,477.54

	Count	Amount
Cancel	2	2,301.49
Net Issue		258,176.05

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	136	200,652.68
13	Cafeteria Fund	10	57,523.37
Total Number of Checks		146	258,176.05
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			258,176.05

-20-

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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

SUBJECT: Approval of Purchase Orders

MEETING: May 13, 2014

AGENDA SECTION: Consent

☐ 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 Purchase Orders issued for the 2013-2014 fiscal year through April 30, 2014.
(This is a FCMAT recommendation and will be a monthly Board agenda item.)

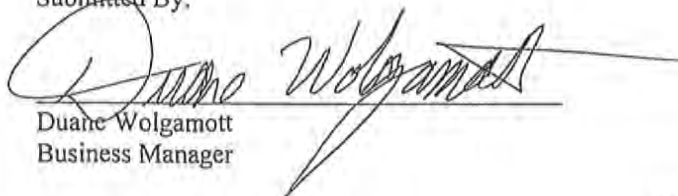
Recommendation:

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


Fiscal Impact:

Per 2013-14 adopted budget

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
B14-00001	STAPLES, Inc	Technology Supplies	029	01	UNRESTRICTED R	1,075.00
B14-00002	CDW-G	Technology Supplies	029	01	UNRESTRICTED R	5,050.23
B14-00003	CDW-G	Technology Supplies	029	01	UNRESTRICTED R	4,500.00
B14-00004	Cyberguys / E-Filli	Technology Supplies	029	01	UNRESTRICTED R	500.00
B14-00005	GRAINGER INC,W W	Technology Supplies	029	01	UNRESTRICTED R	750.00
B14-00006	OFFICE DEPOT BUSINE	Technology Supplies	029	01	UNRESTRICTED R	1,000.00
B14-00007	GREENFIELD TRUE VAL	Technology Supplies	029	01	UNRESTRICTED R	500.00
B14-00008	KING CITY TRUE VALU	Technology Supplies	029	01	UNRESTRICTED R	500.00
B14-00009	RADIOSHACK CORPORAT	Technology Supplies	029	01	UNRESTRICTED R	500.00
B14-00010	OFFICE DEPOT BUSINE	classroom supplies	022	01	State Lottery	1,000.00
B14-00011	OFFICE DEPOT BUSINE	Open PO for Supplies	023	01	State Lottery	5,000.00
B14-00012	KING CITY UNION SCH	Food Service Contract	029	13	Child Nutrition	165,000.00
B14-00013	AMERICAN SUPPLY COM	Materials and Supplies	10	01	UNRESTRICTED R	17,648.89
B14-00014	EWING IRRIGATION PR	Materials and Supplies	10	01	UNRESTRICTED R	3,000.00
B14-00015	PARTS & SERVICE CEN	Open PO for Supplies and Materials	800	01	Transportation-	3,000.00
B14-00017	TORO PETROLEUM CORP	Open PO for Supplies and Materials	800	01	Transportation-	90,000.00
B14-00019	Salinas Valley Ford	Open PO for Supplies and Materials	800	01	Transportation-	2,500.00
B14-00020	TRI-COUNTY FIRE PRT	Open PO for Materials and Supplies	800	01	Ongoing & Major	2,700.00
B14-00021	BATTERY SYSTEMS, IN	Open PO for Supplies and Materials	800	01	Transportation-	1,000.00
B14-00022	KING CITY TRUE VALU	Maintenance Supplies	10	01	Ongoing & Major	3,000.00
B14-00023	PACIFIC GAS AND ELE	Utilities	021	01	UNRESTRICTED R	287,900.00
B14-00024	CA Water Service Co	KCHS Water	021	01	UNRESTRICTED R	12,000.00
B14-00025	CARMEL MARINA CORPO	KCHS Garbage Fees	021	01	UNRESTRICTED R	26,000.00
B14-00026	GE Capital	Lease of Copier Machines	021	01	State Lottery	6,464.98
B14-00027	NEOPOST USA (posta	Postage	029	01	UNRESTRICTED R	20,000.00
B14-00028	Sprint Solutions, I	District Communication	029	01	UNRESTRICTED R	9,400.00
B14-00029	OFFICE DEPOT BUSINE	Open PO for District Supplies	011	01	UNRESTRICTED R	8,937.01
B14-00030	SAFeway INC	Open PO for Foods and Products	011	01	UNRESTRICTED R	900.00
B14-00031	Shred-It San Franci	Fees for shredding	011	01	UNRESTRICTED R	2,000.00
B14-00032	UNITED PARCEL SERVI	Open for fees	011	01	UNRESTRICTED R	2,000.00
B14-00033	Mail Finance	Open for Monthly Lease	011	01	UNRESTRICTED R	5,000.00
B14-00034	PURE WATER	Drinking Water	011	01	UNRESTRICTED R	2,250.00
B14-00035	OFFICE DEPOT BUSINE	Open PO for Office Depot	021	01	State Lottery	4,000.00
B14-00036	Norcal Kenworth, db	Parts	800	01	Transportation-	1,000.00
B14-00037	BENSON PLUMBING INC	Maintenance Repairs	10	01	Ongoing & Major	5,000.00
B14-00038	KING CITY GLASS	Maintenance Repairs	10	01	Ongoing & Major	2,000.00
B14-00039	MASSEY HEATING & AI	Maintenance Repairs	10	01	Ongoing & Major	5,000.00
B14-00040	Fastenal Company	Maintenance Supplies	10	01	Ongoing & Major	5,000.00
B14-00041	GRAINGER INC,W W	Maintenance Supplies	10	01	Ongoing & Major	1,136.43
B14-00042	CITY OF GREENFIELD	Water, Sewer, and Garbage	021	01	UNRESTRICTED R	42,000.00
B14-00043	GREENFIELD TRUE VAL	Maintenance Supplies	009	01	Ongoing & Major	3,000.00
B14-00044	A & G PUMPING, INC	Rental of Portable Restrooms	10	01	UNRESTRICTED R	5,100.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Description

Includes 06/01/2013 - 04/30/2014			Board Meeting Date May 13, 2014 BOT Mtg			
PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
B14-00045	Kelly Moore Paint C	Materials and Supplies	10	01	UNRESTRICTED R	6,000.00
B14-00046	COASTAL TRACTOR	Materials and Supplies	10	01	UNRESTRICTED R	2,000.00
B14-00047	KING CITY INDUSTRIA	Materials and Supplies	10	01	UNRESTRICTED R	350.00
B14-00048	APPLE COMPUTER	Technology Supplies	029	01	UNRESTRICTED R	500.00
B14-00049	Central CA Electron	Repairs	011	01	UNRESTRICTED R	1,500.00
B14-00050	PACIFIC TRUCK PARTS	Supplies and Materials	800	01	Transportation-	1,234.41
B14-00051	CENTRAL COAST SYSTM	Repairs	009	01	Ongoing & Major	1,500.00
B14-00052	Culligan Water Cond	Water Conditioning	011	13	Child Nutrition	1,000.00
B14-00053	Linda Grundhoffer	Consultant Services	011	01	UNRESTRICTED R	27,000.00
B14-00054	Axiom Advisors/mand	Axfom	011	01	UNRESTRICTED R	5,000.00
B14-00055	VERIZON WIRELESS SV	Wireless Modem	011	01	UNRESTRICTED R	2,400.00
B14-00056	Bobby Miller's Pump	Materials and Supplies	009	01	UNRESTRICTED R	100.00
B14-00057	WELLS FARGO FINANCI	Lease for GHS Copy Machines	011	01	State Lottery	610.64
B14-00058	Hatch, Lincoln	Auditorium consultant	021	01	UNRESTRICTED R	3,500.00
B14-00059	Dannis Woliver Kell	Legal	029	01	UNRESTRICTED R	25,000.00
B14-00060	Atkinson Anderson	Legal Fees	011	01	UNRESTRICTED R	10,000.00
B14-00061	PRAXAIR DISTRIBUTIO	ROP Supplies for Ag Mech	011	01	ROC/P	1,699.12
B14-00062	NASCO	ROP Livestock - Class Supplies	011	01	ROC/P	1,000.00
B14-00063	MATRANGA WHOLESALE	ROP Floral Class	011	01	ROC/P	7,500.00
B14-00064	KING CITY TRUE VALU	ROP Ag Mech	011	01	ROC/P	1,000.00
B14-00065	B&B STEEL	ROP supplies for Ag Mech	011	01	ROC/P	3,000.00
B14-00066	CA ASSOCIATION FFA	AIG FFA Packets	011	01	Agricultural Vo	4,000.00
B14-00067	CA Rare Fruit Grwrs	AIG Ag Dept	011	01	Agricultural Vo	155.00
B14-00068	WARD'S NATURAL SCIE	AIG Ag Science	011	01	Agricultural Vo	1,000.00
B14-00069	OFFICE DEPOT BUSINE	AIG Ag Dept	011	01	Agricultural Vo	2,500.00
B14-00070	Syserco Inc	Emergency repairs to EMCS at GHS	023	01	UNRESTRICTED R	7,500.00
B14-00071	OFFICE DEPOT BUSINE	Office Depot Open PO for Office Supplies	021	01	State Lottery	1,500.00
B14-00072	A T & T CALNET 2	CALNET	011	01	UNRESTRICTED R	4,959.25
B14-00073	HOME DEPOT/GECF	Open PO	023	01	ROC/P	1,628.99
B14-00074	PRAXAIR DISTRIBUTIO	Open PO	023	01	ROC/P	2,500.00
B14-00075	RG Fabrication, Inc	Open PO	023	01	ROC/P	2,000.00
B14-00076	OFFICE DEPOT BUSINE	Materials and Supplies	011	01	Economic Impact	10,000.00
B14-00077	Uretsky Security	Security	011	01	School Safety &	31,000.00
B14-00078	VAL'S PLUMBING & HE	Repairs	011	01	Ongoing & Major	1,500.00
B14-00079	OFFICE DEPOT BUSINE	Materials and Supplies	011	01	Transportation-	300.00
B14-00080	HOBART	Food Service equipment repairs	029	13	Child Nutrition	5,001.44
B14-00081	BAY SCHOOL, THE	Services	011	01	Special Educati	80,000.00
B14-00082	SOUTH COAST REGION	FFA inservices	021	01	Vocational Prog	375.00
B14-00083	OFFICE DEPOT BUSINE	Open P.O.	023	01	ROC/P	1,300.00
B14-00084	Soledad Unified Sch	SpEd Services	029	01	Special Educati	45,000.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE 

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Order Loc	Req Fund	Resource Description	Req Fund Order Amt
B14-00085	AssetWorks Apprais	Fixed asset inventory and management	029	01	UNRESTRICTED R	8,000.00
B14-00086	TUCCI LEARNING SOLU	Services	011	01	Special Educati	50,000.00
B14-00087	Foster Farms Dairy	Cafeteria	011	13	Child Nutrition	15,000.00
B14-00088	Sysco San Francisco	Food Service	029	13	Child Nutrition	30,000.00
B14-00089	STEPHENS REPAIR SHO	Repairs	009	01	Transportation-	1,000.00
B14-00090	DATAFLOW BUSINESS S	Copier Lease (4)	029	01	UNRESTRICTED R	10,700.00
B14-00091	Monterey Bay System	School Office Copier - copy count charges	023	01	State Lottery	5,600.00
B14-00092	OFFICE DEPOT BUSINE	Technology Supplies	029	01	UNRESTRICTED R	750.00
B14-00093	MCCT, Inc	Technology Supplies	029	01	UNRESTRICTED R	1,600.00
B14-00094	PEDIATRIC THERAPY C	Home School	011	01	Special Educati	8,000.00
B14-00095	Traylor Barn Inc.	ROP Welding	021	01	ROC/P	1,173.34
B14-00096	MCMaster CARR SUPPL	Technology Supplies	029	01	UNRESTRICTED R	750.00
B14-00097	OFFICE DEPOT BUSINE	Open PO for Transportation	009	01	Transportation-	500.00
B14-00098	Noli-Porter Associa	Consulting Services	011	01	NCLB Title II,	4,500.00
B14-00099	CDW-G	Technology Supplies	029	01	UNRESTRICTED R	4,000.00
B14-00100	Coyne Educational C	Consulting Services	011	01	NCLB Title II,	3,600.00
B14-00101	OFFICE DEPOT BUSINE	Materials and Supplies	029	01	UNRESTRICTED R	5,500.00
B14-00102	ELECTRICAL DISTRIBU	Materials and Supplies	011	01	Ongoing & Major	500.00
B14-00103	OFFICE DEPOT BUSINE	Copy & Print	011	01	State Lottery	750.00
B14-00104	O'Reilly Automotive	Supplies	800	01	Transportation-	564.00
B14-00105	Servico Lighting &	Lighting supplies	009	01	Ongoing & Major	1,000.00
B14-00106	JM ELECTRIC	Lighting	009	01	Deferred Mainte	5,000.00
B14-00107	OFFICE DEPOT BUSINE	Supplies and Materials	022	01	Special Educati	1,000.00
B14-00108	Foster Farms Dairy	Cafeteria	011	13	Child Nutrition	15,000.00
B14-00109	OFFICE DEPOT BUSINE	Technology Supplies	029	01	UNRESTRICTED R	300.00
B14-00110	AT&T	Communications	011	01	UNRESTRICTED R	8,000.00
B14-00111	OFFICE DEPOT BUSINE	Supplies Open PO	023	01	State Lottery	5,000.00
B14-00112	RG Fabrication, Inc	Open for repairs	011	01	Deferred Mainte	750.00
B14-00113	Sysco San Francisco	Food Service	011	13	Child Nutrition	30,000.00
B14-00114	JM ELECTRIC	Electrical Repairs	011	01	Deferred Mainte	2,500.00
B14-00115	City of Greenfield	GHS SRO	011	01	School Safety &	38,500.00
B14-00116	CDW-G	technology supplies	029	01	UNRESTRICTED R	950.00
B14-00117	OFFICE DEPOT BUSINE	Office Supplies	021	01	State Lottery	2,000.00
B14-00118	AMERICAN SUPPLY COM	Supplies	011	13	Child Nutrition	2,000.00
B14-00119	Sysco San Francisco	Food Service	011	13	Child Nutrition	30,000.00
B14-00120	OFFICE DEPOT BUSINE	Supplies and Materials	011	01	UNRESTRICTED R	750.00
B14-00121	CSM CONSULTING INC	Consulting Services	011	01	UNRESTRICTED R	1,825.00
B14-00122	CDW-G	TECHNOLOGY SUPPLIES	029	01	UNRESTRICTED R	700.00
B14-00123	CDW-G	Technology Supplies	029	01	UNRESTRICTED R	3,000.00
B14-00124	HOME DEPOT/GECE	Ag Supplies and Materials	011	01	Vocational Prog	2,000.00
B14-00125	DATAFLOW BUSINESS S	Copy Machine	011	01	State Lottery	7,050.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
B14-00126	Sysco San Francisco	Food Services	011	13	Child Nutrition	35,000.00
B14-00127	Eduneering, Inc.	Consulting Services	011	01	Tit 1 Cor Act.	6,000.00
B14-00128	LA Heame Company	Maintenance	10	01	Ongoing & Major	200.00
B14-00129	PensXpress.com	District Pens	011	01	UNRESTRICTED R	200.00
PO14-00001	EDUCATIONAL DATA SY	Test labels	029	01	Economic Impact	501.47
PO14-00002	FOLLETT SOFTWARE	Library Software	029	01	Lottery: Instr	1,400.00
PO14-00003	CODESP	Annual Membership	029	01	UNRESTRICTED R	1,850.00
PO14-00004	DELL MARKETING LP	Computers	029	01	State Lottery	19,238.74
PO14-00005	CDW-G	Technology Equipment	029	01	State Lottery	5,488.63
PO14-00006	CDW-G	Technology Equipment	029	01	UNRESTRICTED R	2,507.70
PO14-00007	Aeries Software Inc	SIS Renewal	029	01	State Lottery	4,675.00
PO14-00008	DELL MARKETING LP	computers	022	01	State Lottery	2,319.85
PO14-00009	Rainbow Printing In	PE GRADE CARDS	021	01	UNRESTRICTED R	493.75
PO14-00010	APPERSON	SCANTRON CARDS	021	01	State Lottery	406.48
PO14-00011	MCOE	Conference	023	01	IASA-Title I Ba	500.00
PO14-00012	MEDCO Supply-Sports	Phys. Ed. Med. Supplies	023	01	State Lottery	168.19
PO14-00013	Cannon Sports, Inc	Phys. Ed. Uniforms/ Locks	023	01	State Lottery	2,807.65
PO14-00014	OFFICE DEPOT BUSINE	COPY PAPER	021	01	State Lottery	3,870.00
PO14-00015	Rainbow Printing In	Phys. Ed. Grade Cards	023	01	State Lottery	435.38
PO14-00016	BEST BUY FOR BUSINE	Graphing Calculators for Math Dept.	023	01	IASA-Title I Ba	3,805.18
PO14-00017	CAROLINA BIOLOGICAL	Biology Lab Supplies	023	01	UNRESTRICTED R	1,749.80
PO14-00018	ORGANIZED SPORTSWEA	Physical Education Uniforms	023	01	UNRESTRICTED R	6,701.87
PO14-00019	BMI Educational Ser	classroom reading books	022	01	State Lottery	165.63
PO14-00020	Mission Trail Athle	MTAL Invoice	021	01	UNRESTRICTED R	1,330.00
PO14-00022	EL Achieve	Instructional materials	021	01	Economic Impact	2,502.17
PO14-00026	LinkCrew Boomerang	LinkCrew	021	01	IASA-Title I Ba	6,600.00
PO14-00027	MANDEGO APPAREL	LinkCrew Shirts	023	01	IASA-Title I Ba	638.97
PO14-00028	Cal-TASH	Conference	023	01	Special Educati	279.50
PO14-00029	ESCHOOL SOLUTIONS,	ASP Subscription fee	029	01	UNRESTRICTED R	1,682.75
PO14-00030	Caledonia	service	029	01	State Lottery	3,206.25
PO14-00031	CONATSER WELDING IN	Open for Supplies and Materials	800	01	Transportation-	300.00
PO14-00032	O'Reilly Automotive	Open for Supplies and Materials	800	01	Transportation-	1,500.00
PO14-00033	KING CITY GLASS	Open PO for Supplies and Materials	800	01	Transportation-	1,500.00
PO14-00034	KING CITY INDUSTRIA	Open for Materials and Supplies	800	01	Transportation-	300.00
PO14-00035	ARAMARK UNIFORM SER	Open PO for Supplies and Materials	800	13	Child Nutrition	6,200.00
PO14-00037	SAFETY KLEEN CORP	Open PO for Supplies and Materials	800	01	Transportation-	2,500.00
PO14-00038	CA Department of Ju	HR Fingerprints	029	01	UNRESTRICTED R	1,300.00
PO14-00039	Psych Corp Pearson	Psych	029	01	Special Educati	4,888.49
PO14-00040	Rainbow Printing In	Work Permits	021	01	State Lottery	265.53
PO14-00041	BUS WEST	Open PO Materials and Supplies	800	01	Transportation-	1,000.00
PO14-00042	ABBOTT PLUMBING	Maintenance-Consulting services	10	01	Ongoing & Major	1,180.00
PO14-00043	CENTRAL DRUG SYSTEM	Open PO for Supplies and Materials	800	01	Transportation-	1,500.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00044	CDW-G	Technology Supplies- Projectors	029	01	UNRESTRICTED R	5,488.63
PO14-00045	BARRACUDA NETWORKS	Spam and Virus Firewall	029	01	UNRESTRICTED R	2,948.00
PO14-00046	SAF-T-NET, INC/Blac	Notification System Renewal	029	01	UNRESTRICTED R	5,140.00
PO14-00047	OFFICE DEPOT BUSINE	Materials and Supplies	011	01	UNRESTRICTED R	434.41
PO14-00049	Nixon Tire & Automo	Supplies and Materials	011	01	Transportation-	5,000.00
PO14-00050	OFFICE DEPOT BUSINE	Office Supplies	021	01	State Lottery	389.61
PO14-00051	United Rentals	Repairs	011	01	UNRESTRICTED R	1,520.50
PO14-00052	PTM Document System	Progress Report / Report Cards	011	01	State Lottery	1,617.00
PO14-00053	Central Restaurant	Food Service	029	13	Child Nutrition	10,831.70
PO14-00054	Pro-ED, Inc.	Supplies	029	01	Special Educati	771.98
PO14-00055	OFFICE DEPOT BUSINE	Materials and Supplies	021	01	IASA-Title I Ba	984.67
PO14-00056	LinkCrew Boomerang	Link Crew Curriculum	021	01	IASA-Title I Ba	354.32
PO14-00058	OFFICE DEPOT BUSINE	Office Supplies	021	01	State Lottery	1,500.00
PO14-00060	NASCO	Biotechnology	021	01	State Lottery	36.28
PO14-00062	National Geographic	English Dept. Books	023	01	Lottery: Instr	8,945.81
PO14-00063	FOLLETT LIBRARY RES	Earth Science Book for Ag. Dept.	023	01	Lottery: Instr	2,111.30
PO14-00064	FOLLETT LIBRARY RES	Social Studies Textbooks	023	01	Lottery: Instr	251.07
PO14-00065	HOLT MCDUGAL	French Books	023	01	State Lottery	4,063.50
PO14-00067	FOLLETT LIBRARY RES	French Books	023	01	State Lottery	397.17
PO14-00068	Cengage Learning	Books and Site License for Computer Classes	023	01	State Lottery	6,153.48
PO14-00069	Casio Music Co., In	Music Textbooks	023	01	State Lottery	649.68
PO14-00071	Woodburn Press	Workbook Supplies	021	01	State Lottery	112.75
PO14-00072	FOLLETT LIBRARY RES	Books	023	01	Lottery: Instr	3,708.76
PO14-00073	Houghton Mifflin Ha	Spanish Textbooks	023	01	Lottery: Instr	6,552.07
PO14-00074	APPERSON	School Supplies	021	01	State Lottery	113.82
PO14-00075	APPERSON	School Supplies	021	01	State Lottery	166.22
PO14-00076	AXIOM ADVISORS & CO	translation	029	01	UNRESTRICTED R	2,053.00
PO14-00078	BAUDVILLE DESKTOP P	Official Seals	029	01	UNRESTRICTED R	510.89
PO14-00079	SCHOLASTIC INC	Read 180 Program	023	01	Lottery: Instr	504.18
PO14-00082	Silver Strong & Ass	Leadership Style Inventory	011	01	NCLB Title II,	90.40
PO14-00083	Houghton Mifflin Ha	French Textbooks	011	01	Lottery: Instr	14,797.54
PO14-00084	Atkinson Anderson	Professional Services	011	01	UNRESTRICTED R	4,185.56
PO14-00085	Christy White Assoc	2012-2013 District Audit	011	01	UNRESTRICTED R	6,676.88
PO14-00086	ACCREDITING COMMISS	Annual Installment	011	01	UNRESTRICTED R	2,430.00
PO14-00087	ALLSAFE ALARM INC	All Safe Alarm System	011	01	UNRESTRICTED R	360.00
PO14-00088	OFFICE DEPOT BUSINE	Pallet of Copy Paper	011	01	UNRESTRICTED R	1,290.00
PO14-00089	CDW-G	Technology Supplies	021	01	State Lottery	690.69
PO14-00090	CDW-G	Toner Cartridges	021	01	State Lottery	727.40
PO14-00091	D&H Distributing Co	Calculator	021	01	State Lottery	12,093.58
PO14-00092	Pearson Assessment	For Special Ed	029	01	Special Educati	1,473.76
PO14-00093	Mission Trail Athle	Sports Service Fees	023	01	UNRESTRICTED R	3,250.00

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Description

Includes 06/01/2013 - 04/30/2014

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PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00094	Central Coast Secti	CCS Admin & Sports Fees	023	01	UNRESTRICTED R	2,520.00
PO14-00095	PENINSULA SPORTS, I	Admin Fees for entire year for All Sports	023	01	UNRESTRICTED R	4,050.00
PO14-00096	AT&T	AT&T	011	01	UNRESTRICTED R	2,792.70
PO14-00097	SAFEWAY INC	State Administrator supplies for meetings	029	01	UNRESTRICTED R	500.00
PO14-00098	SAFEWAY INC	Supplies for Board Study Sessions	029	01	UNRESTRICTED R	500.00
PO14-00099	Nuno Iron & Mfg Inc	Fence Panel	011	01	Ongoing & Major	375.00
PO14-00100	Susan Brooks	Food Service Consultant	029	13	Child Nutrition	2,700.00
PO14-00101	Codework, Inc	Classroom Management Software	023	01	IASA-Title I Ba	1,120.00
PO14-00102	Coastal Enterprises	PE Clothes	021	01	UNRESTRICTED R	1,987.89
PO14-00103	MANDEGO APPAREL	T-shirts	011	01	IASA-Title I Ba	710.14
PO14-00104	SCHOLASTIC INC	New York Times Magazines	023	01	IASA-Title I Ba	437.80
PO14-00105	ACSA'S Foundation F	Contractual ACSA dues WP	029	01	UNRESTRICTED R	1,031.87
PO14-00106	SAFEWAY INC	Open PO	021	01	State Lottery	250.00
PO14-00107	CDW-G	Elmo	021	01	State Lottery	2,879.24
PO14-00108	CDW-G	ELMOS For English Dept.	021	01	State Lottery	2,879.24
PO14-00109	OFFICE DEPOT BUSINE	Print Copies	021	01	State Lottery	538.04
PO14-00111	FOLLETT LIBRARY RES	French TextBooks	023	01	State Lottery	21.50
PO14-00112	PENINSULA SPORTS, I	Game Fees	011	01	UNRESTRICTED R	4,658.00
PO14-00113	Nini Fdrtn-State HS	Gate Receipts	011	01	UNRESTRICTED R	521.07
PO14-00114	Sandra A. Madrid	Aeries Consultant	029	01	State Lottery	6,000.00
PO14-00115	BUS WEST	Repairs	009	01	Transportation-	2,687.50
PO14-00116	MCGRAW-HILL	Spanish Class Transparencies	023	01	State Lottery	77.40
PO14-00117	DELL MARKETING LP	Technology Equipment	029	01	UNRESTRICTED R	3,881.40
PO14-00118	Rydin Decal	Parking Permits	021	01	State Lottery	283.80
PO14-00120	Wayside Publishing	Spanish Textbooks	023	01	Lottery: Instr	2,366.51
PO14-00121	OFFICE DEPOT BUSINE	Materials and Supplies - SPED	011	01	Special Educati	1,000.00
PO14-00122	DATAFLOW BUSINESS S	Copier Supplies	021	01	State Lottery	88.69
PO14-00123	Cengage Learning	Book Supplies	021	01	Economic Impact	1,201.43
PO14-00124	Cengage Learning	Book Supplies	021	01	Lottery: Instr	1,975.61
PO14-00125	NASCO	Supplies Open PO	023	01	Vocational Prog	500.00
PO14-00126	MATRANGA WHOLESALE	Open PO for Matranga	023	01	ROC/P	4,000.00
PO14-00127	OFFICE DEPOT BUSINE	ROP Ag Dept	021	01	ROC/P	1,000.00
PO14-00128	HOME DEPOT/GECF	Ag Supplies	021	01	ROC/P	5,000.00
PO14-00129	TORO PETROLEUM CORP	Gas Ag Incentive	021	01	Agricultural Vo	1,000.00
PO14-00130	Riddell All America	Sports Gear	023	01	UNRESTRICTED R	2,792.08
PO14-00131	Mission Trail Athle	Athletics Fees	021	01	UNRESTRICTED R	3,550.00
PO14-00132	Central Coast Secti	CCS Admin Fee	021	01	UNRESTRICTED R	2,800.00
PO14-00133	Casio Music Co., In	Music Instruments	023	01	Other Local	6,013.67
PO14-00134	EL Achieve	Constructing Meaning	011	01	NCLB Title II,	3,888.06
PO14-00135	OFFICE DEPOT BUSINE	Supplies and Materials	011	01	UNRESTRICTED R	55.73

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Description

Includes 06/01/2013 - 04/30/2014			Board Meeting Date May 13, 2014 BOT Mtg			
PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00136	Acorn Media	AIG Floristry	011	01	Agricultural Vo	765.08
PO14-00137	NASCO	AIG Animal Science	011	01	Agricultural Vo	2,120.36
PO14-00138	Arbitersports	Arbiter Game New HS Scheduling	021	01	UNRESTRICTED R	325.00
PO14-00139	PENINSULA SPORTS, I	Peninsula Sports PSI Admin Fee	021	01	UNRESTRICTED R	4,275.00
PO14-00140	CIF-State Federatio	CIF State Dues	021	01	UNRESTRICTED R	581.49
PO14-00141	CIF-State Federatio	Athletics Dues/Legal Liability Fees	023	01	UNRESTRICTED R	569.52
PO14-00142	CDW-G	Technology Supplies	021	01	State Lottery	573.69
PO14-00143	BENSON PLUMBING INC	Maintenance	011	01	Ongoing & Major	1,873.10
PO14-00144	CDW-G	Technology Supplies	029	01	UNRESTRICTED R	3,839.05
PO14-00145	KING CITY GLASS	Repairs	011	01	Transportation-	268.75
PO14-00146	DATAFLOW BUSINESS S	Copy Machine	011	01	State Lottery	500.00
PO14-00147	United Rentals	Lift Rental	011	01	UNRESTRICTED R	2,594.35
PO14-00148	CA Ass'n for Billing	Conference	011	01	Economic Impact	630.00
PO14-00149	BAY SCHOOL, THE	Services	011	01	Special Educati	6,025.00
PO14-00150	PEDIATRIC THERAPY C	Home School	011	01	Special Educati	396.00
PO14-00151	APPERSON	ScanTrons	011	01	Economic Impact	55.23
PO14-00152	CDW-G	Technology Supply	021	01	State Lottery	417.10
PO14-00153	VWR International,	Science Supplies	021	01	State Lottery	1,127.05
PO14-00156	MONTEREY BAY UNIFIE	Fees	011	01	Transportation-	341.00
PO14-00157	NTD Architecture	Gym Remodel	011	35	Project 10	4,852.16
PO14-00158	EDEN RADIO, Inc	Security and Safety Radios	029	01	UNRESTRICTED R	3,841.75
PO14-00159	NOVELL Tech Subscri	5 pack service requests	011	01	UNRESTRICTED R	2,600.00
PO14-00160	SOUTH COUNTY NEWSP	advertising for open board position	029	01	UNRESTRICTED R	591.25
PO14-00161	Riddell All America	Sports Supplies	021	01	UNRESTRICTED R	2,406.06
PO14-00162	DELL MARKETING LP	Dell Computers	021	01	IASA-Title I Ba	11,954.00
PO14-00163	Aeries Software Inc	Aeries Conference	029	01	UNRESTRICTED R	975.00
PO14-00164	Phantom Tech/iBoss	Subscription	011	01	UNRESTRICTED R	3,295.00
PO14-00165	PEDIATRIC THERAPY C	Home School	011	01	Special Educati	264.00
PO14-00166	BARRACUDA NETWORKS	Backup Cloud Storage	029	01	UNRESTRICTED R	1,200.00
PO14-00167	SHI International C	Software	029	01	UNRESTRICTED R	102.00
PO14-00168	DELL MARKETING LP	Laptop Warranty	029	01	UNRESTRICTED R	192.43
PO14-00169	San Benito High Sch	Cross County Invitational	023	01	UNRESTRICTED R	175.00
PO14-00170	SAFEWAY INC	Blanket PO for Safeway- -PIQE Meeting	021	01	State Lottery	500.00
PO14-00171	Valley Athletic	Athletic Supplies	023	01	UNRESTRICTED R	1,642.40
PO14-00172	School Datebooks	Student Planners	011	01	State Lottery	2,783.82
PO14-00173	Moonlight Mesa Asso	Supplemental Novel	011	01	IASA-Title I Ba	491.55
PO14-00174	Mathematics Vision	MVP Sample Assessments	011	01	Economic Impact	731.00
PO14-00175	Envision Mechanical	Air Conditioner	011	01	Ongoing & Major	8,815.98
PO14-00176	DELL MARKETING LP	Technology Equipment	029	01	State Lottery	3,828.46
PO14-00177	WhyBuyNewAutos.com	Vehicle Purchase	011	01	UNRESTRICTED R	64,398.75
PO14-00178	SCHOOL SERVICES OF	Workshop for Dr. Moirao	029	01	UNRESTRICTED R	525.00
PO14-00179	CCSESA	2014 CISC Leadership Symposium	029	01	UNRESTRICTED R	750.00

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PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00180	ACSA'S Foundation F	Superintendents Symposium	029	01	UNRESTRICTED R	545.00
PO14-00181	The Sign Guy	Marquee Repair	023	01	Ongoing & Major	1,225.00
PO14-00182	Palma High School	Cross County Invitational	023	01	UNRESTRICTED R	200.00
PO14-00183	OFFICE DEPOT BUSINE	Open PO for Supplies	023	01	State Lottery	1,075.00
PO14-00184	DICK BLICK COMPANY	Supplies for Art Classes	023	01	State Lottery	2,778.40
PO14-00185	NEOPOST USA (produ	Postage Meter Tape/Labels	023	01	State Lottery	39.06
PO14-00186	EAGLE SOFTWARE	Aeries Conference Registrations	023	01	State Lottery	750.00
PO14-00187	EAI Education	supplies	022	01	State Lottery	116.41
PO14-00188	Aeries Software Inc	Aeries Conference	022	01	NCLB Title II,	525.00
PO14-00189	EAGLE SOFTWARE	Conference Registration	023	01	NCLB Title II,	525.00
PO14-00190	APPERSON	Scantron Supplies	021	01	State Lottery	15.53
PO14-00191	EAGLE SOFTWARE	Aeries Users' Conference	021	01	NCLB Title II,	375.00
PO14-00192	EAGLE SOFTWARE	Aeries User' Conference For David Croy	021	01	NCLB Title II,	375.00
PO14-00193	SANTA CRUZ COUNTY O	Safe School Plan Conference	011	01	State Lottery	30.00
PO14-00194	ACSA'S Foundation F	ACSA Conference	011	01	NCLB Title II,	25.00
PO14-00195	MCOE	MVP Training	011	01	NCLB Title II,	1,750.00
PO14-00196	Dave's Repair Servi	Tank Fill Equip	011	01	Transportation-	624.67
PO14-00197	First Alarm Securit	Alarm Services	011	01	Ongoing & Major	1,896.96
PO14-00198	MCOE	Math Modeling	011	01	NCLB Title II,	700.00
PO14-00199	Vista Higher Learni	Textbook	021	01	Lottery: Instr	3,590.58
PO14-00200	NEOPOST USA (posta	Postage	011	01	UNRESTRICTED R	2,000.00
PO14-00201	MCGRAW-HILL	Textbook Supplies	021	01	Lottery: Instr	1,766.66
PO14-00202	Central Coast Secti	Wrestling Assoc Fee	021	01	UNRESTRICTED R	80.00
PO14-00203	Central Coast Secti	Girls Wrestling Winter Sports Service Fee	021	01	UNRESTRICTED R	35.00
PO14-00204	Watsonville High Sc	Girls Varsity Volleyball Tournament	021	01	UNRESTRICTED R	250.00
PO14-00205	North Salinas High	Junior Varsity Volleyball Tournament	021	01	UNRESTRICTED R	275.00
PO14-00206	PENINSULA SPORTS, I	Fall 2013 Game Fees	021	01	UNRESTRICTED R	5,180.00
PO14-00207	Riddell All America	Athletic Uniforms	023	01	UNRESTRICTED R	975.23
PO14-00208	SCHOOL SERVICES OF	Registration for Dr. Moirao & Claudia	029	01	UNRESTRICTED R	350.00
PO14-00209	OFFICE DEPOT BUSINE	Office Supplies	029	01	NCLB Title II,	100.00
PO14-00210	PEDIATRIC THERAPY C	Home School	011	01	Special Educati	462.00
PO14-00211	SCHOOL SERVICES OF	On Line Training for Dr. Moirao	029	01	UNRESTRICTED R	99.00
PO14-00212	OFFICE DEPOT BUSINE	Conferences-PIQE	021	01	State Lottery	369.23
PO14-00214	MASSEY HEATING & AI	PBHS Heating & AC	011	01	Deferred Mainte	950.00
PO14-00215	Hold 'N View Ent. I	Book Holders	023	01	IASA-Title I Ba	464.40
PO14-00217	ASAP Inc	ROP Annual Support & Maint Fees	021	01	ROC/P	434.04
PO14-00219	ACSA'S Foundation F	ACSA Conference	011	01	NCLB Title II,	1,155.00
PO14-00220	CAL POLY	New Professional Institute Registrations	023	01	Vocational Prog	250.00
PO14-00221	DICK BLICK COMPANY	Art Supplies	021	01	State Lottery	3,264.08
PO14-00222	OFFICE DEPOT BUSINE	Blanket PO for Office Depot	021	01	State Lottery	1,500.00

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PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00223	UC Davis	Registration Conference for Dr. Moirao	029	01	UNRESTRICTED R	145.00
PO14-00224	North Salinas High	The Monterey Bay Cross Country Invitational	023	01	UNRESTRICTED R	150.00
PO14-00225	IQ Biometrix, Inc	Science Software	021	01	State Lottery	321.43
PO14-00226	CA ASSOCIATION FFA	FFA Studdents Leadership Packets	023	01	Agricultural Vo	3,328.58
PO14-00227	DELL MARKETING LP	Technology Supplies	029	01	UNRESTRICTED R	4,083.54
PO14-00228	North Salinas High	Cross Country Entery Fees	021	01	UNRESTRICTED R	45.00
PO14-00229	San Benito High Sch	Cross Country Fee	021	01	UNRESTRICTED R	175.00
PO14-00230	Pacific Grove High	Pacific Grove Cross Country Fees	021	01	UNRESTRICTED R	244.00
PO14-00231	North Salinas High	Monterey Bay Cross Country Meet Fees	021	01	UNRESTRICTED R	150.00
PO14-00232	Alisal High School	Girls Basketball Tournament	021	01	UNRESTRICTED R	350.00
PO14-00233	Notre Dame High Sch	Notre Dame HS GirlsInvitational JV Basketball Fee	021	01	UNRESTRICTED R	300.00
PO14-00234	Coast Union High Sc	Coast Union HS Entry Fee	021	01	UNRESTRICTED R	400.00
PO14-00235	MEDCO Supply-Sports	Sports Supplies	021	01	UNRESTRICTED R	2,205.29
PO14-00236	Multiple Measures,	Assessment Data Reporting	011	01	Economic Impact	500.00
PO14-00238	INGRAHAM JEWELERS,	Open PO for Trophies for 2013-14 school year.	023	01	UNRESTRICTED R	1,500.00
PO14-00239	OFFICE DEPOT BUSINE	Ink Supplies	023	01	State Lottery	530.00
PO14-00240	CDW-G	Ink Supplies	023	01	State Lottery	133.12
PO14-00241	Zoom Imaging Soluti	Ink Supplies	023	01	State Lottery	292.81
PO14-00242	Treetop Publishing	Blank Writing Books	011	01	State Lottery	532.13
PO14-00243	KING CITY GLASS	Repairs	011	01	Transportation-	1,000.00
PO14-00244	Riddell All America	Athletic Uniforms	023	01	UNRESTRICTED R	1,091.42
PO14-00245	BUS WEST	Materials and Supplies	011	01	Transportation-	2,000.00
PO14-00246	CCSESA	CISC Conference for Site Admin	011	01	NCLB Title II,	750.00
PO14-00247	Nicks Garage & Towi	Smog Check	011	01	UNRESTRICTED R	631.68
PO14-00248	National Geographic	Book Supplies	021	01	Title III Limit	2,322.00
PO14-00249	Madera South High S	Wrestling Tournament Entry Fee	021	01	UNRESTRICTED R	375.00
PO14-00250	James Lick HS - Wre	Classic Wrestling Tournament	021	01	UNRESTRICTED R	275.00
PO14-00251	Atascadero High Sch	Wrestling Tournament Entry Fee	021	01	UNRESTRICTED R	400.00
PO14-00252	Morro Bay High Scho	Wrestling Tournament Entry Fee	021	01	UNRESTRICTED R	375.00
PO14-00253	William C Overfelt	Wrestling Classic Tournament Entry Fee	021	01	UNRESTRICTED R	275.00
PO14-00255	Riddell All America	Athletic Uniforms	023	01	UNRESTRICTED R	1,447.88
PO14-00256	MATRANGA WHOLESALE	Open PO for Rotary Event	023	01	State Lottery	150.00
PO14-00257	Alisal High School	JV and VAR Girls Basketball Tournament Fees	023	01	UNRESTRICTED R	700.00
PO14-00258	North Salinas High	Boys Basketball Tournament Fees	023	01	UNRESTRICTED R	300.00
PO14-00259	OFFICE DEPOT BUSINE	Open PO for Supplies	023	01	State Lottery	1,000.00
PO14-00260	Envision Mechanical	Maintenance	011	01	Ongoing & Major	880.00
PO14-00261	Christy White Assoc	2012-2013 District Audit	011	01	UNRESTRICTED R	26,823.12
PO14-00262	O'Reilly Automotive	Materials	011	01	Ongoing & Major	250.00

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PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00263	G-Sports Wrestling	Wrestling Supplies	021	01	UNRESTRICTED R	291.00
PO14-00264	OFFICE DEPOT BUSINE	office supplies	022	01	State Lottery	413.52
PO14-00265	STEPHENS REPAIR SHO	Repairs	011	01	Ongoing & Major	345.79
PO14-00266	BUS WEST	Repairs	011	01	Transportation-	5,000.00
PO14-00267	PENINSULA SPORTS, I	Winter Sport Games Fees	023	01	UNRESTRICTED R	9,173.00
PO14-00268	PENINSULA SPORTS, I	Athletic Fees	011	01	UNRESTRICTED R	11,602.00
PO14-00269	ASAP Inc	Hosting Services	011	01	ROC/P	668.49
PO14-00270	BATTERY SYSTEMS, IN	Supplies and Materials	011	01	Ongoing & Major	1,000.00
PO14-00271	Fastenal Company	Transportation	011	01	Transportation-	219.75
PO14-00272	DELL MARKETING LP	Technology Supplies	029	01	UNRESTRICTED R	6,196.85
PO14-00273	CDW-G	Technology Supplies	029	01	UNRESTRICTED R	1,595.03
PO14-00274	Skills USA	Skill USA Affiliation Fee	021	01	Vocational Prog	2,260.00
PO14-00275	DELL MARKETING LP	monitor	022	01	State Lottery	276.69
PO14-00276	SCHOOL SERVICES OF	Conference for Dr. Moirao	029	01	UNRESTRICTED R	188.13
PO14-00277	Nixon Tire & Automo	Repairs	011	01	Ongoing & Major	250.00
PO14-00278	RG Fabrication, Inc	Repairs to gate	009	01	Ongoing & Major	224.22
PO14-00279	SchoolDude	SchoolDude Facility Direct	029	01	UNRESTRICTED R	2,728.80
PO14-00280	Alisal High School	Alisal Boy's Basketball Fees	021	01	UNRESTRICTED R	250.00
PO14-00281	Notre Dame High Sch	Girls JV Basketball Tournament Fee	023	01	UNRESTRICTED R	300.00
PO14-00282	Morro Bay High Scho	Boys Basketball Tournament Fees	023	01	UNRESTRICTED R	400.00
PO14-00283	JOSTENS CORP	PO for Diploma Covers	023	01	State Lottery	2,950.57
PO14-00284	Korney Board Aids,	Sports Supplies	021	01	UNRESTRICTED R	69.48
PO14-00285	AMERICAN SUPPLY COM	Open PO for Paper towels and gloves	023	01	State Lottery	1,000.00
PO14-00286	Skills USA	GHS Chapter Membership Dues for Students	023	01	State Lottery	160.00
PO14-00287	EDEN RADIO, Inc	Security and Safety Radios	011	01	UNRESTRICTED R	770.35
PO14-00288	ACSA'S Foundation F	ACSA Conference for Claudia	029	01	UNRESTRICTED R	199.00
PO14-00289	ETS/STAR Tech Assls	STAR testing	029	01	CAHSEE Intensiv	800.00
PO14-00290	Nixon Tire & Automo	Repairs	009	01	Driver Training	183.64
PO14-00291	C.F. Educational Re	Consulting Services	011	01	Tlt 1 Cor Act.	54,000.00
PO14-00294	SCHOOL SERVICES OF	SSCAL Jan Gov Budget Workshop	029	01	UNRESTRICTED R	175.00
PO14-00295	Skills USA	Skills USA Regional Dues for Competition.	023	01	State Lottery	135.00
PO14-00296	NASCO	Supplies for Art Classes	023	01	State Lottery	84.68
PO14-00297	KING CITY CHAMBER O	annual membership renewal	029	01	UNRESTRICTED R	50.00
PO14-00298	William C Overfelt	Athletic Fees	011	01	UNRESTRICTED R	100.00
PO14-00299	CDW-G	LCD Projector	021	01	State Lottery	557.45
PO14-00300	CDW-G	Technology Supply	021	01	State Lottery	158.53
PO14-00301	OFFICE DEPOT BUSINE	Office Supplies	021	01	State Lottery	1,500.00
PO14-00302	Kennedy Industries,	Sports Supplies	021	01	UNRESTRICTED R	603.81
PO14-00303	SURVEYMONKEY	Technology Software	029	01	UNRESTRICTED R	300.00
PO14-00304	CSBA	CSBA Governance	029	01	UNRESTRICTED R	2,722.54

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PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00306	Parent Institute fo	Services Rendered	021	01	IASA-Title I Ba	5,400.00
PO14-00307	ACSA'S Foundation F	2014 Superintendents Symposium for Dr. Moirao	029	01	UNRESTRICTED R	545.00
PO14-00308	CDW-G	Maintenance Kit for Epson T6190 Printer	023	01	State Lottery	19.75
PO14-00309	DELL MARKETING LP	Technology Equipment	029	01	UNRESTRICTED R	244,563.90
PO14-00310	SCHOOL SERVICES OF	Fiscal Workshop	029	01	UNRESTRICTED R	175.00
PO14-00311	CalChamber	Notices Posters	011	01	UNRESTRICTED R	237.93
PO14-00312	CSBA	Evaluation Toolkit	011	01	UNRESTRICTED R	71.50
PO14-00313	Heart Productions &	Book	011	01	UNRESTRICTED R	25.32
PO14-00314	Santa Maria JUHSD	Wrestling Fees	021	01	UNRESTRICTED R	400.00
PO14-00315	Watsonville High Sc	Tournaments Fees	021	01	UNRESTRICTED R	550.00
PO14-00316	Prospect Wrestling	Classic Wrestling Tournamet Fee	021	01	UNRESTRICTED R	280.00
PO14-00317	NASCO	human torso	022	01	State Lottery	123.21
PO14-00318	Broadway Lube	Opacity Testing-Buses	800	01	Transportation-	520.00
PO14-00319	The College Board -	Pre-AP Workshop	011	01	NCLB Title II,	645.00
PO14-00320	The College Board -	AP Workshop	011	01	NCLB Title II,	2,150.00
PO14-00321	CSBA	CSBA Trainings	011	01	UNRESTRICTED R	1,470.00
PO14-00322	SAN JOAQUIN CTY OFF	EdJoin Admin subscription	029	01	UNRESTRICTED R	300.00
PO14-00323	APPLE COMPUTER	For Food Service ordering and email	029	13	Child Nutrition	1,830.97
PO14-00324	CA CONSORTIUM for	CCIS Conference	011	01	NCLB Title II,	470.00
PO14-00325	CSBA	CSBA Workshop	011	01	UNRESTRICTED R	498.00
PO14-00326	CSBA	MIG Workshops	011	01	UNRESTRICTED R	1,245.00
PO14-00327	BENSON PLUMBING INC	Repairs	10	01	Deferred Mainte	6,046.21
PO14-00328	BENSON PLUMBING INC	Irrigation line repair	009	01	Deferred Mainte	2,150.00
PO14-00329	VAL'S PLUMBING & HE	Repair heating unit	009	01	Deferred Mainte	1,324.00
PO14-00330	CA Assoc School Bus	CASBO Annual Conference	029	01	UNRESTRICTED R	635.00
PO14-00331	Fred Pryor Seminars	Claudia seminar	029	01	UNRESTRICTED R	149.00
PO14-00332	Johnson, Craig	Firewall Migration	029	01	UNRESTRICTED R	2,220.00
PO14-00333	SOUTH COAST REGION	South Coast Region Roads Show Conf. Regls.	023	01	Vocational Prog	120.00
PO14-00334	Rainbow Printing In	Graduation Program Paper	023	01	State Lottery	97.65
PO14-00335	Nuevo Milenio	Flower Arrangements for Graduation Ceremony	023	01	State Lottery	195.30
PO14-00336	Envision Mechanical	Heating & Cooling Services	011	01	Deferred Mainte	1,100.00
PO14-00337	Central CA Electron	Repairs to Fire Alarm	009	01	Deferred Mainte	1,500.00
PO14-00338	CENTRAL COAST SYSTM	Repairs to Fire Alarm	10	01	Deferred Mainte	1,500.00
PO14-00339	BENSON PLUMBING INC	Repairs	10	01	Deferred Mainte	1,919.33
PO14-00340	ACSA'S Foundation F	Superintendent's Workshop	011	01	UNRESTRICTED R	330.00
PO14-00341	Kitchell	Modernization	029	35	Project 10	484,451.23
PO14-00342	West Coast Sporting	Athletic Supplies	011	01	UNRESTRICTED R	536.96
PO14-00343	RIVERSIDE PUBLISHIN	woodcock testing	022	01	Special Educati	1,322.50

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00344	CDW-G	Ink Supplies for Computer Classes for Room 101	023	01	State Lottery	214.15
PO14-00345	SCHOLASTIC INC	reading books	022	01	IASA-Title I Ba	301.37
PO14-00346	PEARSON AGS GLOBE	textbooks	022	01	Lottery: Instr	704.13
PO14-00347	#1 TouchScreen Tblt	Tutoring	029	01	IASA-Title I Ba	16,500.00
PO14-00348	#1 Educando Con Tab	Tutoring Services	029	01	IASA-Title I Ba	71,910.00
PO14-00349	CA DEPT OF EDUCATIO	Conference	029	01	IASA-Title I Ba	325.00
PO14-00350	Sport About Equipme	Sports Supplies	021	01	UNRESTRICTED R	476.82
PO14-00351	OFFICE DEPOT BUSINE	Paper Supplies	021	01	State Lottery	2,996.24
PO14-00352	OFFICE DEPOT BUSINE	Library Supplies	021	01	State Lottery	45.15
PO14-00353	Gilroy High School	Wrestling Fee	021	01	UNRESTRICTED R	150.00
PO14-00354	DICK BLICK COMPANY	Art Supplies	021	01	State Lottery	839.69
PO14-00355	PENINSULA SPORTS, I	Game Officials for Baseball & Softball	023	01	UNRESTRICTED R	3,446.00
PO14-00356	Mission Trail Athle	Game Officials Mileage	023	01	UNRESTRICTED R	210.68
PO14-00357	PENINSULA SPORTS, I	Winter Sports Fees Audlt for Games Added	023	01	UNRESTRICTED R	148.00
PO14-00358	ETS/CAHSEE Support	CAHSEE	029	01	CAHSEE Intensiv	750.00
PO14-00359	ATHLETIC SUPPLY OF	Athletic uniforms & Supplies for sports program	023	01	UNRESTRICTED R	1,968.53
PO14-00360	MCOE	Workshop	011	01	Tit 1 Cor Act.	2,160.00
PO14-00361	OFFICE DEPOT BUSINE	Ink to print Sports Certificates for Students	023	01	UNRESTRICTED R	99.94
PO14-00362	OFFICE DEPOT BUSINE	Copy Paper	011	01	UNRESTRICTED R	749.06
PO14-00363	DOUBLETREE ONTARIO	Conference Travel	029	01	Tit 1 Cor Act.	286.90
PO14-00364	Aeries Software Inc	Aeries Training	011	01	Tit 1 Cor Act.	850.00
PO14-00365	CA Parent Center/SD	Conference	011	01	IASA-Title I Ba	155.00
PO14-00366	CDW-G	DO color networked printer	029	01	UNRESTRICTED R	772.97
PO14-00367	EDEN RADIO, Inc	Communication-Radio	021	01	State Lottery	386.92
PO14-00368	Central Coast Secti	Sports Rule Books	021	01	UNRESTRICTED R	412.00
PO14-00369	KING CITY TRUE VALU	supplies	800	01	Transportation-	500.00
PO14-00370	Adolph Klefer and A	Swimming Supplies	021	01	UNRESTRICTED R	1,018.58
PO14-00371	Novacoast Inc	Software Licenses	029	01	UNRESTRICTED R	6,412.00
PO14-00372	BARRACUDA NETWORKS	Backup Renewal	029	01	UNRESTRICTED R	1,874.00
PO14-00373	DELL MARKETING LP	Monitor	029	01	UNRESTRICTED R	397.74
PO14-00374	MCKINLEY EQUIPMENT	Wheelchair Lift Service	009	01	UNRESTRICTED R	1,105.50
PO14-00375	CENTRAL COAST SYSTM	Fire Alarm	009	01	Deferred Mainte	5,000.00
PO14-00376	LA Heame Company	Marking paint	10	01	State Lottery	197.75
PO14-00377	CDW-G	Network Security Appliance	011	01	UNRESTRICTED R	5,420.62
PO14-00378	TMT Enterprises, In	Candlestick Mix for Athletic Fields	023	01	UNRESTRICTED R	2,073.16
PO14-00379	MCOE	MCOE Workshop	011	01	Tit 1 Cor Act.	120.00
PO14-00380	A T & T CALNET 2	CALNET	011	01	UNRESTRICTED R	3,953.06
PO14-00381	DATAFLOW BUSINESS S	copier staples	022	01	State Lottery	88.13
PO14-00382	The Tree Man (DBA)	Grounds	10	01	Deferred Mainte	1,700.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00383	B & B Small Engine	Mower Parts	10	01	UNRESTRICTED R	600.00
PO14-00384	Outdoor Creations,	waste receptacles	009	01	Deferred Mainte	6,184.50
PO14-00385	Outdoor Creations,	waste receptacles	10	01	Deferred Mainte	6,127.50
PO14-00386	HOME DEPOT/GECF	Supplies	10	01	Ongoing & Major	500.00
PO14-00387	CENTRAL COAST SYSTM	Repairs	10	01	Deferred Mainte	950.00
PO14-00388	SchoolDude	Maintenance Software	011	01	Ongoing & Major	1,795.15
PO14-00389	WARD'S NATURAL SCIE	Science Supplies	021	01	State Lottery	3,958.67
PO14-00390	Monterey Bay System	Staples for Konica Minolta Copy Machines	023	01	State Lottery	482.26
PO14-00391	Mission Trail Athle	MTAL Official Mileage	021	01	UNRESTRICTED R	502.86
PO14-00392	Salinas Valley Fair	Scholarship Banquet	021	01	State Lottery	815.00
PO14-00393	Coalinga High Schoo	Track & Field Meet Entry Fee	021	01	UNRESTRICTED R	300.00
PO14-00394	ORGANIZED SPORTSWEA	GHS P.E. Uniforms	023	01	UNRESTRICTED R	1,209.38
PO14-00395	CITY OF GREENFIELD	GHS SRO	011	01	School Safety &	66,000.00
PO14-00396	Riddell All America	Mandatory Reconditioning of Football Helmets	023	01	UNRESTRICTED R	4,800.00
PO14-00397	EL Achieve	CM Recertification	011	01	Economic Impact	690.00
PO14-00398	Holtzbrinck Publish	Textbook Supplies	021	01	Lottery: Instr	2,624.24
PO14-00399	Copymat Salinas LLC	Classroom Laminated Posters. Please send PO to sle	023	01	IASA-Title I Ba	885.36
PO14-00400	LinkCrew Boomerang	LinkCrew Course	011	01	IASA-Title I Ba	2,625.00
PO14-00401	TMT Enterprises, In	Dirt for baseball fields	009	01	Deferred Mainte	4,138.75
PO14-00402	AMERICAN SUPPLY COM	Custodial Supplies	10	01	UNRESTRICTED R	6,000.00
PO14-00403	EDUCATIONAL DATA SY	Physical Fitness Tests	011	01	UNRESTRICTED R	601.20
PO14-00404	CDW-G	Headphones	011	01	Til 1 Cor Act.	3,702.30
PO14-00405	OFFICE DEPOT BUSINE	Library Supplies	021	01	State Lottery	45.15
PO14-00406	CASEY PRINTING, INC	Paper Supplies	021	01	State Lottery	57.94
PO14-00407	Edlio, Inc	Website Content Mangement System	023	01	State Lottery	3,600.00
PO14-00408	EDEN RADIO, Inc	Communication Radios	023	01	State Lottery	769.70
PO14-00409	CDW-G	Ricoh Supples	021	01	State Lottery	20.93
PO14-00410	SOUTH COAST REGION	FFA Inservice/Roadshow Registrations. Fall/Spring.	023	01	Vocational Prog	280.00
PO14-00411	CATA	CATA Conference	011	01	Vocational Prog	735.00
PO14-00412	CA ASSOCIATION FFA	FFA Conference	011	01	Vocational Prog	340.00
PO14-00413	JOSTENS CORP	Diploma Covers	021	01	State Lottery	1,904.79
PO14-00414	BMI Educational Ser	Novels	011	01	State Lottery	193.07
PO14-00415	Watsonville High Sc	Sport Fee	021	01	UNRESTRICTED R	625.00
PO14-00416	Watsonville High Sc	Sport Fees	021	01	UNRESTRICTED R	275.00
PO14-00417	turnitincom / iPara	Secondary Ed Fee	021	01	State Lottery	2,932.00
PO14-00418	OFFICE DEPOT BUSINE	Office Supplies	021	01	State Lottery	1,500.00
PO14-00419	Ralph Powers	Sports Fee	021	01	UNRESTRICTED R	171.50
PO14-00420	CATA	CATA Conference	011	01	Vocational Prog	1,725.00
PO14-00421	SCHOOL SERVICES OF	Gov Budget May revise workshop	029	01	UNRESTRICTED R	405.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00422	JOSTENS CORP	diploma covers	022	01	State Lottery	1,097.12
PO14-00423	B & B Small Engine	Parts for Mowers	10	01	UNRESTRICTED R	500.00
PO14-00424	Honor's Program, Th	Graduation Materials	021	01	State Lottery	427.31
PO14-00425	CDW-G	Printer Supplies	021	01	State Lottery	154.79
PO14-00426	OFFICE DEPOT BUSINE	Open PO for Supplies	023	01	State Lottery	1,000.00
PO14-00427	Image Sales	Id Card Supplies	021	01	State Lottery	225.75
PO14-00428	SAFEWAY INC	WASC Committee	021	01	State Lottery	250.00
PO14-00429	PENINSULA SPORTS, I	Sports Fees	021	01	UNRESTRICTED R	4,049.00
PO14-00430	Virco Inc.	Student Desk	10	01	Deferred Mainte	8,350.60
PO14-00431	Virco Inc.	Desk for site	009	01	Deferred Mainte	8,428.28
PO14-00432	TRI-COUNTY FIRE PRT	Hood Maint	009	01	Ongoing & Major	976.54
PO14-00433	VAL'S PLUMBING & HE	Repairs to HVAC	009	01	Deferred Mainte	1,000.00
PO14-00434	PRESTWICK HOUSE INC	Text Book Supplies	021	01	State Lottery	515.99
PO14-00435	El Camino Electric,	Fire Alarm repairs	022	01	Deferred Mainte	280.80
PO14-00436	Monterey County Sch	Organizational Meeting	011	01	UNRESTRICTED R	35.00
PO14-00437	ABBOTT PLUMBING	Backflow testing	009	01	Ongoing & Major	840.00
PO14-00438	Honor's Program, Th	Gold Tassels & Charms for Honor Students	023	01	State Lottery	298.38
PO14-00439	OFFICE DEPOT BUSINE	Open PO for Admin Office Supplies	023	01	State Lottery	500.00
PO14-00440	CSF CENTRAL OFFICE	CSF Pins and Certificates for Honor Roll Seniors	023	01	State Lottery	691.42
PO14-00441	VAL'S PLUMBING & HE	HVAC repairs	009	01	Deferred Mainte	915.00
PO14-00442	CDW-G	Printer and ink for ROP Program	023	01	ROC/P	1,718.59
PO14-00443	MASSEY HEATING & AI	AC unit repair	800	01	Ongoing & Major	1,858.14
PO14-00444	Facility Inspection	Williams Inspections	10	01	Ongoing & Major	1,200.00
PO14-00445	BENSON PLUMBING INC	Replace Water heater @kitchen	10	01	Deferred Mainte	8,830.00
PO14-00446	Adolph Kiefer and A	Swimming Supplies	021	01	UNRESTRICTED R	1,249.87
PO14-00447	North Salinas High	Sports Fee	021	01	UNRESTRICTED R	68.00
PO14-00448	Mission Trail Athle	MTLA Official Mileage	021	01	UNRESTRICTED R	1,185.20
PO14-00449	Gilroy High School	Entry Fee	021	01	UNRESTRICTED R	304.00
PO14-00450	LinkCrew Boomerang	Award Supplies	021	01	State Lottery	112.88
PO14-00451	CDW-G	Fax Machine	021	01	State Lottery	200.20
PO14-00452	WARD'S NATURAL SCIE	Science Supplies	021	01	State Lottery	306.32
PO14-00453	Aeries Software Inc	AERIES CONFERENCE	029	01	UNRESTRICTED R	400.00
PO14-00455	CATA	CATA Conference	011	01	Vocational Prog	70.00
PO14-00456	NASCO	graph paper	029	01	UNRESTRICTED R	30.87
PO14-00457	Nuno Iron & Mfg Inc	gate repairs	021	01	Deferred Mainte	639.63
PO14-00458	Envision Mechanical	Repairs	009	01	Deferred Mainte	2,000.00
PO14-00459	CSBA	Toolkits	011	01	UNRESTRICTED R	64.50
PO14-00460	Honor's Program, Th	White Cords	011	01	UNRESTRICTED R	140.00
PO14-00461	CDW-G	Headphones	011	01	Tit 1 Cor Act.	2,122.66
PO14-00462	AMERICAN SUPPLY COM	wet/dry vac	009	01	UNRESTRICTED R	1,002.54

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Description

Includes 06/01/2013 - 04/30/2014

Board Meeting Date May 13, 2014 BOT Mtg

PO Number	Vendor Name	Requisition Information	Order Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00463	DELL MARKETING LP	Monitors	011	01	UNRESTRICTED R	564.35
PO14-00464	Baudville, Inc.	Lapel Pins	011	01	UNRESTRICTED R	73.46
PO14-00465	ABBOTT PLUMBING	BACKFLOW TESTING	10	01	Ongoing & Major	285.00
PO14-00466	LA Hearne Company	Marking Chalk for athletics	10	01	State Lottery	200.00
PO14-00467	El Camino Electric,	Light Pole Repairs	10	01	Deferred Mainte	1,000.00
PO14-00468	Riddell All America	Sports Supplies	021	01	UNRESTRICTED R	5,595.74
PO14-00469	Gilroy High School	Sports Fees	021	01	UNRESTRICTED R	450.00
PO14-00470	Riddell All America	Sports Supplies	021	01	UNRESTRICTED R	1,096.75
PO14-00471	Riddell All America	Sport Supplies	021	01	UNRESTRICTED R	2,413.89
PO14-00474	Parent Institute fo	Parent Engagement Program nine week course.	023	01	IASA-Title I Ba	5,400.00
PO14-00475	INSTITUTE FOR EDUCA	Rigorous CCSS Writing-Monika Myking	029	01	Common Core	229.00
PO14-00476	COASTAL TRACTOR	parts for mowers	10	01	Ongoing & Major	1,200.00
PO14-00477	VAL'S PLUMBING & HE	Repairs	009	01	Deferred Mainte	433.00
PO14-00478	OFFICE DEPOT BUSINE	open po	022	01	State Lottery	500.00
PO14-00479	SCHOOL SERVICES OF	Online Workshop	029	01	UNRESTRICTED R	495.00
PO14-00480	CSF BALFOUR	CSF Graduation Material	021	01	State Lottery	241.93
PO14-00481	Salinas Union High	Sports Fees	021	01	UNRESTRICTED R	348.00
PO14-00482	OFFICE DEPOT BUSINE	Office Supplies	021	01	State Lottery	2,000.00
PO14-00483	OFFICE DEPOT BUSINE	Library Supplies	021	01	State Lottery	90.30
PO14-00484	APPERSON	Scantron	021	01	State Lottery	378.94
PO14-00485	Coastal Enterprises	PE Clothes	021	01	UNRESTRICTED R	4,726.35
PO14-00486	County School Servi	CALPADS Training	011	01	UNRESTRICTED R	75.00
PO14-00487	Lakeshore Learning	Teaching Materials for Special Day Class	023	01	Special Educati	243.00
PO14-00488	Graduation Source	graduation cap,gown & tassels	022	01	State Lottery	964.92
Total						3,185,010.75

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ESCAPE ONLINE

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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Consultant Contract, Candy McCarthy

MEETING: May 13, 2013

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:

The South Monterey County Joint Union High School District remains in Program Improvement status. The state has allocated funds to hire an outside agency to assist the district in improving student achievement and exit from Program Improvement. To that end, Candy McCarthy is a certified provider to districts in achieving that goal. Candy worked with the district previously and knows the desire and direction of the School Board and State Administrator.

Recommendation:

It is recommended that the State Administrator enter into a contract agreement with Ms. McCarthy for the 2014-2015 academic year to focus on moving the district out of Program Improvement.

Fiscal Impact:

\$200,000.00 has been allocated from the Federal Government Title I program to assist schools in exiting from Program Improvement. A portion of these funds will be used for that purpose.

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 Candy McCarthy, 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 \$81.25 per hour.
- Not to exceed a total of 60 days of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$39,000.00

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

Serve as the Program Improvement service provider. Plan and facilitate the activities of the District, School Leadership Team (DSLTL). Serve as an onsite coach to monitor the implementation decisions made by the DSLTL. Work with and facilitate the updating of the LEA Plan, the School Sight Plans and the English Language Development Plan in consultation with staff and community and administer all pertinent surveys associated with the development of such plans.

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:

Candace McCarthy
CONSULTANT / TITLE

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

5/9/14
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:

Candace McCarthy
CONSULTANT / TITLE (Please Print)

11750 Tam O'Shanter Drive, Salinas 93906
Mailing Address (number, street name, city, state and zip code: Please Print)

831-320-1454
Phone number

831-444-7412
Cell Phone

Account code: _____

Business Manager Signature _____ Date: _____

Routing:

1. Immediate supervisor
2. Business Manager, 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 the Designation for California
Interscholastic Federation (CIF) League
Representatives for the 2014-15 School Year

MEETING: May 13, 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 individuals from the district are designated CIF Representatives. The Assistant Principals from the comprehensive sites are being designated at the representatives.


Recommendation:

The recommendation is being made by the State Administrator to approve the appointed district employees as the CIF Representatives.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 23, 2014

Enclosed is a form upon which to record your district and/or school representatives to leagues for next year, **2014-2015**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. It is a legal requirement that league representatives be so designated.

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you send the names of league representatives to your CIF Section office. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 25, 2014 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2014-2015 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 25, 2014.

South Monterey County Joint Union HSD
School District/Governing Board at its May 13, 2014 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2014-2015 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

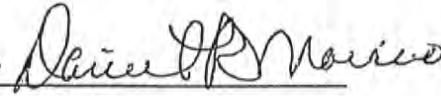
NAME OF SCHOOL King City High School
NAME OF REPRESENTATIVE David Croy POSITION Assistant Principal
ADDRESS 720 Broadway CITY King City ZIP 93930
PHONE 831.385-5461 FAX 831.385.0901 E-MAIL dcroy@smcjuhsd.org

NAME OF SCHOOL Greenfield High School
NAME OF REPRESENTATIVE Clara Evans POSITION Assistant Principal
ADDRESS 225 S. El Camino Real CITY Greenfield ZIP 93927
PHONE 831.674.2751 FAX 831.674.2646 E-MAIL cevans@smcjuhsd.org

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Daniel R. Moirao, Ed.D. Signature 
Address 800 Broadway City King City Zip 93930
Phone 831.385.0606 Fax 831.385.0695

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033

CIF CENTRAL COAST SECTION

Nancy Lazenby Blaser, Commissioner
6830 Via Del Oro, Suite 103
San Jose, CA 95119
Phone: (408) 224-2994
Fax: (408) 224-0476

CIF LOS ANGELES SECTION

John Aguirre, Commissioner
8401 Arleta Ave.
Sun Valley, CA 91352
Phone: (818) 767-0800
Fax: (818) 767-0802

CIF NORTH COAST SECTION

Gil Lemmon, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Fax: (925) 263-2120

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Fax: (530) 343-5619

CIF OAKLAND SECTION

Russell White, Commissioner
900 High Street
Oakland, CA 94601
Phone: (510) 434-3341
Fax: (510) 434-3351

CIF SAC-JOQUIN SECTION

Pete Saco, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Fax: (209) 334-0300

CIF SAN DIEGO SECTION

Jerry Schniepp, Commissioner
2131 Pan American Plaza
San Diego, CA 92101
Phone: (858) 292-8165
Fax: (858) 292-1375

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Fax: (562) 493-6266

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

SUBJECT: Approval of the 2013-2014 School Calendar

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

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

Summary:

The District consulted with the KCJUHSDTA with developing the calendar for the 2014-2015 school year and was approved by the teachers organization. This calendar does align with the King City Union School District. The Greenfield Union School District calendar has only recently been approved through their negotiation process. The calendars are closely aligned.


Recommendation:

The recommendation is being made for the State Administrator to approve the 2014-2015 school calendar.


Fiscal Impact:

None.

Submitted By:


Daniel R. Moirao, Ed.D.
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SMCJUHS
2014-2015 School Calendar Teacher Work Year

	MON	TUE	WED	THR	FRI	Week	Quarter	Semester
July		7/1	7/2	7/3	7/4	0		
	7/7	7/8	7/9	7/10	7/11	0		
	7/14	7/15	7/16	7/17	7/18	0		
	7/21	7/22	7/23	7/24	7/25	0		
	7/28	7/29	7/30	7/31	8/1	0		
August	8/4	8/5	8/6	8/7	8/8	1		
	8/11	8/12	8/13	8/14	8/15	5		
	8/18	8/19	8/20	8/21	8/22	5		
	8/25	8/26	8/27	8/28	8/29	5		
September	9/1	9/2	9/3	9/4	9/5	4		
	9/8	9/9	9/10	9/11	9/12	5		
	9/15	9/16	9/17	9/18	9/19	5		
	9/22	9/23	9/24	9/25	9/26	5		
	9/29	9/30	10/1	10/2	10/3	5		
October	10/6	10/7	10/8	10/9	10/10	5	45	
	10/13	10/14	10/15	10/16	10/17	4		
	10/20	10/21	10/22	10/23	10/24	5		
	10/27	10/28	10/29	10/30	10/31	5		
November	11/3	11/4	11/5	11/6	11/7	5		
	11/10	11/11	11/12	11/13	11/14	3		
	11/17	11/18	11/19	11/20	11/21	5		
	11/24	11/25	11/26	11/27	11/28	2		
December	12/1	12/2	12/3	12/4	12/5	5		
	12/8	12/9	12/10	12/11	12/12	5		
	12/15	12/16	12/17	12/18	12/19	5	44	89
	12/22	12/23	12/24	12/25	12/26	0		
	12/29	12/30	12/31	1/1	1/2	0		
January	1/5	1/6	1/7	1/8	1/9	0		
	1/12	1/13	1/14	1/15	1/16	5		
	1/19	1/20	1/21	1/22	1/23	4		
	1/26	1/27	1/28	1/29	1/30	5		
February	2/2	2/3	2/4	2/5	2/6	5		
	2/9	2/10	2/11	2/12	2/13	5		
	2/16	2/17	2/18	2/19	2/20	4		
	2/23	2/24	2/25	2/26	2/27	5		
March	3/2	3/3	3/4	3/5	3/6	5		
	3/9	3/10	3/11	3/12	3/13	4		
	3/16	3/17	3/18	3/19	3/20	5	47	
	3/23	3/24	3/25	3/26	3/27	5		
	3/30	3/31	4/1	4/2	4/3	0		
April	4/6	4/7	4/8	4/9	4/10	4		
	4/13	4/14	4/15	4/16	4/17	5		
	4/20	4/21	4/22	4/23	4/24	5		
	4/27	4/28	4/29	4/30	5/1	5		
May	5/4	5/5	5/6	5/7	5/8	5		
	5/11	5/12	5/13	5/14	5/15	4		
	5/18	5/19	5/20	5/21	5/22	5		
	5/25	5/26	5/27	5/28	5/29	4		
June	6/1	6/2	6/3	6/4	6/5	4	46	93
	6/8	6/9	6/10	6/11	6/12	0		
	6/15	6/16	6/17	6/18	6/19	0		
	6/22	6/23	6/24	6/25	6/26	0		
	6/29	6/30	7/1	7/2	7/3	182	182	182

	Legal Holidays
	Non-school Days
	Minimum Days (mid-terms / finals)

7/4	Independence Day
8/7	Orientation for New Teachers
8/8	Staff Development Day
8/11	First Day of School
9/1	Labor Day
10/13	Non-School Day Optional Staff Developme
10/17	End of 1st Quarter
11/10	Non-School Day
11/11	Veterans Day
11/27	Thanksgiving Day
11/26 - 11/28	Thanksgiving Break
12/17 - 12/19	Finals (Minimum Days)
12/19	End of 2nd Quarter
12/19	End of 1st Semester
12/22 - 1/9	Winter Break
12/25	Christmas Day
1/1	New Year's Day
1/19	Dr. Martin Luther King, Jr. Day
2/16	Presidents' Day (Lincoln & Washington)
3/9	Non Scholl Day
3/20	End of 3rd Quarter
3/30 - 4/6	Spring Break
5/15	Non-School Day
5/25	Memorial Day
6/2 - 6/4	Finals (Minimum Days)
6/4	End of 4th Quarter
	End of 2nd Semester
	Last Day of School

Rev. 11/22/13: 12/15/

4/16/2014

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: 2014/14 Budget Public Hearing

MEETING: May 14, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The new funding formula for California schools is the Local Control Funding Formula. This public hearing is on the draft budget for the 2014/15 fiscal year including expenditures that in compliance with the LCFF and LCAP level requirements.

Two public hearings are required prior to the board adoption of the plan and its budget for the next fiscal year.

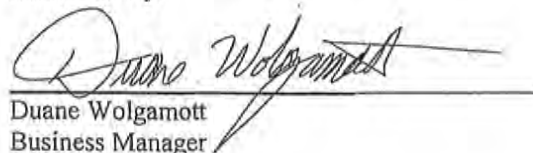
Recommendation:

It is recommended that the South Monterey County Joint Union High School Board of Education conduct its first hearing of the public in response to the draft 2014/15 budget.


Fiscal Impact:

Input and suggestions will determine the district's spending plan for the next fiscal year.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: LCAP Public Hearing

MEETING: May 13, 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:

The new funding formula for California schools is the Local Control Funding Formula. To obtain the funds for this formula the school district must develop a Local Control Accountability Plan (LCAP) with the community. A part of the required process is to conduct a public hearing so that community may react to the proposed expenditure of funds in the LCAP. Two public hearings are required prior to the board adoption of the plan and it's budget for the next fiscal year.

The State Administrator must respond in writing to questions raised regarding the proposed plan.

Recommendation:

It is recommended that the South Monterey County Joint Union High School Board of Education conduct its first hearing of the public in response to the proposed LCAP.

Fiscal Impact:

Input and suggestions will determine the district's spending plan for the next fiscal 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
GOVERNING BOARD**

SUBJECT: Revenue and Expenditures Report

MEETING: May 13, 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
- 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:

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

Recommendation:

This is an information item only.


Fiscal Impact:

Per 2013-2014 adopted budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - General Fund		Fiscal Year 2014 through 04/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	14,227,123.00	13,346,689.12		880,433.88	6%
Federal Revenue	(8100-8299)	1,322,830.00	417,763.79		905,066.21	68%
Other State Revenue	(8300-8599)	1,379,589.00	1,039,457.21		340,131.79	25%
Other Local Revenue	(8600-8799)	732,768.00	819,392.02		(86,624.02)	(12)%
Total Revenue		17,662,310.00	15,623,302.14		2,039,007.86	12%
EXPENSES						
Certified Salaries	(1000-1999)	6,959,732.00	6,181,304.88	.00	778,427.12	11%
Classified Salaries	(2000-2999)	2,131,272.00	1,751,881.22	.00	379,390.78	18%
Employee Benefits	(3000-3999)	2,820,092.00	2,329,853.19	.00	490,238.81	17%
Supplies and Services	(4000-4999)	957,853.40	743,997.49	98,681.69	115,174.22	12%
Services & Operating Expenses	(5000-5999)	3,768,698.60	1,530,608.13	449,595.70	1,788,494.77	47%
Capital Outlays	(6000-6999)	64,399.00	64,398.75	.00	0.25	0%
Other Outgo	(7100-7299, 7400-7499)	1,566,845.00	1,065,062.17	.00	501,782.83	32%
Total Expenses		18,268,892.00	13,667,105.83	548,277.39	4,053,508.78	22%
Operating Surplus/(Deficit)		(606,582.00)	1,956,196.31	1,407,918.92		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7610-7629)	47,673.00	.00	.00	47,673.00	100%
Total Other Financing Sources		(47,673.00)	.00	.00	(47,673.00)	100%
Net Surplus/(Deficit)		(654,255.00)	1,956,196.31	1,407,918.92		
Beginning Fund Balance		2,149,955.00	2,149,947.34	2,149,947.34		
Net Ending Fund Balance		\$1,495,700.00	\$4,106,143.65	\$3,557,866.26		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		1,495,700.00	.00			
Ending Fund Balance		1,495,700.00	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2014 through 04/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Federal Revenue	(8100-8299)	375,000.00	215,462.57		159,537.43	43%
Other State Revenue	(8300-8599)	35,000.00	16,789.32		18,210.68	52%
Other Local Revenue	(8600-8799)	79,500.00	73,169.74		6,330.26	8%
Total Revenue		489,500.00	305,421.63		184,078.37	38%
EXPENSES						
Classified Salaries	(2000-2999)	81,646.00	74,213.94	.00	7,432.06	9%
Employee Benefits	(3000-3999)	45,851.00	41,045.43	.00	4,805.57	10%
Supplies and Services	(4000-4999)	399,858.00	351,538.53	26,400.35	21,919.12	5%
Services & Operating Expenses	(5000-5999)	9,447.00	18,766.14	1,943.72	(11,262.86)	(119)%
Capital Outlays	(6000-6999)	.00	10,831.70	.00	(10,831.70)	0%
Total Expenses		536,802.00	496,395.74	28,344.07	12,062.19	2%
Operating Surplus/(Deficit)		(47,302.00)	(190,974.11)	(219,318.18)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8910-8929)	47,673.00	.00		47,673.00	100%
Total Other Financing Sources		47,673.00	.00		47,673.00	100%
Net Surplus/(Deficit)		371.00	(190,974.11)	(219,318.18)		
Net Ending Fund Balance		\$371.00	(\$190,974.11)	(\$219,318.18)		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		371.00	.00			
Ending Fund Balance		371.00	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2014 through 04/30/2014			
		Budget	Actual	Encumbrance	Balance Avail
REVENUE					
Other Local Revenue	(8600-8799)	14,800.00	10,469.34		4,330.66 29%
Total Revenue		14,800.00	10,469.34		4,330.66 29%
Operating Surplus/(Deficit)		14,800.00	10,469.34	10,469.34	
Net Surplus/(Deficit)		14,800.00	10,469.34	10,469.34	
Beginning Fund Balance		2,970,359.00	2,970,358.68	2,970,358.68	
Net Ending Fund Balance		\$2,985,159.00	\$2,980,828.02	\$2,980,828.02	
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790		2,985,159.00	.00		
Ending Fund Balance		2,985,159.00	.00		

Fund 25 - Capital Facilities Fund		Fiscal Year 2014 through 04/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	10,000.00	62,054.63		(52,054.63)	(521)%
Total Revenue		10,000.00	62,054.63		(52,054.63)	(521)%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	1,557.34	.00	(1,557.34)	0%
Other Outgo	(7100-7299, 7400-7499)	104,674.00	104,672.76	.00	1.24	0%
Total Expenses		104,674.00	106,230.10	.00	(1,556.10)	(1)%
Operating Surplus/(Deficit)		(94,674.00)	(44,175.47)	(44,175.47)		
Net Surplus/(Deficit)		(94,674.00)	(44,175.47)	(44,175.47)		
Beginning Fund Balance		453,682.00	453,681.54	453,681.54		
Net Ending Fund Balance		\$359,008.00	\$409,506.07	\$409,506.07		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		359,008.00	.00			
Ending Fund Balance		359,008.00	.00			

Fund 35 - School Facility Program (Regul		Fiscal Year 2014 through 04/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	3,300.00	2,003.35		1,296.65	39%
Total Revenue		3,300.00	2,003.35		1,296.65	39%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	14,030.40	.00	(14,030.40)	0%
Capital Outlays	(6000-6999)	.00	285,796.83	204,451.23	(490,248.06)	0%
Total Expenses		.00	299,827.23	204,451.23	(504,278.46)	0%
Operating Surplus/(Deficit)		3,300.00	(297,823.88)	(502,275.11)		
Net Surplus/(Deficit)		3,300.00	(297,823.88)	(502,275.11)		
Beginning Fund Balance		564,452.00	564,451.23	564,451.23		
Net Ending Fund Balance		\$567,752.00	\$266,627.35	\$62,176.12		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		567,752.00	.00			
Ending Fund Balance		567,752.00	.00			

Fund 56 - Debt Service Fund		Fiscal Year 2014 through 04/30/2014			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
Net Ending Fund Balance	\$1,248,728.00	\$1,248,727.02	\$1,248,727.02		
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

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

SUBJECT: Monthly Cash Flow Report

MEETING: May 13, 2014

AGENDA SECTION: Information

☐ 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 the cash flow summary report for the following funds:

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

Recommendation:

This is an information item only.


Fiscal Impact:

Per 2013-2014 adopted budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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Fund 01 - Actuals through April								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	3,622,614.66	2,536,756.06	2,219,142.03	2,347,539.58				
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019	461,736.00	489,373.00	1,038,800.00	282,810.00			8,017,192.99	9,529,824.00
Property Taxes	8020-8079	143,623.99	359,896.44	89,952.61	1,818,653.67			5,329,496.13	4,802,118.00
Miscellaneous Funds	8080-8099								104,819.00-
Federal Revenues	8100-8299	20,115.00	40,578.73	34,731.00	14,569.01			417,763.79	1,322,830.00
Other State Revenues	8300-8599	99,464.51		254,800.51	103,436.57			1,039,457.21	1,379,589.00
Other Local Revenues	8600-8799	291,172.80	85,209.65	56,310.06	316.72			819,392.02	732,768.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,016,112.30	975,057.82	1,474,594.18	2,219,785.97	.00	.00	15,623,302.14	17,662,310.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,334,295.38	653,750.71	677,826.72	678,125.65			6,181,304.88	6,959,732.00
Classified Salaries	2000-2999	155,577.61	163,374.62	170,538.73	209,138.47			1,751,881.22	2,131,272.00
Employee Benefits	3000-3999	425,835.90	241,182.42	249,191.96	260,813.04			2,329,853.19	2,820,092.00
Books and Supplies	4000-4999	48,435.79	272,520.14	41,105.07	32,167.33			743,997.49	957,853.40
Services	5000-5999	96,066.88	178,169.83	206,526.76	169,409.17			1,530,608.13	3,768,698.60
Capital Outlays	6000-6599							64,398.75	64,399.00
Other Outgo	7000-7499	64,956.18	18,191.21	18,191.21				1,065,062.17	1,566,845.00
Interfund Transfers Out	7600-7629								47,673.00
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		2,125,167.74	1,527,188.93	1,363,380.45	1,349,653.66	.00	.00	13,667,105.83	18,316,565.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							95,211.56-	
Accounts Receivable	9200-9299		218,035.50					2,317,775.42	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330							2,711.00	
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	218,035.50	.00	.00	.00	.00	2,225,274.86	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 01 - Actuals through April		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599	23,340.38	16,507.42	17,183.82	14,668.58			572,022.70-	
Due To Other Funds	9610							148,538.08-	
Current Loans	9640								
Deferred Revenues	9650							422,270.66-	
Undefined Objects									
SUBTOTAL LIABILITIES		23,196.84	16,481.58	17,183.82	14,668.58	.00	.00	1,141,988.28-	
Nonoperating									
Suspense Clearing	9910	143.54-	25.84-					843.16	
TOTAL BALANCE SHEET TRANSACTIONS		23,196.84	234,517.08	17,183.82	14,668.58	.00	.00	1,083,286.58	
E. NET INCREASE/DECREASE B - C + D		1,085,858.60-	317,614.03-	128,397.55	884,800.89	.00	.00	3,039,482.89	654,255.00-
F. ENDING CASH (A + E)		2,536,756.06	2,219,142.03	2,347,539.58	3,232,340.47				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through April

Fiscal Year 2013/14

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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Fund 13 - Actuals through April

Fiscal Year 2013/14

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

Fund 13 - Actuals through April								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	105,640.85-	160,260.97-	163,799.19-	118,767.02-				
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299		40,428.56	33,942.86				215,462.57	375,000.00
Other State Revenues	8300-8599		3,149.13	2,643.59				16,789.32	35,000.00
Other Local Revenues	8600-8799		118.80-	30,658.78				73,169.74	79,500.00
Interfund Transfers In	8910-8929								47,673.00
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	43,458.89	67,245.23	.00	.00	.00	305,421.63	537,173.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	7,199.73	8,944.23	8,284.90	9,774.58			74,213.94	81,646.00
Employee Benefits	3000-3999	4,274.13	4,820.68	4,696.98	4,960.63			41,045.43	45,851.00
Books and Supplies	4000-4999	41,714.00	31,357.55	8,761.39	55,755.03			351,538.53	399,858.00
Services	5000-5999	1,432.26	1,874.65	469.79	1,768.34			18,766.14	9,447.00
Capital Outlays	6000-6599							10,831.70	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		54,620.12	46,997.11	22,213.06	72,258.58	.00	.00	496,395.74	536,802.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							203.08	
Accounts Receivable	9200-9299							3,599.55	
Due From Other Funds	9310							146,653.51	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	150,456.14	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 13 - Actuals through April								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							169.02-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	169.02-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	150,287.12	
E. NET INCREASE/DECREASE B - C + D		54,620.12-	3,538.22-	45,032.17	72,258.58-	.00	.00	40,686.99-	371.00
F. ENDING CASH (A + E)		160,260.97-	163,799.19-	118,767.02-	191,025.60-				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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Fund 17 - Actuals through April

Fiscal Year 2013/14

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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


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Fund 17 - Actuals through April

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	2,977,347.40	2,977,347.40	2,980,828.02	2,980,828.02				
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		3,480.62					10,469.34	14,800.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	3,480.62	.00	.00	.00	.00	10,469.34	14,800.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET									
TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 17 - Actuals through April		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	3,480.62	.00	.00	.00	.00	10,469.34	14,800.00
F. ENDING CASH (A + E)		2,977,347.40	2,980,828.02	2,980,828.02	2,980,828.02				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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Fund 25 - Actuals through April		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	384,298.77	384,298.77	392,833.81	409,506.07				
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		8,535.04	18,229.60				62,054.63	10,000.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	8,535.04	18,229.60	.00	.00	.00	62,054.63	10,000.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999			1,557.34				1,557.34	
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	104,674.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	1,557.34	.00	.00	.00	106,230.10	104,674.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 25 - Actuals through April		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	8,535.04	16,672.26	.00	.00	.00	44,175.47-	94,674.00-
F. ENDING CASH (A + E)		384,298.77	392,833.81	409,506.07	409,506.07				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

Fund 35 - Actuals through April								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	558,841.21	268,398.79	267,840.39	266,627.35				
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		654.64					2,003.35	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	654.64	.00	.00	.00	.00	2,003.35	3,300.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999	10,104.32	1,213.04	1,213.04				14,030.40	
Capital Outlays	6000-6599	280,338.10						285,796.83	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		290,442.42	1,213.04	1,213.04	.00	.00	.00	299,827.23	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 35 - Actuals through April		Fiscal Year 2013/14							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							6,808.40-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	6,808.40-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	6,808.40-	
E. NET INCREASE/DECREASE B - C + D		290,442.42-	558.40-	1,213.04-	.00	.00	.00	304,632.28-	3,300.00
F. ENDING CASH (A + E)		268,398.79	267,840.39	266,627.35	266,627.35				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Local Control Accountability Plan

MEETING: May 13, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The new funding formula for California schools is the Local Control Funding Formula. To obtain the funds for this formula the school district must develop a Local Control Accountability Plan (LCAP) with the community. Attached is a draft plan for the LCAP. This draft is presented for the board's review and input.

Recommendation:

This is an information gathering item only.

Fiscal Impact:

Input and suggestions will determine the district's spending plan for the next fiscal year.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: *South Monterey County Joint Union High School District* Contact (Name, Title, Email, Phone Number): *Daniel R. Moirao Ed.D. State Administrator, dmoirao@smcjuhsd.org, 831-385-0606* LCAP Year: *2014-2015*

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Since March 2014, SMCJUHSD has engaged and involved parents, community members, local bargaining units and other stakeholders in developing, reviewing and supporting implementation of LCAP. Initially, the State Administrator and Director of Business Services met with a committee comprised of stakeholder representatives to review a "straw man" draft of the LCAP. Goals were outlined. The LCAP Committee addressed the needs of each site and the district as a whole. Quantitative and qualitative data was reviewed including STAR results, CAHSEE results, graduation rates, dropout rates, CHKS results and AMAOs. The LCAP Committee created an LCAP action plan. They furthered the plan development and included subgroups to be addressed, methods of analyzing and measuring outcomes, and determined a three year achievement plan for each action. Having met with stakeholder representatives, the next step was to meet with stakeholder groups. The State Administrator and/or Director of Business Services then met with the following stakeholder groups: CSEA, CTA, school site staffs at staff meetings, ADCO, Cabinet, ELACs of both high schools, DELAC, Rotary Clubs of King City and Greenfield, and the SSCs and the King City Chamber of Commerce. During the meetings with each group, a foundational understanding of the LCAP process was presented with the draft design. Participants were encouraged to consider student needs as a site as a district. Participants asked questions, contributed to discussion and made suggestions which were noted and incorporated into comprehensive planning and revision of the plan. Prior to the adoption of the LCAP changes were made as a result of written comments and feedback received through the engagement process. Goals broadened and action steps were flushed out and became more specific. Timelines and the metrics for measuring achievement became more concrete. The inclusion of multiple stakeholder groups and the ongoing and frequent LCAP committee meetings have resulted in the development of an LCAP which supports improved outcomes for pupils related to the state priorities</p>	<p>As a result of consulting with these various stakeholder groups, the original strawman proposal was changed to better address the desires of the stakeholder groups. Some information remained the same as data analysis demonstrated the need to address specific needs of students that wasn't identified or mentioned by various groups.</p> <p>The current LCAP reflects the perceived and real priorities of the students served by the South Monterey County Joint Union High School District. As a result of this process the Board of Education of the school district identified the need to have a more comprehensive strategic plan that has more of a long term set of goals with a better defined vision for the future. It is the board's belief that such a plan will better reflect multiple year desires for spending its finite monetary resources in alignment with student needs and community desires.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools; for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2015-2016	
Class size averages in core content will reflect the reduction. Staffing will reflect accommodation of reduced class sizes	<i>The conditions for learning will be improved for students</i>	ALL	All	Class size in core content areas (English, Math, Social Studies and Science) will be reduced.	Class size in the core content will be reduced from 35:1 to 34:1	Class size in the core content will be reduced from 35:1 to 33:1	Class size in the core content will be reduced from 33:1 to 32:1	2, 4, 7, 8
Annual Cal Pros		All	All	Annual credential audits	District and site staff will attend	District and site staff will attend	District and site staff will attend	1, 2, 4, 5, 6, 8,

reporting will show equitable distribution of highly qualified and effective teachers.				will reflect a full staff of Highly Qualified Teachers	recruitment fairs Appropriate materials promoting the district will be developed \$10,000 01-0940-0-0000-7400-5200	recruitment fairs Incentives for teachers to obtain HQT status will be implemented	recruitment fairs Incentives for teachers to obtain HQT status will be implemented	
Purchase orders and account codes will reflect materials purchased accordingly Williams/Valenzuela reports will reflect adequacy of materials	All	All		Annual budget expenditures will demonstrate purchase of standards-aligned materials	By September 2014 a plan will be developed for needed materials by department. Year one of the plan will be developed. \$0 cost	Year II of the plan will be implemented	Year III of the plan will be implemented	1, 2, 5, 7
Conference registration forms will reflect training for staff Master schedules will incorporate additional courses.	English Language Learners and Low Socio-economic students	All		At least two sections of AVID will be instituted at each of the comprehensive school sites	Staff will participate in training and membership into AVID will be done \$20,000 01-0940-0-1110-1000-5200	Master schedules will reflect one section of AVID per site	Master schedules will reflect two sections of AVID per site.	4, 6, 7, 8

<p>Sign-in sheets will reflect staff participation</p> <p>Professional development evaluations will reflect adequacy and usefulness of professional development</p> <p>Handouts will be kept</p> <p>Instructional coaches and administrative walk-thorough records will reflect implementation</p>		All	All	<p>Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff.</p> <p>Professional Development evaluations will reflect the quality of the program as well as future needs.</p>	<p>By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional coaches will be hired</p> <p>Administrative staff will be instructed on how to hold staff accountable for program implementation</p> <p>Existing Title II</p>	<p>Year II of the Professional Development plan will be modified as needed and implemented.</p> <ul style="list-style-type: none"> - Certified presenters will be identified from within current staff. -lesson observations will be systematically implemented -Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities. -expectations will be set for staff accountability <p>Support providers will be available to implement new practice. Administrative staff will have a deeper understanding of expectations and accountability</p> <p>Instructional Coaches will continue to</p>	<p>Year III of the Professional Development plan will be modified as needed and implemented.</p> <ul style="list-style-type: none"> - Instructional practice will be evaluated from data collected which will inform and support instruction. -student data will be used to evaluate student progress -leadership capacity will be built with skilled teacher from staff -support structures will be implemented to sustain support collaboration and follow through with professional development. <p>Instructional Coaches will continue to support teachers</p>	1, 2, 4, 6, 7, 8
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						support teachers		
CAHSEE results will show a steady increase of 25% annually.		ELL, Low Socio- economic, Special Ed	All	Each test administration will show an increase in passing on both math and Language Arts	CAHSEE prep classes will be added into the master schedule.	CAHSEE prep classes will be added into the master schedule.	CAHSEE prep classes will be added into the master schedule.	ELL, Low Socio- economic, Special Ed.
Master schedules will reflect an increase in core content courses and fewer remediation courses compared to 2014-2015		All EL Students, Low Socio- Economic and SPED students	All	Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses	Remedial support courses for second language learners and underperforming students will be offered. \$200,000 01-0940-0-1110-	An increase of two core content course sections will be offered and filled based on class size reduction and student ability to	An increase of two core content course sections will be offered and filled based on class size reduction and student ability to	1,2,4,5,6,7,8

Advance placement course offerings will increase.					1000-1100 Summer boot camps for second language learners and underperforming students will be offered \$50,000 01-0940-0-1110-1000-1900	perform. The need for remediation courses will drop by 1/3	perform. The need for remediation courses will drop by 1/3	
Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.		All	All	College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering	District staff will work with the consortium to develop courses and recruit students into career pathways. \$0 additional cost	Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.	Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.	1,2,4, 5,7, 8
Master schedules will reflect an increase in A-G course enrollments. Summer Boot Camps will be	<i>Pupil Outcomes on standardized test and in core content areas will increase. There will be</i>	English Language Learners Students of Low socio-economic backgrounds	All	There will be a 75% increase in Second Language Learners and students from low socio-economic	Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for	There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in	75% of entering English Learners will be reclassified as English Proficient The number of	2, 4, 5, 8

<p>instituted to assist students off track for graduation.</p> <p>CELDT scores will reflect a higher passage rate of EL students.</p> <p>Before and after school support programs will be offered.</p> <p>Meeting Federal AMAO's will be realized.</p> <p>The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted.</p> <p>CASSP achievement level descriptors will show growth for all subgroups.</p>	<p><i>a decrease in the achievement gap among students</i></p>	<p>Students with a 2.0 or less grade point average.</p>		<p>homes completing A-G course requirements with a grade "C" or better.</p> <p>ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas.</p>	<p>graduation)</p> <p>\$ 100,000 01-0940-0-1110-1000-1100</p> <p>Summer boot camps for low performing or second language learners will be offered. Cost included in previous item.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p> <p>\$50,000 01-0940-0-1110-1000-1100</p> <p>A determination will be made to increase math graduation requirements to three year requirement</p>	<p>English) courses offered.</p> <p>Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p>	<p>remediation classes will be reduced in the master schedule by 35% for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p>	
<p>Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules.</p>		<p>English Language Learners</p>	<p>All</p>	<p>There will be a reduction of English Language support classes by one-third over from 2014 -</p>	<p>An increase in the offerings of English Language Support classes will be evident in the master schedule.</p>	<p>Offerings of English Language Support classes will be reduced by 15% in the master</p>	<p>Offerings of English Language Support classes will be reduced by 15% in the master</p>	<p>2,4, 5, 8</p>

<p>Reclassification rates will increase by at least 30% from the 2014-2015 academic year.</p> <p>Class rosters will show that EL classes are staff accordingly</p> <p>Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016)</p>				<p>2017.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be developed and implemented.</p> <p>\$100,000 01-0940-0-1110-1000-1100</p>	<p>schedule based on need.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p>	<p>schedule based on need.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p>		
<p>Reclassification rates will increase by 30-40% from the 2014-2015 academic year.</p> <p>CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets.</p> <p>Regular logs for monitoring reclassified learners will demonstrate continuous progress in student performance.</p>		English Language Learners	All	<p>Students enrolled as English Language Learners will be reclassified as English Proficient at a rate of 75% annually</p> <p>CAHSEE passing scores will increase by 25%.</p> <p>ELSSA scores showing language proficiency will increase by 40%</p> <p>CASSP scores will show a</p>	<p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the master schedule.</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be</p>	<p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the master schedule.</p> <p>Class sizes for English Language</p>	<p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the master schedule.</p> <p>Class sizes for English</p>	2,4,5, 7,8

				steady rise while the achievement gap will decrease among sub groups.	separated. \$180,000 01-0940-0-1110-3900-1200	Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.	Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.	
<p>AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science</p> <p>Students taking the AP exams will increase by 8%</p> <p>Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year</p> <p>Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.</p>		All	All	<p>20% more students than in the 2013-2014 academic year will pass the Advanced Placement Exam with a score of 3 or higher</p>	<p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p> <p>Title II</p>	<p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	<p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	1,2,4,5,7

<p>Specific parent programs will be offered.</p> <p>Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year</p> <p>Contracts with Parent education providers will demonstrate the implementation of this program</p> <p>A job description will provide evidence of the intent to hire a parent liaison.</p> <p>Comprehensive school sites will have Parent-Faculty-Student type associations formed.</p>	<p>School faculty and staff, parents and students will increase engagement in learning.</p>	All	All	<p>There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year</p>	<p>PIQE 1 & 2 will be offered to parents. \$20,000 01-0940-0-1110-1000-5800</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>\$140,000 01-0940-0-0000-3130-2200</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators. \$15,000 01-0940-0-1110-1000-5200</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p>	3,5,6
<p>Monthly attendance and report logs will demonstrate an</p>		All	All	<p>School attendance rates will be at 97%</p>	<p>Intervention programs will be implemented as a pre-cursor to</p>	<p>Intervention programs will be implemented as a pre-cursor to</p>	<p>Intervention programs will be implemented as a pre-cursor to</p>	1,2,4,5,6,7,8

<p>increase in student attendance.</p> <p>Defined programs for promoting attendance will be identified.</p> <p>Logs for parent contacts will demonstrate outreach to improve student attendance.</p>					<p>expulsion. \$60,000 01-0940-0-0000-3130-2200</p> <p>Parent Liaison will conduct home visits to truant students.</p>	<p>expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p>	<p>expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p>	
<p>A three year plan will be developed with a timeline for implementation. Student progress will be monitored and program evaluation will be conducted. The program will be revised collaboratively for the benefit of all participating students</p>		All	All	<p>A three year deferred maintenance program will be written and implemented</p>	<p>A three-year deferred maintenance program will be written and implemented</p> <p>Budget allocations will be made to meet the maintenance needs of the plan. Funding in unrestricted GF</p>	<p>PIQE I & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent-student- teacher associations</p>	<p>PIQE I & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent-student-teacher associations</p>	3,5,6
<p>Cal Pad reports will reflect a regular decrease of dropouts in the program.</p>		All				<p>There will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring</p>	<p>There will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring</p>	5,6

						Showcase	Showcase	
						Parents will be sent to CAGE conference with teachers and administrators.	Parents will be sent to CAGE conference with teachers and administrators.	
Monthly AERIES reports will demonstrate a decrease in suspensions and expulsions.		All		Dropout rates will decrease by 30% from the 2013-2014 academic year	An aggressive plan for supporting students attendance will be developed and implemented	Intervention programs will be implemented as a pre-cursor to expulsion.	Intervention programs will be implemented as a pre-cursor to expulsion.	5,6
Independent study contracts will demonstrate district alternatives to expulsions.						Parent Liaison will conduct home visits to truant students.	Parent Liaison will conduct home visits to truant students.	
Defined programs for promoting attendance will be identified.								
Logs for parent contacts will demonstrate outreach to improve student attendance.								

<p>The California Healthy Kids report will be used to monitor improved in attitude.</p> <p>A parent survey will be conducted to determine safe school perceptions from the parents.</p>		All	All	<p>Students and staff will report that they feel safe and connected to the school environment as measured on the bi-annual California Healthy Kids Survey (CHKS).</p>	<p>A further analysis of the 2012-2013 survey will be made.</p> <p>A similar parent/community survey will be conducted to determine community perceptions.</p> <p>Program plans will be made based on the results of this analysis.</p> <p>\$15,000 01-0940-0-0000-7200-5800</p>	<p>Plans developed in 2014-2015 will begin to be implemented.</p>	<p>A new California Healthy Kids Survey (CHKS) will be conducted.</p> <p>Further plans from the CHKS will be implemented.</p>	1,5,6
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The Conditions for learning will be improved for students	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Pupil Achievement (4) Pupil engagement (5) School Climate (6) Course Access (7) Pupil Outcomes (8)	Class size reduction Purchase of standards-aligned materials Add AVID courses 90% participation in professional development Increase in core content classes College and career pathway courses implemented	All	Class size in core content areas (English, Math, Social Studies and Science) will be reduced. Annual credential audits will reflect a full staff of Highly Qualified Teachers Annual budget expenditures will demonstrate purchase of standards-aligned materials At least two sections of AVID will be instituted at each of the	Class size in the core content will be reduced from 35:1 to 34:1 District and site staff will attend recruitment fairs Appropriate materials promoting the district will be developed By September 2014 a plan will be developed for needed materials by department. Staff will participate in training and membership into AVID will be made.	Class size in the core content will be reduced from 34:1 to 33:1 District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented Year II of the plan will be implemented. Master schedules will reflect one section of AVID per site. Year II of the Professional	Class size in the core content will be reduced from 33:1 to 32:1 District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented Year III of the plan will be implemented Master Schedules will reflect two sections of AVID per site. Year III of the

				<p>comprehensive school sites</p> <p>Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff.</p> <p>Professional Development evaluations will reflect the quality of the program as well as future needs.</p> <p>Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses</p> <p>College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering</p>	<p>By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional coaches will be hired. Administrative staff will be instructed on how to hold staff accountable for program implementation.</p> <p>Remedial support courses for second language learners and underperforming students will be</p>	<p>Development plan will be modified as needed and implemented.</p> <p>-Certified presenters will be identified from within current staff.</p> <p>-Lesson observations will be systematically implemented.</p> <p>-Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities.</p> <p>-Expectations will be set for staff accountability.</p> <p>Support providers will be available to implement new practice. Administrative staff will have a deeper understanding of expectations and accountability</p>	<p>Professional Development plan will be modified as needed and implemented.</p> <p>-Instructional practice will be evaluated from data collected which will inform and support instruction.</p> <p>-Student data will be used to evaluate student progress</p> <p>-Leadership capacity will be built with skilled teacher from staff</p> <p>-Support structures will be implemented to sustain collaboration and follow through with professional development.</p> <p>Instructional Coaches will continue to support teachers</p> <p>An increase of</p>
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					<p>offered.</p> <p>Summer boot camps for second language learners and underperforming students will be offered</p> <p>District staff will work with the consortium to develop courses and recruit students into career pathways</p>	<p>Instructional Coaches will continue to support teachers.</p> <p>An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform.</p> <p>The need for remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.</p>	<p>two core content course sections will be offered and filled based on class size reduction and student ability to perform.</p> <p>The need for remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.</p>
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<p>Pupil outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students.</p>	<p>Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Pupil Achievement (4) Pupil engagement (5) School Climate (6) Course Access (7) Pupil Outcomes (8)</p>	<p>75% increase in EL and low Socio-economic students completing A-G courses Decrease class sizes for ELL</p> <p>Increase in re-designation of EL students</p> <p>Increase in CAHSEE scores</p> <p>ELSSA and completion of AMAO's</p> <p>Increase in students passing AP test</p>	<p>ELL learners</p>	<p>There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better.</p> <p>ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas.</p> <p>There will be a reduction of English Language support classes by one-third over from 2014 - 2017.</p> <p>Students enrolled as English Language Learners will be reclassified as English</p>	<p>Remediation classes will be included in the Master Schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered.</p> <p>After and /or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p> <p>A determination will be made to increase math graduation requirements to three year requirement</p> <p>An increase in the offerings of English Language Support classes</p>	<p>There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered.</p> <p>Remediation classes will be included in the Master Schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p> <p>Offerings of</p>	<p>765% of entering English Learners will be reclassified as English Proficient</p> <p>The number of remediation classes will be reduced in the Master Schedule by 35% for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress</p> <p>Offerings of English Language</p>
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<p>Proficient at a rate of 75% annually</p> <p>CAHSEE passing scores will increase by 25%.</p> <p>ELSSA scores showing language proficiency will increase by 40%.</p> <p>CASSP scores will show a steady rise while the achievement gap will decrease among sub groups.</p> <p>20% more students than in the 2013-2014 academic year will pass the Advance Placement Exam with a score of 3 or higher.</p>	<p>will be evident in the Master Schedule.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be developed and implemented.</p> <p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be</p>	<p>English Language Support classes will be reduced by 15% in the Master Schedule based need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language support classes will be evident in the Master</p>	<p>support classes will be reduced by 15% in the Master Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented</p> <p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELLPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language support classes will be evident in the Master</p>
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					<p>held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination.</p>	<p>will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated</p> <p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	<p>Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>
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School faculty and staff, parents and students will increase engagement in learning	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Parental Involvement (3) Pupil Achievement (4) Pupil engagement (5) School Climate (6) Course Access (7) Pupil Outcomes (8)	<p>Increase in parent education.</p> <p>Student attendance rates up to 97%</p> <p>Three year deferred maintenance program written and implemented.</p> <p>Dropout rates decrease by 30% from the 2013-2014 year</p> <p>Pupil suspension and expulsion rates decreased.</p> <p>Students and staff will report that</p>	ELL, Low-socio-economic families, Foster youth providers	<p>There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year</p> <p>School attendance rates will be at 97%</p> <p>A three year deferred maintenance program will be written and implemented.</p> <p>Dropout rates will decrease by 30% from the 2013-2014 academic year.</p> <p>Pupil suspension and expulsion rates will decrease by 30% from the 2013-2014 academic year</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a pre-cursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct</p>	<p>PIZE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct</p>
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					<p>A three year deferred maintenance program will be written and implemented.</p> <p>Budget allocations will be made to meet the maintenance needs of the plan.</p> <p>An aggressive plan for support student attendance will be developed and implemented.</p> <p>A comprehensive review and analysis of the 2012-2013 survey will be conducted.</p> <p>A similar parent/community survey will be conducted to determine community perceptions</p> <p>Program plans will be made based on the results of this analysis</p>	<p>home visits to truant students.</p> <p>PIQE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights</p> <p>ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p> <p>Intervention programs will be implemented as</p>	<p>home visits to truant students.</p> <p>PIAE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights</p> <p>ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p> <p>Intervention programs will be implemented</p>
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						<p>a precursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students</p> <p>Plans developed in 2014-2015 will be implemented</p>	<p>as a precursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p>A new California Healthy Kids Survey (CHKS) will be conducted.</p> <p>Data from the ChKS will be analyzed, plans developed and implemented.</p>
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- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
The Conditions for learning will be improved for students	1,2,4,5, 6, 7, 8	For low income pupils:	LEA-wide	Class size in core content areas (English, Math, Social Studies and Science) will be reduced. Annual credential audits will reflect a full staff of Highly Qualified Teachers Annual budget expenditures will demonstrate purchase of standards-aligned materials At least two sections of AVID	Class size in the core content will be reduced from 35:1 to 34:1 District and site staff will attend recruitment fairs Appropriate materials promoting the district will be developed By September 2014 a plan will be developed for needed materials by department. Year one of the plan will be developed. Staff will	Class size in the core content will be reduced from 34:1 to 33:1 District and site staff will attend recruitment fairs Incentives for teachers to obtain HQT status will be implemented Year II of the plan will be implemented Master Schedules will reflect one section of AVID	Class size in the core content will be reduced from 33:1 to 32:1 District and site staff will attend recruitment fairs Incentives for teachers to obtain HQT status will be implemented Year III of the plan will be implemented Master Schedules will reflect two sections of
		For English learners:	LEA-wide				
		For foster youth:	LEA-wide				
		For designated fluent English proficient pupils:	LEA-wide				

				<p>will be instituted at each of the comprehensive school sites</p> <p>Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff.</p> <p>Professional Development evaluations will reflect the quality of the program as well as future needs.</p> <p>Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses</p> <p>College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering</p>	<p>participate in training and membership into AVID will be done</p> <p>By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional Coaches will be hired</p> <p>Administrative staff will be instructed on how to hold staff accountable for program implementation</p> <p>CASHEE prep classes will be</p>	<p>per site</p> <p>Year II of the Professional Development plan will be modified as needed and implemented.</p> <p>-Certified presenters will be identified from within current staff.</p> <p>-lesson observations will be systematically implemented</p> <p>-Roles, expectations of leadership and Instructional Coaches will be aligned to identify district priorities.</p> <p>-expectations will be sent for staff accountability</p> <p>Support providers will be available to implement new practice. Administrative staff will have a deeper understanding</p>	<p>AVID per site.</p> <p>Year III of the Professional Development plan will be modified as needed and implemented.</p> <p>-Instructional practice will be evaluated from data collected which will inform and support instruction.</p> <p>-student data will be used to evaluate student progress</p> <p>-leadership capacity will be built with skilled teacher from staff</p> <p>-support structures will be implemented to sustain support</p> <p>Collaboration and follow through with professional development.</p> <p>Instructional Coaches will</p>
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					<p>added into the master schedule.</p> <p>Remedial Support courses for second language learners and underperforming students will be offered.</p> <p>Summer boot camps for second language learners's and underperforming students will be offered</p> <p>District staff will work with the consortium to develop courses and recruit students into career pathways</p>	<p>of expectations and accountability</p> <p>CASHEE prep classes will be added into the master schedule.</p> <p>Instructional Coaches will continue support teachers</p> <p>An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform</p> <p>The need to remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.</p>	<p>continue to support teachers</p> <p>CASHEE prep classes will be added into the master schedule.</p> <p>An increase of two core content course sections will be offered and filled based on class size reduction and ability to perform</p> <p>The need for remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.</p>
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Pupil outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students.	1,2,4,5,6,7, 8	For low income pupils:	LEA-wide	There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better. ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. There will be a reduction of English Language support classes by one-third over from 2014 - 2017. Students enrolled as English Language Learners will be reclassified as English	Remediation classes will be included in the Master Schedule for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress. A determination will be made to increase math graduation requirements to three year requirement An increase in the offerings of English Language Support classes will be evident in the Master	There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered. Remediation classes will be included in the Master Schedule or students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress.	75% of entering English Learners will be reclassified as English Proficient The number of remediation classes will be reduced in the Master Schedule by 35% for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress. Offerings of English Language
		For English learners:	LEA-wide				
		For foster youth:	LEA-wide				
		For designated fluent English proficient pupils:	LEA-wide				

				<p>Proficient at a rate of 75% annually</p> <p>CAHSEE passing scores will increase by 25%.</p> <p>ELSSA scores showing language proficiency will increase by 40%</p> <p>CASSP scores will show a steady rise while the achievement gap will decrease among sub groups.</p> <p>20% more students than in the 2013-2014 academic year will pass the Advance Placement Exam with a score of 3 or higher</p>	<p>Schedule.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be developed and implemented.</p> <p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p>	<p>Offerings of English Language support classes will be reduced by 15% in the Master Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learners will not exceed 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in offering of English Language support classes will be evident</p>	<p>support classes will be reduced by 15% in the Master Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in offering of English Language support classes will be evident</p>
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					<p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	<p>English Language support classes will be evident in the Master Schedule.</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for AP examination</p>	<p>in the Master Schedule.</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>
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School faculty and staff, parents and students will increase engagement in learning.	1,2,3,4,5,6,7, 8	For low income pupils:	LEA-wide	<p>There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year</p> <p>School attendance rates will be at 97%</p> <p>A three year deferred maintenance program will be written and implemented</p> <p>Dropout rates will decrease by 30% from the 2013-2014 academic year</p> <p>Pupil suspension and expulsion rates will decrease by 30% from the 2013-2014 rate.</p> <p>Students and staff will report that they feel safe and connected to the school environment as measured on the tri-annual California Healthy Kids Survey (CHKS)</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% of back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p>A three year deferred</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Show case</p> <p>Parents will be sent to CAFE conference with teachers and administrators</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations.</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct</p>
		For English learners:	LEA-wide				
		For foster youth:	LEA-wide				
		For designated fluent English proficient pupils:	LEA-wide				

<p>home visit to truant students.</p> <p>PIQE 1 & 2 will be offered to parents. A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CAGE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p>	<p>Parent Liaison will conduct home visits to truant students.</p> <p>PIQE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights</p> <p>ELAC participation Spring Showcase</p> <p>Parents will be sent to CAGE conference with teachers and administrators.</p> <p>Intervention</p>	<p>maintenance program will be written and implemented.</p> <p>Budget allocations will be made to meet the maintenance needs of the plan</p> <p>An aggressive plan for supporting student attendance will be developed and implemented</p>					
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						<p>programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p>Plans developed in 2014-2015 will be implemented</p>	<p>Parent Liaison will conduct home visit to truant students.</p> <p>A new California Healthy Kids Survey (CHKS) will be conducted.</p> <p>Data from the ChKS will be analyzed, plans developed and implemented.</p>
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- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The LEA's goals to address state priorities related to "Conditions of Learning" include: reduction of core content class sizes; annual credential audits, annual budget expenditures which demonstrate the purchase of standards-aligned materials, inclusion of at least two AVID sections at each comprehensive school site; over 90% participation rate in professional development; development evaluations will reflect the quality of the program as well as future needs; master schedules will demonstrate the need for fewer remedial support courses; college and career pathway courses will be implemented in agriculture, media design and engineering.

The LEA's goals to address state priorities related to "Pupil Outcomes" include: a 75% increase in second language learners and students from low socio-economic homes completing a-g requirements with a grade of "C" or better; there will be a 30% reduction of EL support classes (due to higher reclassification rates); students enrolled as ELs will be reclassified as R-FEP at a rate of 75% annually; The AP exam pass rate with a 3 or higher will increase by 50% more than the 2013-14 level;

The LEA's goals to address state priorities related to "Engagement" include: an increase of parent education and participation by 50% as compared to the 2013-14 academic year; school attendance rates will be at 97%; a three year deferred maintenance program will be written and implemented; dropout rates will decrease by 40% from the 2013-14 academic year; pupil suspension and expulsion rates will decrease by 60% from the 2013-2104 rate; students and staff will report that they feel safe and connected to the school environment as measured on the bi-annual CHKS.

All of the LEA's goals to address state priorities fall inside the designations listed above. Therefore, they are not considered "Locally-identified Priorities".

The unique needs of each school site were evaluated to inform the development of meaningful district and individual school site goals. Open, ongoing input from

the School Board, SSCs, ELAC and DELAC resulted in adjustments to the LCAP. Recognition of the large EL population at Greenfield HS and the needs of the EL students were addressed in the development of the LCAP.

Goals to address the needs of EL and students of low socio-economic backgrounds, different from the LEA's goals for all pupils include: inclusion of at least two AVID sections at each comprehensive school site and, a 75% increase in second language learners and students from low socio-economic homes completing a-g requirements with a grade of "C" or better.

Specific, predicted outcomes and noticeable changes associated with each of the goals annually and over the three year LCAP include: increase in EL students reclassified as R-FEP; increase in students completing a-g courses; increased AP course participation and AP exam pass rate; CHKS results indicating and increase in student and staff perception of a safe campus environment; parent survey results indicating a higher level of involvement and an increase in parent education participation; greater involvement by the Board of Education in setting goals in the LCAP process; increased engagement as measured by an increase in attendance and graduation rates and a decrease in the dropout rates.

When developing goals to address each state priority qualitative including personal observations and sharing of experiences, and quantitative data including STAR, CAHSEE, CELDT, AMAOs reclassification rates, graduation rates, attendance rates, suspension rates, and dropout rates were considered. The data was examined by district and individual site. Additionally, the LEAP and site SPSAs were also used as references. The data was reviewed for all pupils and for students of subgroups including: ELs, SPED, and students from low socio-economic homes.

Goals to address the needs of EL and students of low socio-economic backgrounds, different from the LEA's goals for all pupils include: inclusion of at least two AVID sections at each comprehensive school site and, a 75% increase in second language learners and students from low socio-economic homes completing a-g requirements with a grade of "C" or better.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In the first year of the LCAP implementation the following actions and services will be initiated for the benefit of all students: Instructional coaches will be hired; Administrative staff will be instructed on how to hold staff accountable for program implementation; career pathways will be developed contingent upon award of CCPT consortium grant; remedial support courses, academic summer boot camps, and tutoring outside the school day will be offered to assist students who are low performing and/or off track for graduation; academic advisors and/or advisory periods will be implemented to track student progress; all teachers of AP courses will be provided appropriate professional development in their content area; All staff will be provided professional development in teaching a rigorous course of study; support study sessions will be provided to students in preparation for the AP examination; PIQE will be offered to parents; a parent liaison will be employed to coordinate parent involvement in schools; schools will create PTSA's; intervention programs will be implemented as a pre-cursor to expulsion; a parent liaison will conduct home visits to truant students; a three year deferred maintenance program will be written and implemented; budget allocations will be made to meet the maintenance needs of the plan; an in-house suspension coordinator will be hired and a program will be implemented; a district run Independent Study Program for expelled students will be designed and implemented; in cooperation with Mee Memorial Hospital, Behavioral Health Intervention Counselors will be hired to assist students with chronic behavioral problems. An anti-gang and anti-bullying program will be implemented. A comprehensive review and analysis of the 2012-2013 CHKS survey will be made; a similar parent/community survey will be conducted to determine community perceptions; program plans will be made based on the results of this analysis.

The following actions/services will be initiated for English learners and underperforming students: remedial support courses and summer academic boot camps will be offered; there will be an increase of support classes for EL students and lower class sizes for EL classes. ELD 1 and 2 students will be separated in order to

meet their unique needs, A certified CELDT teacher will be assigned to oversee CELDT testing, reclassification and student monitoring. The above actions and services link to identified goals and performance indicators as aligned with SPSAs, the LEAP, targeted data including results of the academic and student climate data as outlined in Section 1. The goals are overarching. The actions are specific to each goal. Each action has a timeline and specific method of measurement and analysis to be used in progress monitoring review/revision/ and modification in the forthcoming LCAP annual update. The expenditure to support districtwide changes to actions and services can be found in the LEAP budget appendix. The appendix outlines specific expenditures related to the goals. Additionally, each site's SPSA's identifies expenditures related to actions and services provided through site specific categorical funding.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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

SUBJECT: Draft Budget for the 2014-2015 Fiscal Year

MEETING: May 13, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

- | | |
|-------------------------------------|---|
| <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 checked="" type="checkbox"/> | Develop/Sustain Fiscal Crisis Long-Term Solution |
| <input type="checkbox"/> | Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings |
| <input checked="" type="checkbox"/> | Ensure that Facilities are Safe for Staff and Students |
| <input checked="" type="checkbox"/> | Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations |

Summary:

The 2014-2015 draft budget is being presented for public review and comment as per Local Control Funding Formula CA Educational Code Requirements.

A finalized budget will be presented to the Board of Education in June for approval.

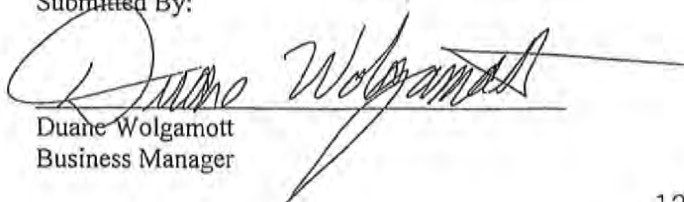
Recommendation:

This is an information item only.


Fiscal Impact:

This budget reflects the funds anticipated from the state's new Local Control Funding Formula. SMCJUHSD qualifies for the Base Grant Supplemental Grant and the Concentration Grant.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

EXECUTIVE SUMMARY

2014-15 Draft BUDGET

Presented on May 13, 2014

California school districts are required under Education Code 52060 - 52062 hold a public hearing on the next fiscal year's budget along with a public hearing on the Local Control Accountability Plan (LCAP) prior to the Board Meeting for adoption of the completed budget and LCAP. By August 15 the county superintendent of schools shall either conditionally approve or disapprove a budget that does not provide adequate assurance that the district will meet its current and future obligations and resolve any problems identified in studies, reports, evaluations, or audits.

GENERAL FUND

LOCAL CONTROL FUNDING FORMULA

The revenues under the Local Control Funding Formula have increased significantly under the Governor's proposed budget. The Local Control funding has increased approximately \$1,700,000. The District must dedicate the \$1,331,340 Supplement & Concentrate income to the funding of the LCAP plan.

OTHER REVENUES

There is a decrease in Federal revenues due to open time Program Improvement funds received in the current year. Other State Revenues are also lower by \$400,000. Most of this is due to One-time funding of Common Core in current year.

EXPENDITURES

Overall there is a modest increase in overall expenditures of approximately \$138,850.

Certificated Salary costs are increasing by 10% due to the return of the four furlough days, step and column movement as well as three new positions and additional hourly budgets as part of the LCAP.

Classified Salary costs are increasing by 10.1% due to the return of the four furlough days, step and column movement as well as two new positions and additional hourly budgets as part of the LCAP.

Benefit costs are increasing by almost 10% due to the increases in Certificated and Classified salaries.

Books and Supplies are increasing 6.2% due to the District putting \$100,000 into a Textbook account for next year to replace old textbooks and for the purchase of new materials due to the new Common Core standards and new District course offerings.

Services/Operating expenses are decreasing by \$28.6% due to initial budget assumptions of no EIA, PI or Common Core carryover money or expenditures.

Capital Outlay has increased by 55.3%. Last year the capital outlay of \$64,399 was due to donations to purchase athletic vans. The District is budgeting \$100,000 for next year to start a Capital Equipment fund for replacement of vehicles and capital equipment.

BEGINNING BALANCE

The projected ending fund balance for the 2013-14 year is \$1,158,351. After carrying that balance forward to 2014-15, it is anticipated that the 2014-15 ending balance will be approximately \$1,647,566. This is subject to change after the 2012-13 books are closed and after the State budget is approved by the Governor.

BUDGET ASSUMPTIONS

2014-15

COLA	0.86%
Consumer Price Index	2.20%
STRS	9.25%
PERS	11.471%
FICA	6.20%
Medicare	1.45%
Unemployment Ins.	.05%
Workers Comp	3.35%
Lottery Revenue	\$126/ADA unrestricted; \$30/ADA restricted

The Multi-Year budget projections will be part of the competed budget for June adoption.

OTHER FUNDS

FUND 13: Cafeteria Fund

This fund is expected to be balanced in the 2014/15 fiscal year.

FUND 17: Special Reserve

The monies held in this fund are the final monies from the Lease-Lease Back Bonds that have not been spent. These funds are being held in anticipation of the payments that will be due to the State for audit findings from the 2010-11 and 2011-12 fiscal years.

FUND 25: Capital Facilities

Revenues in this fund have been consistently low over the past few years. What funds are collected go toward the Certificates of Participation (COP) payments for portables and the HVAC overhaul completed in prior years. Final payments for these items will be made in the fiscal years 2015/16 and 2018/19 respectively.

FUND 35: County School Facilities

This fund will be exhausted with the closeout of the KCHS Gymnasium project.

FUND 56: Debt Service

This fund is used to record the final payment on the Lease-Lease Back Bonds held with the fiscal agent. The final payment will be made in 2029.

			2013-14 Estimated Actuals			2014-15 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	14,227,123.00	0.00	14,227,123.00	16,286,088.00	0.00	16,286,088.00	14.5%
2) Federal Revenue		8100-8299	0.00	1,322,830.00	1,322,830.00	0.00	836,694.00	836,694.00	-36.7%
3) Other State Revenue		8300-8599	897,700.00	481,889.00	1,379,589.00	900,228.00	77,099.00	977,327.00	-29.2%
4) Other Local Revenue		8600-8799	46,768.00	686,000.00	732,768.00	45,500.00	686,000.00	731,500.00	-0.2%
5) TOTAL, REVENUES			15,171,591.00	2,490,719.00	17,662,310.00	17,231,816.00	1,599,793.00	18,831,609.00	6.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,736,159.00	1,223,573.00	6,959,732.00	6,472,099.00	1,181,023.00	7,653,122.00	10.0%
2) Classified Salaries		2000-2999	1,562,593.00	568,679.00	2,131,272.00	1,746,592.00	600,498.00	2,347,090.00	10.1%
3) Employee Benefits		3000-3999	2,230,316.00	589,776.00	2,820,092.00	2,448,345.00	644,691.00	3,093,036.00	9.7%
4) Books and Supplies		4000-4999	602,565.75	356,921.40	959,487.15	725,551.00	293,900.00	1,019,451.00	6.2%
5) Services and Other Operating Expenditures		5000-5999	1,787,582.25	1,979,482.60	3,767,064.85	1,657,196.00	1,031,141.00	2,688,337.00	-28.6%
6) Capital Outlay		6000-6999	64,399.00	0.00	64,399.00	0.00	100,000.00	100,000.00	55.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	1,274,147.00	292,698.00	1,566,845.00	1,282,457.00	234,600.00	1,517,057.00	-3.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(29,281.00)	29,281.00	0.00	(29,281.00)	18,930.00	(10,351.00)	New
9) TOTAL, EXPENDITURES			13,228,481.00	5,040,411.00	18,268,892.00	14,302,959.00	4,104,783.00	18,407,742.00	0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,943,110.00	(2,549,692.00)	(606,582.00)	2,928,857.00	(2,504,990.00)	423,867.00	-169.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	47,673.00	0.00	47,673.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,939,298.00)	1,939,298.00	0.00	(2,439,642.00)	2,439,642.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,986,971.00)	1,939,298.00	(47,673.00)	(2,439,642.00)	2,439,642.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(43,861.00)	(610,394.00)	(654,255.00)	489,215.00	(65,348.00)	423,867.00	-164.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	337,344.00	1,495,700.00	-30.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	337,344.00	1,495,700.00	-30.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	337,344.00	1,495,700.00	-30.4%
2) Ending Balance, June 30 (E + F1e)			1,158,356.00	337,344.00	1,495,700.00	1,647,571.00	271,996.00	1,919,567.00	28.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unpaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	337,349.00	337,349.00	0.00	272,001.00	272,001.00	-19.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,158,356.00	(5.00)	1,158,351.00	1,647,571.00	(5.00)	1,647,566.00	42.2%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	0.00	0.00	0.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
Unpaid Expenditures		9330	0.00	0.00	0.00				
Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

			2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
(G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

			2013-14 Estimated Actuals			2014-15 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	7,065,569.00	0.00	7,065,569.00	9,602,078.00	0.00	9,602,078.00	35.9%
Education Protection Account State Aid - Current Year		8012	2,464,255.00	0.00	2,464,255.00	1,986,711.00	0.00	1,986,711.00	-19.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	4,323,376.00	0.00	4,323,376.00	4,323,376.00	0.00	4,323,376.00	0.0%
Unsecured Roll Taxes		8042	185,000.00	0.00	185,000.00	185,000.00	0.00	185,000.00	0.0%
Prior Years' Taxes		8043	219,933.00	0.00	219,933.00	219,933.00	0.00	219,933.00	0.0%
Supplemental Taxes		8044	43,000.00	0.00	43,000.00	43,000.00	0.00	43,000.00	0.0%
Excess on Revenue Augmentation (F 01 ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	28,309.00	0.00	28,309.00	28,309.00	0.00	28,309.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			14,331,942.00	0.00	14,331,942.00	16,390,907.00	0.00	16,390,907.00	14.4%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(104,819.00)	0.00	(104,819.00)	(104,819.00)	0.00	(104,819.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			14,227,123.00	0.00	14,227,123.00	16,286,088.00	0.00	16,286,088.00	14.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	389,076.00	389,076.00	0.00	280,660.00	280,660.00	-27.9%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
F 137 Through Revenues from f 137 al Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	3010	8290		519,688.00	519,688.00		390,325.00	390,325.00	-24.9%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		81,480.00	81,480.00		51,989.00	51,989.00	-36.2%
NCLB: Title III, Immigrant Education Program	4201	8290		7,978.00	7,978.00		5,133.00	5,133.00	-35.7%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		67,642.00	67,642.00		50,579.00	50,579.00	-25.2%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3011-3020, 3026-3205, 4036-4126, 5510	8290							
Other No Child Left Behind		8290		198,958.00	198,958.00		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		58,008.00	58,008.00		58,008.00	58,008.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	1,322,830.00	1,322,830.00	0.00	836,694.00	836,694.00	-36.7%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Current Year	6355-6360	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6355-6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	102,537.00	0.00	102,537.00	102,537.00	0.00	102,537.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	227,044.00	65,250.00	292,294.00	229,572.00	54,660.00	284,232.00	-2.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690			0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		394,200.00	394,200.00		0.00	0.00	-100.0%
All Other State Revenue	All Other	8590	568,119.00	22,439.00	590,558.00	568,119.00	22,439.00	590,558.00	0.0%
TOTAL, OTHER STATE REVENUE			897,700.00	481,889.00	1,379,589.00	900,228.00	77,099.00	977,327.00	-29.2%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	26,700.00	0.00	26,700.00	26,700.00	0.00	26,700.00	0.0%
Penalties and Interest from									
Quent Non-LCFF		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	13,800.00	0.00	13,800.00	13,800.00	0.00	13,800.00	0.0%
Interest		8660	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,268.00	36,000.00	37,268.00	0.00	36,000.00	36,000.00	-3.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		650,000.00	650,000.00		650,000.00	650,000.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			46,768.00	686,000.00	732,768.00	45,500.00	686,000.00	731,500.00	-0.2%
TOTAL, REVENUES			15,171,591.00	2,490,719.00	17,662,310.00	17,231,816.00	1,599,793.00	18,831,609.00	6.6%

			2013-14 Estimated Actuals			2014-15 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,725,555.00	964,611.00	5,690,166.00	5,196,306.00	1,029,570.00	6,225,876.00	9.4%
Certificated Pupil Support Salaries		1200	154,774.00	82,403.00	237,177.00	244,253.00	82,403.00	326,656.00	37.7%
Certificated Supervisors' and Administrators' Salaries		1300	759,842.00	132,785.00	892,627.00	805,539.00	69,050.00	874,589.00	-2.0%
Other Certificated Salaries		1900	95,988.00	43,774.00	139,762.00	226,001.00	0.00	226,001.00	61.7%
TOTAL, CERTIFICATED SALARIES			5,736,159.00	1,223,573.00	6,959,732.00	6,472,099.00	1,181,023.00	7,653,122.00	10.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	270,182.00	270,182.00	0.00	285,898.00	285,898.00	5.8%
Classified Support Salaries		2200	652,551.00	207,195.00	859,746.00	848,098.00	196,406.00	1,044,504.00	21.5%
Classified Supervisors' and Administrators' Salaries		2300	349,627.00	77,504.00	427,131.00	367,758.00	77,504.00	445,262.00	4.2%
Clerical, Technical and Office Salaries		2400	428,210.00	13,798.00	442,008.00	430,736.00	40,690.00	471,426.00	6.7%
Other Classified Salaries		2900	132,205.00	0.00	132,205.00	100,000.00	0.00	100,000.00	-24.4%
TOTAL, CLASSIFIED SALARIES			1,562,593.00	568,679.00	2,131,272.00	1,746,592.00	600,498.00	2,347,090.00	10.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	467,941.00	101,582.00	569,523.00	575,721.00	101,671.00	677,392.00	18.9%
PERS		3201-3202	174,371.00	74,417.00	248,788.00	184,245.00	80,391.00	264,636.00	6.4%
OASDI/Medicare/Alternative		3301-3302	198,104.00	65,695.00	263,799.00	221,733.00	69,882.00	291,615.00	10.5%
Health and Welfare Benefits		3401-3402	972,492.00	287,374.00	1,259,866.00	1,058,616.00	332,117.00	1,390,733.00	10.4%
Unemployment Insurance		3501-3502	3,700.00	940.00	4,640.00	3,940.00	907.00	4,847.00	4.5%
Workers' Compensation		3601-3602	243,121.00	59,768.00	302,889.00	262,429.00	59,723.00	322,152.00	6.4%
OPEB, Allocated		3701-3702	169,027.00	0.00	169,027.00	141,661.00	0.00	141,661.00	-16.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,560.00	0.00	1,560.00	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			2,230,316.00	589,776.00	2,820,092.00	2,448,345.00	644,691.00	3,093,036.00	9.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	1,721.00	86,485.00	88,206.00	100,000.00	54,660.00	154,660.00	75.3%
Books and Other Reference Materials		4200	3,109.00	4,620.40	7,729.40	3,109.00	4,621.00	7,730.00	0.0%
Materials and Supplies		4300	274,146.00	235,888.00	510,034.00	320,546.00	212,039.00	532,585.00	4.4%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	323,589.75	29,928.00	353,517.75	301,896.00	22,580.00	324,476.00	-8.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			602,589.75	356,921.40	959,487.15	725,551.00	293,900.00	1,019,451.00	6.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	165,342.00	165,342.00	0.00	165,342.00	165,342.00	0.0%
Travel and Conferences		5200	59,184.00	468,965.17	528,149.17	104,273.00	75,220.00	179,493.00	-66.0%
Dues and Memberships		5300	44,884.00	0.00	44,884.00	53,066.00	0.00	53,066.00	18.2%
Insurance		5400 - 5450	137,000.00	11,000.00	148,000.00	137,000.00	11,000.00	148,000.00	0.0%
Operations and Housekeeping Services		5500	386,830.00	0.00	386,830.00	412,500.00	0.00	412,500.00	6.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	430,558.00	67,751.00	498,309.00	118,191.00	417,751.00	535,942.00	7.6%
Transfers of Direct Costs		5710	9,700.00	(9,700.00)	0.00	9,700.00	(9,700.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Other Operating Expenditures		5800	631,223.25	1,273,249.43	1,904,472.68	734,263.00	368,624.00	1,102,887.00	-42.1%
Communications		5900	88,203.00	2,875.00	91,078.00	88,203.00	2,904.00	91,107.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,787,582.25	1,979,482.60	3,767,064.85	1,657,196.00	1,031,141.00	2,688,337.00	-28.6%

			2013-14 Estimated Actuals			2014-15 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	64,399.00	0.00	64,399.00	0.00	100,000.00	100,000.00	55.3%
TOTAL, CAPITAL OUTLAY			64,399.00	0.00	64,399.00	0.00	100,000.00	100,000.00	55.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Schools		7130	6,943.00	0.00	6,943.00	6,943.00	0.00	6,943.00	0.0%
Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	292,698.00	292,698.00	0.00	234,600.00	234,600.00	-19.8%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	29,860.00	0.00	29,860.00	32,370.00	0.00	32,370.00	8.4%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	717,344.00	0.00	717,344.00	688,144.00	0.00	688,144.00	-4.1%
Other Debt Service - Principal		7439	520,000.00	0.00	520,000.00	555,000.00	0.00	555,000.00	6.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,274,147.00	292,698.00	1,566,845.00	1,282,457.00	234,600.00	1,517,057.00	-3.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(29,281.00)	29,281.00	0.00	(29,281.00)	18,930.00	(10,351.00)	New
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(29,281.00)	29,281.00	0.00	(29,281.00)	18,930.00	(10,351.00)	New
TOTAL, EXPENDITURES			13,228,481.00	5,040,411.00	18,268,892.00	14,302,959.00	4,104,783.00	18,407,742.00	0.8%

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			2013-14 Estimated Actuals			2014-15 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Interfund Fund		7616	47,673.00	0.00	47,673.00	0.00	0.00	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			47,673.00	0.00	47,673.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,939,298.00)	1,939,298.00	0.00	(2,439,642.00)	2,439,642.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,939,298.00)	1,939,298.00	0.00	(2,439,642.00)	2,439,642.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,986,971.00)	1,939,298.00	(47,673.00)	(2,439,642.00)	2,439,642.00	0.00	-100.0%

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			2013-14 Estimated Actuals			2014-15 Budget			
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	14,227,123.00	0.00	14,227,123.00	16,286,088.00	0.00	16,286,088.00	0.0%
2) Federal Revenue		8100-8299	0.00	1,322,830.00	1,322,830.00	0.00	836,694.00	836,694.00	0.0%
3) Other State Revenue		8300-8599	897,700.00	481,889.00	1,379,589.00	900,228.00	77,099.00	977,327.00	0.0%
4) Other Local Revenue		8600-8799	46,768.00	686,000.00	732,768.00	45,500.00	686,000.00	731,500.00	0.0%
5) TOTAL, REVENUES			15,171,591.00	2,490,719.00	17,662,310.00	17,231,816.00	1,599,793.00	18,831,609.00	0.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		6,207,469.00	2,820,771.00	9,028,240.00	7,264,949.00	2,172,712.00	9,437,661.00	4.5%
2) Instruction - Related Services	2000-2999		1,191,160.00	1,061,471.00	2,252,631.00	1,236,749.00	388,865.00	1,625,614.00	-27.8%
3) Pupil Services	3000-3999		520,271.00	578,336.00	1,098,607.00	733,253.00	691,261.00	1,424,514.00	29.7%
4) Ancillary Services	4000-4999		366,775.00	0.00	366,775.00	417,030.00	0.00	417,030.00	13.7%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,979,338.00	29,281.00	2,008,619.00	2,011,731.00	18,930.00	2,030,661.00	1.1%
8) Plant Services	8000-8999		1,689,321.00	257,854.00	1,947,175.00	1,345,849.00	598,415.00	1,944,264.00	-0.1%
9) Other Outgo	9000-9999	Except 7600-7699	1,274,147.00	292,698.00	1,566,845.00	1,282,457.00	234,600.00	1,517,057.00	-3.2%
10) TOTAL, EXPENDITURES			13,228,481.00	5,040,411.00	18,268,892.00	14,292,018.00	4,104,783.00	18,396,801.00	0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			1,943,110.00	(2,549,692.00)	(606,582.00)	2,939,798.00	(2,504,990.00)	434,808.00	-171.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	47,673.00	0.00	47,673.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,939,298.00)	1,939,298.00	0.00	(2,439,642.00)	2,439,642.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,986,971.00)	1,939,298.00	(47,673.00)	(2,439,642.00)	2,439,642.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(43,861.00)	(610,394.00)	(654,255.00)	500,156.00	(65,348.00)	434,808.00	-166.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	337,344.00	1,495,700.00	-30.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	337,344.00	1,495,700.00	-30.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	337,344.00	1,495,700.00	-30.4%
2) Ending Balance, June 30 (E + F1e)			1,158,356.00	337,344.00	1,495,700.00	1,658,512.00	271,996.00	1,930,508.00	29.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Reserves		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unrepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	337,349.00	337,349.00	0.00	272,001.00	272,001.00	-19.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,158,356.00	(5.00)	1,158,351.00	1,647,571.00	(5.00)	1,647,566.00	42.2%

Resource	Description	2013-14 Estimated Actuals	2014-15 Budget
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	77,234.00	77,234.00
3200	ARRA: State Fiscal Stabilization Fund (11-12)	410.00	410.00
3310	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 61	86,422.00	38,528.00
4035	NCLB: Title II, Part A, Teacher Quality	6,616.00	6,616.00
6300	Lottery: Instructional Materials	12,300.00	12,300.00
6500	Special Education	9,020.00	9,020.00
6512	Special Ed: Mental Health Services	9,273.00	9,273.00
7091	Economic Impact Aid (EIA): Limited English Proficiency (LEP) (12-13)	309.00	309.00
7230	Transportation: Home to School (12-13)	53,203.00	53,203.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	971.00	971.00
9010	Other Restricted Local	81,591.00	64,137.00
Total, Restricted Balance		337,349.00	272,001.00

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Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	375,000.00	400,000.00	6.7%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	79,500.00	80,000.00	0.6%
5) TOTAL, REVENUES			489,500.00	515,000.00	5.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	81,646.00	94,238.00	15.4%
3) Employee Benefits		3000-3999	45,851.00	50,561.00	10.3%
4) Books and Supplies		4000-4999	399,858.00	361,048.00	-9.7%
5) Services and Other Operating Expenditures		5000-5999	9,447.00	9,447.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			536,802.00	515,294.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(47,302.00)	(294.00)	-99.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	47,673.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			47,673.00	0.00	-100.0%

Option	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			371.00	(294.00)	-179.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	371.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	371.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	371.00	New
2) Ending Balance, June 30 (E + F1e)			371.00	77.00	-79.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	371.00	77.00	-79.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	375,000.00	400,000.00	6.7%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			375,000.00	400,000.00	6.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	35,000.00	35,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			35,000.00	35,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	80,000.00	80,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(500.00)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
es and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			79,500.00	80,000.00	0.6%
TOTAL, REVENUES			489,500.00	515,000.00	5.2%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	81,646.00	94,238.00	15.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			81,646.00	94,238.00	15.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	8,440.00	10,506.00	24.5%
OASDI/Medicare/Alternative		3301-3302	6,247.00	7,211.00	15.4%
Health and Welfare Benefits		3401-3402	28,385.00	29,637.00	4.4%
Unemployment Insurance		3501-3502	42.00	48.00	14.3%
Workers' Compensation		3601-3602	2,737.00	3,159.00	15.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			45,851.00	50,561.00	10.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,500.00	4,500.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	395,358.00	356,548.00	-9.8%
TOTAL, BOOKS AND SUPPLIES			399,858.00	361,048.00	-9.7%

Option	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,447.00	2,447.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	5,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,447.00	9,447.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			536,802.00	515,294.00	-4.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	47,673.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			47,673.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			47,673.00	0.00	-100.0%

Function	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	375,000.00	400,000.00	6.7%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	79,500.00	80,000.00	0.6%
5) TOTAL REVENUES			489,500.00	515,000.00	5.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		536,802.00	515,294.00	-4.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			536,802.00	515,294.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(47,302.00)	(294.00)	-99.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	47,673.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			47,673.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			371.00	(294.00)	-179.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	371.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	371.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	371.00	New
2) Ending Balance, June 30 (E + F1e)			371.00	77.00	-79.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	371.00	77.00	-79.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2013-14		2014-15
		Estimated	Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	371.00		77.00
Total, Restricted Balance		371.00		77.00

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,800.00	14,800.00	0.0%
5) TOTAL, REVENUES			14,800.00	14,800.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			14,800.00	14,800.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,800.00	14,800.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,970,359.00	2,985,159.00	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,970,359.00	2,985,159.00	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,970,359.00	2,985,159.00	0.5%
2) Ending Balance, June 30 (E + F1e)			2,985,159.00	2,999,959.00	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,985,159.00	2,999,959.00	0.5%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	14,800.00	14,800.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,800.00	14,800.00	0.0%
TOTAL, REVENUES			14,800.00	14,800.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,800.00	14,800.00	0.0%
5) TOTAL, REVENUES			14,800.00	14,800.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			14,800.00	14,800.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,800.00	14,800.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,970,359.00	2,985,159.00	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,970,359.00	2,985,159.00	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,970,359.00	2,985,159.00	0.5%
2) Ending Balance, June 30 (E + F1e)			2,985,159.00	2,999,959.00	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,985,159.00	2,999,959.00	0.5%

Resource	Description	2013-14	2014-15
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	50,000.00	400.0%
5) TOTAL, REVENUES			10,000.00	50,000.00	400.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	104,674.00	104,674.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			104,674.00	104,674.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(94,674.00)	(54,674.00)	-42.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(94,674.00)	(54,674.00)	-42.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	453,682.00	359,008.00	-20.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			453,682.00	359,008.00	-20.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			453,682.00	359,008.00	-20.9%
2) Ending Balance, June 30 (E + F1e)			359,008.00	304,334.00	-15.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	359,008.00	304,334.00	-15.2%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

July 1 Budget (Single Adoption)
Capital Facilities Fund
Expenditures by Object

South Monterey County Joint Union High
Monterey County

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Form 25

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	10,000.00	50,000.00	400.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	50,000.00	400.0%
TOTAL, REVENUES			10,000.00	50,000.00	400.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

July 1 Budget (Single Adoption)
Capital Facilities Fund
Expenditures by Object

27 66068 0000000
Form 25

South Monterey County Joint Union High
Monterey County

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Plumbing and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	20,135.00	20,135.00	0.0%
Other Debt Service - Principal		7439	84,539.00	84,539.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			104,674.00	104,674.00	0.0%
TOTAL, EXPENDITURES			104,674.00	104,674.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

July 1 Budget (Single Adoption)
Capital Facilities Fund
Expenditures by Function

South Monterey County Joint Union High
Monterey County

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Form 25

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	50,000.00	400.0%
5) TOTAL REVENUES			10,000.00	50,000.00	400.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	104,674.00	104,674.00	0.0%
10) TOTAL EXPENDITURES			104,674.00	104,674.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(94,674.00)	(54,674.00)	-42.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(94,674.00)	(54,674.00)	-42.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	453,682.00	359,008.00	-20.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			453,682.00	359,008.00	-20.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			453,682.00	359,008.00	-20.9%
2) Ending Balance, June 30 (E + F1e)			359,008.00	304,334.00	-15.2%
Components of Ending Fund Balance)					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	359,008.00	304,334.00	-15.2%

Resource	Description	2013-14	2014-15
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300.00	3,300.00	0.0%
5) TOTAL, REVENUES			3,300.00	3,300.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,300.00	3,300.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,300.00	3,300.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	564,452.00	567,752.00	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			564,452.00	567,752.00	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			564,452.00	567,752.00	0.6%
2) Ending Balance, June 30 (E + F1e)			567,752.00	571,052.00	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	567,752.00	571,052.00	0.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,300.00	3,300.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,300.00	3,300.00	0.0%
TOTAL, REVENUES			3,300.00	3,300.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

July 1 Budget (Single Adoption)
County School Facilities Fund
Expenditures by Object

27 66068 0000000
Form 35

South Monterey County Joint Union High
Monterey County

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300.00	3,300.00	0.0%
5) TOTAL, REVENUES			3,300.00	3,300.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,300.00	3,300.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,300.00	3,300.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	564,452.00	567,752.00	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			564,452.00	567,752.00	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			564,452.00	567,752.00	0.6%
2) Ending Balance, June 30 (E + F1e)			567,752.00	571,052.00	0.6%
Components of Ending Fund Balance)					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	567,752.00	571,052.00	0.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2013-14 Estimated Actuals	2014-15 Budget
7710	State School Facilities Projects	567,752.00	571,052.00
Total, Restricted Balance		567,752.00	571,052.00

July 1 Budget (Single Adoption)
Debt Service Fund
Expenditures by Object

27 66068 0000000
Form 56

South Monterey County Joint Union High
Monterey County

Option	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,248,728.00	1,248,728.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,248,728.00	1,248,728.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,248,728.00	1,248,728.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,248,728.00	1,248,728.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,248,728.00	1,248,728.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,248,728.00	1,248,728.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,248,728.00	1,248,728.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,248,728.00	1,248,728.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,248,728.00	1,248,728.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,248,728.00	1,248,728.00	0.0%

Resource	Description	2013-14 Estimated Actuals	2014-15 Budget
Total, Restricted Balance		0.00	0.00

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Interdistrict Tracking Information

MEETING: May 13, 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 numbers of interdistrict transfers coming into the district as well as leaving have been tracked starting with the 2006-2007 school year. As noted on the form, 47 interdistrict transfers was a result of KCHS losing their accreditation. The number noted in the parentheses were approvals due to the fact a parent worked in the district where the student was requested to attend school (Allen Bill).

Recommendation:

This is an information item only.

Fiscal Impact:

The amount varies each year depending on the number of requests approved.

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 INTERDISTRICT TRANSFERS

Grade	Students Transferred In							Grade	Students Transferred Out								
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9 th	2	1	5	1	0	0	1	9 th	35 (16)	36 (8)	24 (6)	27 (16)	30 (26)	31 (22)	19 (18)	25 (22)	16 (15)
10 th	1	3	3		1	0		10 th	23 (9)	40 (9)	43 (8)	27 (7)	27 (21)	23 (17)	18 (11)	8 (8)	9 (7)
11 th	2	1	5	1	0	1	1	11 th	17 (7)	33 (4)	34 (8)	35 (6)	15 (13)	19 (13)	14 (14)	16 (11)	4 (3)
12 th	2	5	1	3	2	1		12 th	15 (4)	30 (5)	31 (3)	19 (9)	19 (8)	16 (6)	13 (7)	14 (12)	9 (5)
Total	7	10	14	5	3	2	2		90 (36)	139 (26)	132 (25)	108 (38)	91 (68)	89 (58)	64 (50)	63 (53)	38 (30)
	2013-14	2014-15						MCOE									
9 th	1	2						9 th	5	8	3	5	0	0	0	0	0
10 th								10 th	1	8	13	10	1	3	0	0	0
11 th								11 th	4	8	13	2	2	2	0	0	0
12 th								12 th	1	19	10	11	2	4	0	0	0
Total	1	2							11	43	39	28	5	9	0	0	0

The numbers listed under MCOE are those students from the totals who have enrolled in the MCOE Independent Study Program. All students approved for the 2010-11 and 2011-12 school year were due to transportation issues.

47 of the interdistrict transfers in the 2007-08 school year were due to the accreditation issue at KCHS.

12 requests for 2009-10 were denied.

1 requests for 2010-11 were denied.

3 requests for 2011-12 were denied.

2 requests for 2012-13 were denied.

3 requests for 2013-14 were denied.

2 requests for 2014-15 were denied.

9 requests in the 2010-11 school year were approved to attend another district because the parent requested the student attend a school which was not in Program Improvement.

12 requests in the 2011-12 school year were approved to attend another district because the parent requested the student attend a school which was not in Program Improvement.

1 request in the 2012-13 school year was approved to attend another district because the parent requested the student attend a school which was not in Program Improvement.

(#) indicates Allen Bill interdistricts (parents work within other district boundaries).

STUDENTS WHO WERE APPROVED TO ATTEND ANOTHER SCHOOL DISTRICT – PARENTS EMPLOYED IN THE RECEIVING DISTRICT

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-2014	2014-2015
9 th	16	8	6	16	26	22	18	22	15
10 th	9	9	8	7	21	17	11	8	7
11 th	7	4	8	6	13	13	14	11	3
12 th	4	5	3	9	8	6	7	12	5
Total	36	26	25	38	68	58	50	53	30

All of these were included in the original numbers

As of April 23, 2014

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: P-2 ADA Report

MEETING: May 13, 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:

Our P-2 Average Daily Attendance report number was 1,829.28 (this does not count the 8.76 students serviced by MCOE that they report on our behalf.) This puts our total ADA for funding purposes to be 1,838.04

The estimated ADA in the second interim report was 1,839.34. This is a shortfall of 1.3 ADA from the P-2 estimate.

The estimated ADA for 2014/15 school year is 1,822 for budgeting and staffing purposes.

Recommendation:

This is an information item only.


Fiscal Impact:

This will have a fiscal impact of \$10,000.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Attendance School District

County: Monterey

Fiscal Year: 2013-14

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: 20B4FC1B

Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1	0.00	0.00	0.00	1,826.93	1,826.93
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	A-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a) (7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-3	0.00	0.00	0.00	2.35	2.35
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a) (7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-4	0.00	0.00	0.00	0.00	0.00
Community Day School [EC 48664] (Divisor 70/135/180)	A-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	A-6	0.00	0.00	0.00	1,829.28	1,829.28
Other						
ADA for Students in Full-Time Independent Study included in Section A	B-1	29.48				
ADA not eligible for general funding through Independent Study NOT included in Section A	B-2	0.00				
ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)	B-3	0.00				
ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)	B-4	74.68				
ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)	B-5	0.00				

California Department of Education

Principal Apportionment Data Collection Software

2013-13.01

Attendance School District

County: Monterey

Fiscal Year: 2013-14

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: 20B4FC1B

Prior Year ADA Adjustment		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051 (2) (B)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-1 + C-2)	C-3	0.00	0.00	0.00	0.00	0.00
Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year. The ADA may not be greater than the ADA reported for that pupil by the school district in the current year [EC 42238.051 (2) (C)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-4 + C-5)	C-6	0.00	0.00	0.00	0.00	0.00

California Department of Education

Principal Apportionment Data Collection Software

2013-13.01

Attendance School District

County: Monterey

Fiscal Year: 2013-14

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: 20B4FC1B

Prior Year P-2 ADA attributable to district
resident pupils attending a non-charter school
[EC 42238.052].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-8	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
ADA Totals (C-7 + C-8)	C-9	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Gain or Loss of ADA due to a Reorganization or
Transfer of Territory [EC 42238.05 (a) (3)]. If
the ADA adjustment is a loss, report the loss
as a negative number in Line C-10 or C-11.

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-11	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
ADA Totals (C-10 + C-11)	C-12	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Certification

County: Monterey

Fiscal Year: FY 2013-14

District: South Monterey County Joint
Union High

P-2

CDS CODE 27 66068

20B4FC1B

Attendance School District

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

School District Superintendent:



Date: 4-25-14

County Superintendent of Schools: _____

Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Duane Wolgamott

PHONE (831) 385-0606 * 4338

FAX _____

E-Mail dwolgame@smcjuhsd.org



Monterey County Office of Education
 Report of Attendance for District Funded County Special Education Programs and County Community School Programs
 Fiscal Year 2013-14
 P-2 Reporting Period

District	Code	COUNTY COMMUNITY SCHOOLS.				SPECIAL DAY CLASS				EXTENDED YEAR SPECIAL EDUC				NPS				TOTAL
		TK/K-3	Gr 4-6	Gr 7-8	Gr 9-12	TK/K-3	Gr 4-6	Gr 7-8	Gr 9-12	TK/K-3	Gr 4-6	Gr 7-8	Gr 9-12	TK/K-3	Gr 4-6	Gr 7-8	Gr 9-12	
Alisal Union	65961					22.15	19.19			3.19	2.19							46.
Bradley Union	65979																	0.
Carmel Unified	65987					2.41			2.08	0.40	0.10	0.10	0.10					5.
Chualar Union	65995					2.16				0.35		0.21						2.
Gonzales Unified	75473				2.63	3.43	0.65		2.69	0.40	0.07		0.25					10.
Graves	66027																	0.
Greenfield Union	66035					10.70	3.18	6.89		1.07	0.64	0.25						22.
King City Union	66050					11.07	5.68	1.82		1.19	0.24	0.06						20.
So Mo Co Joint Union High	66068				5.74				2.81				0.21					8.
Lagunita	66076					0.99				0.09								1.
Mission Union	66084																	0.
Monterey Peninsula Unified	66092				3.55			1.69	3.88	0.10	0.20	0.21	0.38					10.
Monterey County Unified	73825				1.75	3.85	3.73	3.11	3.42	0.70	0.60	0.47	0.23					17.
Big Sur Unified	75150																	0.
Pacific Grove Unified	66134					5.36	1.91		0.99	0.25	0.10	0.08	0.10					8.
Salinas City	66142					43.05	39.13			4.29	3.44							89.
Salinas Union High	66159				44.42			7.77	22.25	1.88	2.02							78.
San Antonio Union	66167																	0.
San Ardo Union	66175						0.84				0.09							0.
San Lucas Union	66183																	0.
Santa Rita Union	66191					8.37	9.43	6.81		1.05	1.08	0.50						27.
Soledad Unified	75440				3.67	6.87	3.25	8.21	3.75	0.51	0.67	0.11	0.60					27.
Spreckels Union	66225					0.97		1.95		0.11	0.19							3.
Washington Union	66233					0.20		0.86		0.17	0.09	0.01						1.
Pajaro Valley Unified	69799				0.45													0.
Aromas/San Juan Unified	75259									0.10								0.
Hollister	67470																	0.
San Benito High	67538																	0.
Grand Totals		0.00	0.00	0.00	62.21	121.58	86.99	39.11	41.87	15.85	11.72	2.00	1.87	0.00	0.00	0.00	0.00	383

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Site Enrollment, Attendance, and Referral Statistics

MEETING: May 13, 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 are reports for each site indicating enrollment, attendance, and discipline.

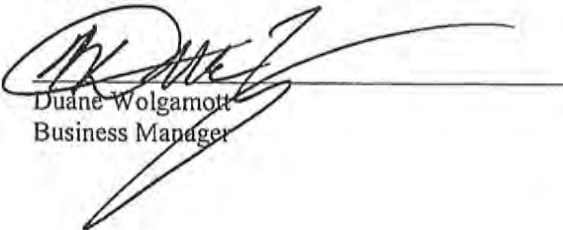
Recommendation:

This is an information item only.


Fiscal Impact:

None

Submitted By:


Duane Wolgast
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High School

05/06/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Month 9 - From 03/17/2014 Through 04/11/2014

Regular Program

Grade Level	Tchr No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N O P		
															YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	15	256	4	260	3	257	51	168	3900	3681	245.40	95.64%	1	36129	147	245.78
10	TOTAL	15	230	1	231	3	228	40	213	3465	3212	214.13	93.78%	0	31610	147	215.03
11	TOTAL	15	203	3	206	2	204	27	199	3090	2864	190.93	93.50%	0	29106	147	198.00
12	TOTAL	15	183	1	184	1	183	13	237	2760	2510	167.33	91.37%	0	26042	147	177.16
Total 9-12		15	872	9	881	9	872	131	817	13215	12267	817.80	93.76%	1	122887	147	835.97
PROGRAM		15	872	9	881	9	872	131	817	13215	12267	817.80	93.76%	1	122887	147	835.97

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

Principal Signature

Date

Greenfield High School

06/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 9 - From 03/17/2014 Through 04/11/2014

Program F From Charter End of Year

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
Grade	Tchr Level No.																
12	TOTAL	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00
	Total 9-12	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00
	PROGRAM	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00

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

Principal Signature

Date

Greenfield High School

05/06/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 9 - From 03/17/2014 Through 04/11/2014

Program H Home-Hospital

		A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P	
															YEAR TO DATE			
															Total Apport Attend	Days Taught	Total ADA (N/O)	
Grade Level	Tchr No.																	
10	TOTAL	15	1	0	1	0	1	0	9	15	6	0.40	40.00%	0	153	147	1.04	
11	TOTAL	15	1	0	1	1	0	4	1	15	10	0.67	90.91%	0	60	147	0.41	
12	TOTAL	15	3	0	3	0	3	0	4	45	41	2.73	91.11%	0	302	147	2.05	
Total 9-12		15	5	0	5	1	4	4	14	75	57	3.80	80.28%	0	515	147	3.50	
PROGRAM		15	5	0	5	1	4	4	14	75	57	3.80	80.28%	0	515	147	3.50	

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

Principal Signature

Date

Greenfield High School

06/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 9 - From 03/17/2014 Through 04/11/2014

Program I Independent Study

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	15	6	0	6	1	5	10	37	90	43	2.87	53.75%	0	351	147	2.39
10 TOTAL	15	8	1	9	0	9	7	22	135	106	7.07	82.81%	0	680	147	4.63
11 TOTAL	15	8	0	8	2	6	19	40	120	61	4.07	60.40%	0	560	147	3.81
12 TOTAL	15	4	0	4	1	3	8	23	60	29	1.93	55.77%	0	557	147	3.79
Total 9-12	15	26	1	27	4	23	44	122	405	239	15.93	66.20%	0	2148	147	14.61
PROGRAM	15	26	1	27	4	23	44	122	405	239	15.93	66.20%	0	2148	147	14.61

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

Principal Signature

Date

Greenfield High School

05/06/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 9 - From 03/17/2014 Through 04/11/2014

Program s SPED

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	15	1	0	1	0	1	0	0	15	15	1.00	100.00%	0	141	147	0.96
10 TOTAL	15	2	0	2	0	2	0	1	30	29	1.93	96.67%	0	280	147	1.90
11 TOTAL	15	5	0	5	0	5	0	6	75	69	4.60	92.00%	0	667	147	4.54
12 TOTAL	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00
Total 9-12	15	8	0	8	0	8	0	7	120	113	7.53	94.17%	0	1088	147	7.40
PROGRAM	15	8	0	8	0	8	0	7	120	113	7.53	94.17%	0	1088	147	7.40

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

Principal Signature

Date

Greenfield High School

06/2014
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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 6

Month 9 - From 03/17/2014 Through 04/11/2014

Program T SDC Transitional Program

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	15	3	0	3	0	3	0	2	45	43	2.87	95.56%	0	424	147	2.88
10 TOTAL	15	6	0	6	0	6	0	7	90	83	5.53	92.22%	0	679	147	4.62
11 TOTAL	15	3	0	3	0	3	0	7	45	38	2.53	84.44%	0	368	147	2.50
12 TOTAL	15	5	0	5	0	5	0	4	75	71	4.73	94.67%	0	594	147	4.04
Total 9-12	15	17	0	17	0	17	0	20	255	235	15.67	92.16%	0	2065	147	14.05
PROGRAM	15	17	0	17	0	17	0	20	255	235	15.67	92.16%	0	2065	147	14.05

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

Principal Signature

Date

Greenfield High School

5/6/2014

2013-2014

Discipline Distribution Report from 4/1/2014 to 4/30/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
01	*Alcohol, Possession of (E)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
02	*Alcohol, Use of (E) 48900	1	-	1	-	-	-	1	1	1	-	-	-	-	-
08	*Drugs, Possession of (E)	2	1	1	-	-	1	1	2	2	-	-	-	-	-
10	*Drugs, Use of (E) 48900 (1	-	1	-	-	-	1	1	1	-	-	-	-	-
36	Behavior, Defiance (E) 489	3	1	1	1	-	1	2	3	3	-	-	-	-	-
38	Behavior, Disruptive (E) 48	3	-	2	1	-	-	3	3	3	-	-	-	-	-
41	Class Rules, Violation of	1	1	-	-	-	1	-	1	1	-	-	-	-	-
63	Information	1	-	-	1	-	1	-	1	1	-	-	-	-	-
Totals:		13	3	7	3	-	4	9	13	13	-	-	-	-	-

King City High School

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 9 - From 03/17/2014 Through 04/11/2014

Regular Program

		A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P	
															YEAR TO DATE			
															Total Apport Attend	Days Taught	Total ADA (N/O)	
Grade	Tchr Level No.																	
9	TOTAL	15	244	0	244	1	243	8	98	3660	3554	236.93	97.32%	0	35609	147	242.24	
10	TOTAL	15	233	1	234	2	232	18	74	3510	3418	227.87	97.88%	0	33771	147	229.73	
11	TOTAL	15	193	1	194	3	191	20	119	2910	2771	184.73	95.88%	0	28927	147	196.78	
12	TOTAL	15	180	0	180	1	179	5	95	2700	2600	173.33	96.47%	0	26499	147	180.27	
Total 9-12		15	850	2	852	7	845	51	386	12780	12343	822.87	96.97%	0	124806	147	849.02	
PROGRAM		15	850	2	852	7	845	51	386	12780	12343	822.87	96.97%	0	124806	147	849.02	

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

Principal Signature

Date

King City High School

05/06/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 9 - From 03/17/2014 Through 04/11/2014

Program F From Charter End of Year

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
11	TOTAL	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00
12	TOTAL	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00
	Total 9-12	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00
	PROGRAM	15	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	147	0.00

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Principal Signature

Date

King City High School

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MONTHLY ATTENDANCE SUMMARY

Page 3

Month 9 - From 03/17/2014 Through 04/11/2014

Program H Home-Hospital

Grade Tchr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	15	1	1	2	0	2	10	8	30	12	0.80	60.00%	0	29	147	0.20
Total 9-12	15	1	1	2	0	2	10	8	30	12	0.80	60.00%	0	29	147	0.20
PROGRAM	15	1	1	2	0	2	10	8	30	12	0.80	60.00%	0	29	147	0.20

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Principal Signature

Date

King City High School

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MONTHLY ATTENDANCE SUMMARY

Page 4

Month 9 - From 03/17/2014 Through 04/11/2014

Program I Independent Study

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	15	5	0	5	1	4	5	31	75	39	2.60	55.71%	0	313	147	2.13
10	TOTAL	15	13	0	13	0	13	0	48	195	147	9.80	75.38%	0	841	147	5.72
11	TOTAL	15	5	0	5	0	5	0	10	75	65	4.33	86.67%	0	488	147	3.32
12	TOTAL	15	5	0	5	0	5	0	9	75	66	4.40	88.00%	0	499	147	3.39
Total 9-12		15	28	0	28	1	27	5	98	420	317	21.13	76.39%	0	2141	147	14.56
PROGRAM		15	28	0	28	1	27	5	98	420	317	21.13	76.39%	0	2141	147	14.56

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Principal Signature

Date

King City High School

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MONTHLY ATTENDANCE SUMMARY

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Month 9 - From 03/17/2014 Through 04/11/2014

Program s SPED

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	15	1	0	1	0	1	0	2	15	13	0.87	86.67%	0	101	147	0.69
10 TOTAL	15	6	0	6	0	6	0	0	90	90	6.00	100.00%	0	864	147	5.88
11 TOTAL	15	4	0	4	0	4	0	1	60	59	3.93	98.33%	0	524	147	3.56
12 TOTAL	15	5	0	5	0	5	0	12	75	63	4.20	84.00%	0	674	147	4.59
Total 9-12	15	16	0	16	0	16	0	15	240	225	15.00	93.75%	0	2163	147	14.71
PROGRAM	15	16	0	16	0	16	0	15	240	225	15.00	93.75%	0	2163	147	14.71

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

Principal Signature

Date

King City High School

5/6/2014

2013-2014

Discipline Distribution Report from 4/1/2014 to 4/30/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
			9	10	11	12	F	M		Y	100	200	300	400	600	700
07	*Drugs, Paraphernalia (E)	1	1	-	-	-	-	1		1	-	-	-	-	-	-
10	*Drugs, Use of (E) 48900 (2	2	-	-	-	-	2		-	-	-	-	-	-	2
39	Behavior, Inappropriate (E)	2	2	-	-	-	-	2		2	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	2	-	1	1	-	2	-		1	-	-	-	-	-	1
Totals:		7	5	1	1	-	2	5		4	-	-	-	-	-	3

Portola-Butler Contin. High School

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2013-2014

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 9 - From 03/17/2014 Through 04/11/2014

Regular Program												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K/3/A)
10 TOTAL	15	3	1	4	0	4	1	177.00	127.00	0.00	127.00	2.82
11 TOTAL	15	36	3	39	1	38	31	1662.00	1533.00	14.00	1547.00	34.38
12 TOTAL	15	34	1	35	8	27	53	1416.00	1232.00	24.00	1256.00	27.91
PROGRAM TOTAL	15	73	5	78	9	69	85	3255.00	2892.00	38.00	2930.00	65.11

71.75%
93.01%
88.70%
90.01%

Program I Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K/3/A)
11 TOTAL	15	0	1	1	0	1	6	27.00	15.00	0.00	15.00	0.33
PROGRAM TOTAL	15	0	1	1	0	1	6	27.00	15.00	0.00	15.00	0.33

55.55%

Program X Fifth year senior												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K/3/A)
11 TOTAL	15	0	2	2	2	0	28	6.00	0.00	0.00	0.00	0.00
12 TOTAL	15	3	4	7	4	3	55	150.00	78.00	0.00	78.00	1.73
PROGRAM TOTAL	15	3	6	9	6	3	83	156.00	78.00	0.00	78.00	1.73

52%

Portola-Butler Contin. High School

5/6/2014

2013-2014

Discipline Distribution Report from 4/1/2014 to 4/30/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
52	Fighting (E) 48900 (a)(1)	1	-	-	1	-	1	-	1	-	-	-	-	-	-
63	Information	1	-	-	1	-	1	-	1	-	-	-	-	-	-
Totals:		2	-	-	2	-	2	-	2	-	-	-	-	-	-

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of New Course – Academic Peer Tutor

MEETING: May 13, 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 Academic Peer Tutor course allows students the opportunity to serve as academic role models and to assist their peers in learning core material through questioning, writing, thinking and discussing.

Recommendation:

The recommendation is being made for the State Administrator to approve the Academic Peer Tutor course.

Fiscal Impact:

This course will be staffed with current staff. No additional staff is needed.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

ACADEMIC PEER TUTOR

ONE SEMESTER COURSE – 5 ELECTIVE CREDITS – MAY BE REPEATED FOR ADDITIONAL CREDIT

1. COURSE OBJECTIVES - BASED ON THE COMMON CORE STANDARDS:

Tutors will:

- a. Serve as a role model for students.
- b. Work with small groups of students in the classroom.
- c. Assist students in learning core material through questioning, writing, thinking and discussing.
- d. Communicate with the teacher regarding student progress.

COURSE DESCRIPTION:

Academic Peer Tutors will work with small groups of students under the supervision of a teacher in the classroom during the school day. Tutors serve as guides and facilitators of students' learning through questioning, writing, thinking and discussing.

Tutors will serve as a role model/mentor to students by being a lifelong learner, demonstrating appropriate academic and social behaviors. Academic Peer Tutors will set an example of personal excellence and high expectations for students to follow. They will also communicate frequently and honestly with the teacher regarding student progress and areas of concern.

Academic Peer Tutors will determine from student's notes and discussions, the concepts that need to be taught or retaught. In addition, tutorial sessions in all areas of mathematics, English, Science and Social Science will be conducted. Students will work on mini-lessons in the process of writing in all subject areas, study skills, and other aspects of college preparation. Tutors will work with students in any phase of the writing process, such as brainstorming, clustering, revision, and editing. Tutors will engage in academic activities with selected students either one-on-one or with small groups. Tutors will also collaborate with the teacher to assess the student's needs and how best to address them.

2. CLASSROOM CODE OF CONDUCT: *Behavioral expectations*

The student will adhere to all school rules and district policies as summarized in the Parent handbook.

3. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

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

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

Parents have the ability to monitor student progress. See office for details.

Effect of Absences on Grades:

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

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

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

4. ASSESSMENTS/ASSIGNMENTS:

DAILY PARTICIPATION: Attendance plays an important part of your role as an academic tutor so a major part of this class is your daily participation. You are expected to be in class daily and have a positive attitude. You are a role model for the students. You need to be working with student(s) either in small groups or one-on-one.

JOURNALS: Keeping a daily journal will help you log what you did in class and reflect on your role as a tutor. Journals should include:

1. Student or students you are working with.
2. What is the student(s) working on (assignment)?
3. How did the student(s) participate?
4. Behavior of the student(s).
5. Reflection of your role as a tutor:
 - a. Strategies you learned on any given day.
 - b. Comments, both negative and or positive.
 - c. Questions/problems you may have if the teacher is not available.

5. CLASS EXPECTATIONS – LEVEL OF RIGOR:

Academic tutors are expected to:

- a. Attend class daily
- b. Maintain superior behavior
- c. Be role models for students
- d. Lead small group discussions or one-on-one tutoring
- e. Communicate any special needs as they arise to the teacher
- f. Strive to do your best every day!

6. MATERIALS RESOURCES PROVIDED:

- a. Journal/notebook
- b. Computers and printers are available in the library before school, during lunch and after school.
- c. Internet Agreement

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

SUBJECT: Approval of New Course – Pre-AP Biology

MEETING: May 13, 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:

Pre-AP Biology is designed as a one year, interactive, in-depth experiential treatment of basic biological principles and concepts. The course relies heavily on an inquiry based foundation in its instruction. Students should expect to be challenged mentally on a regular basis. Assessment includes the application of knowledge to new situations. This course is intended to prepare highly motivated students for their future course work in science, including a second year of biology and/or other advanced level science courses.

Recommendation:

The recommendation is being made for the State Administrator to approve the Pre-AP Biology course.

Fiscal Impact:

This course will be staffed with current staff. No additional staffing is required.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

PRE-AP BIOLOGY

YEAR COURSE – 5 LIFE LAB SCIENCE CREDITS PER SEMESTER

COURSE DESCRIPTION:

Pre-AP Biology is designed as a one year, interactive, in-depth experiential treatment of basic biological principles and concepts. The course relies heavily on an inquiry based foundation in its instruction. Students should expect to be challenged mentally on a regular basis. Assessment includes the application of knowledge to new situations. This course is intended to prepare highly motivated students for their future course work in science, including a second year of biology and/ or other advanced level science courses. The Pre-AP Biology course employs a molecular approach to exploring the various prevailing themes of life science. Emphasis is placed on higher level thinking skills, laboratory investigations and student enrichment activities. Open-ended assignments and written communication are emphasized. Students will be expected to complete formal laboratory reports throughout the course. They are expected to take an active part in classroom and lab discussions and regularly contribute to the enhancement of the course.

Meets UC/CSU Laboratory Science Requirement

COURSE OBJECTIVES:

Cell Biology

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept students will know:

- a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- b. Enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- d. The central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- e. The role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

- f. Usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- g. The role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
- i. How chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
- j. How eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

Genetics

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept student will know:

- a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- b. Only certain cells in a multicellular organism undergo meiosis.
- c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.
- d. New combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- e. Why approximately half of an individual's DNA sequence comes from each parent.
- f. The role of chromosomes in determining an individual's sex.
- g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept students will know:

- a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
- b. The genetic basis for Mendel's laws of segregation and independent assortment.
- c. How to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
- d. How to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept students will know:

- a. The general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
- b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
- d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- e. Proteins can differ from one another in the number and sequence of amino acids.
- f. Why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept students will know:

- a. The general structures and functions of DNA, RNA, and protein.
- b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication and transcription of information from DNA into mRNA.
- c. How genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- d. How basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
- e. How exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept students will know:

- a. Biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- b. How to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- d. How water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

- e. A vital part of an ecosystem is the stability of its producers and decomposers.
- f. At each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- g. How to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept students will know:

- a. Why natural selection acts on the phenotype rather than the genotype of an organism.
- b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- c. New mutations are constantly being generated in a gene pool.
- d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- e. * The conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
- f. * How to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept students will know:

- a. How natural selection determines the differential survival of groups of organisms.
- b. A great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- c. The effects of genetic drift on the diversity of organisms in a population.
- d. Reproductive or geographic isolation affects speciation.
- e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- f. How to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- g. How several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another

Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept students will:

- a. How the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- b. How the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- c. How feedback loops in the nervous and endocrine systems regulate conditions in the body.
- d. The functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
- f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- g. The homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
- h. The cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
- i. How hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response students will know:

- a. The role of the skin in providing nonspecific defenses against infection.
- b. The role of antibodies in the body's response to infection.
- c. How vaccination protects an individual from infectious diseases.
- d. There are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
- e. Why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

CLASSROOM CODE OF CONDUCT:

The student will adhere to all school rules and district policies as summarized in the Parent handbook.

GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

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

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

Board Policy 5121 (b)

Effect of Absences on Grades:

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

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

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

La política del Consejo 5121

Efecto de las ausencias en las calificaciones:

Si un estudiante falta a clase sin una excusa y posteriormente no entrega la tarea, tomar una prueba, o cumplir con un requisito más de la clase que él / ella fallo, el profesor puede bajar la calificación del estudiante por incumplimiento basado en el valor de la asignación perdida.

La Junta cree que 5 ausencias injustificadas por período de calificaciones constituyen en excesivas ausencias injustificadas. Los estudiantes con ausencias excesivas sin excusa pueden recibir una calificación reprobatoria y no recibirá crédito por la clase (es).

Los estudiantes y los padres o tutor deberán ser informados por los profesores de clase si el crédito se retiene debido a las excesivas ausencias injustificadas. Cada vez que se produce una ausencia injustificada del alumno y los padres / tutores serán notificados una vez más de la política del distrito con respecto a excesivas ausencias injustificadas. Cuando un estudiante tiene 4 ausencias injustificadas una llamada telefónica y / o una reunión será organizada por el profesor con los padres / tutores.

Creemos que los padres necesitan estar conscientes de esto y entender esta política porque podría tener un tremendo impacto en su grado de su hijo.

ASSESSMENTS/ASSIGNMENTS:

Students will be graded on the following:

Grade percentages will be based on performance in tests, homework, labs, class work and projects approximately as follows: **Standardized Assessments: Tests and Quizzes – 50% Homework, Labs, Class Work, and Projects – 40% and In Class Participation – materials ready, in class and seats on time, volunteering 10%**

SPECIAL CIRCUMSTANCES:

Missing and/or late work – Must be turned in within 1 week of excused absence to receive full credit. If the absence is unexcused or the work is simply late, a maximum of 50% credit will be given once the assignment is turned in.

Plagiarism, copying and cheating – A score of zero (0%) will be given for the assignment.

CLASS EXPECTATIONS – LEVEL OF RIGOR:

This course is designed for the college prep student who is reading at grade level. Daily out-of-class reading and assignments should be expected.

MATERIALS /RESOURCES PROVIDED:

Textbook: Modern Biology, Holt, Rinehart and Winston

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Pre-AP Biology Text

MEETING: May 13, 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:

Pre-AP Biology is designed as a one year, interactive, in-depth experiential treatment of basic biological principles and concepts. The course relies heavily on an inquiry based foundation in its instruction. Students should expect to be challenged mentally on a regular basis. Assessment includes the application of knowledge to new situations. This course is intended to prepare highly motivated students for their future course work in science, including a second year of biology and/ or other advanced level science courses. The course utilizes the same text used for biology.

Recommendation:

The recommendation is being made for the State Administrator to approve the Holt Biology text, currently used at each high school in the biology course as the text for Pre-AP Biology.

Fiscal Impact:

The district has the required textbooks, there is no fiscal impact.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of New Course – Math II Honors

MEETING: May 13, 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:

Math II Honors is designed to extend the mathematics that students learned in Math I. Specifically, Math II Honors will focus on quadratic expressions, equations, and functions. It will study the comparison of characteristics and behavior of linear and exponential relationships. Math II Honors is the common core integrated approach to teaching and learning geometry and algebra that aligns with common core standards. The course is the second of three integrated math courses. The scope of this course includes quadratic expressions and functions, absolute value functions, step functions, and piece-wise defined functions. It is anticipated that students who complete this course in 10th grade will be enrolled in calculus in 12th grade.

Recommendation:

The recommendation is being made for the State Administrator to approve the Math II Honors course.

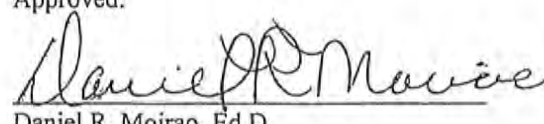
Fiscal Impact:

None

Submitted By:


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

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

MATH II HONORS

YEAR COURSE – 5 MATH CREDITS PER SEMESTER

COURSE OBJECTIVES:

Students will:

1. extend the laws of exponents to rational exponents.
2. compare key characteristics of quadratic functions with those of linear and exponential functions.
3. create and solve equations and inequalities involving linear, exponential, and quadratic expressions.
4. extend work with probability.
5. establish criteria for similarity of triangles based on dilations and proportional reasoning.

Students will extend their learning to the Math II Honors Plus Standards which include:

6. represent complex numbers on a complex plane (Math II Honors)
7. solving systems of equations using inverse matrices (Math II Honors)
8. build the understanding of a definition of a parabola (Math II Honors)
9. develop the definition of a hyperbola and circles (Math II Honors)

3. COURSE DESCRIPTION:

Math II Honors is designed to extend the mathematics that students learned in Math I. Specifically, Math II Honors will focus on quadratic expressions, equations, and functions. It will study the comparison of characteristics and behavior of linear and exponential relationships. Math II Honors is the common core integrated approach to teaching and learning geometry and algebra that aligns with common core standards. The course is the second of three integrated math courses. The scope of this course includes quadratic expressions and functions, absolute value functions, step functions, and piece-wise defined functions. It is anticipated that students who complete this course in 10th grade will be enrolled in calculus in 12th grade.

4. CLASSROOM CODE OF CONDUCT:

- a. Students will adhere to all school rules and district policies as summarized in the Parent handbook.
- b. Students will respect their peers, the classroom rules, and the teacher.
- c. Students will not interfere with the learning of their peers.

5. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

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

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

**Special Education: Any modification in the above grading will be documented in the student's IEP with parental consent.

Board Policy 5121 (b)

Effect of Absences on Grades:

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

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

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS:

- a. 60% = Tests and Quizzes ; 40% = Classwork, Homework, Portfolio, Other

7. SPECIAL CIRCUMSTANCES:

- a. Late or missing assignments will be accepted up to one week after the due date.
- b. Cheating on tests or quizzes will result in an F and students will not be allowed to retake the assessment
- c. Instances of academic dishonesty will be reported to administration.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:

- a. Students are responsible for taking notes and keeping a notebook/portfolio specifically for math.
- b. Students are responsible for keeping tests and quizzes.
- c. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
- d. Students are responsible for seeking help either during class or outside of class.

9. MATERIALS RESOURCES PROVIDED:

- a. Mathematics Vision Project

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

SUBJECT: Adoption of Math II Honors Electronic Text

MEETING: May 13, 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:

Math 2 is the second course in the new introductory integrated math pathway which addresses Common Core State Standards. A curriculum which is most closely aligned to the nine modules of instruction has been identified by the Curriculum Advisory Committee. The Committee's recommendation is to adopt Mathematics Vision Project's Integrated Pathway Secondary Mathematics 2 as the district's electronic text for Math II Honors

Integrated Pathway Secondary Mathematics 2 is distributed through The Mathematics Vision Project (MVP). The electronic text, (c) 2012 Utah Secondary One by Mathematics Vision Project and in partnership with the Utah State Office of Education is licensed under a License. The materials are available on-line and may be downloaded and printed.


Recommendation:

The recommendation is being made for the State Administrator to approve Mathematics Vision Project Secondary Math Two: Integrated Pathway CCSS Mathematics as the district adopted electronic text for Math II Honors.

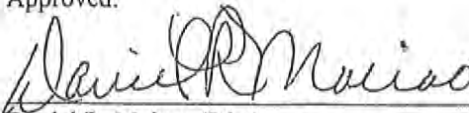
Fiscal Impact:

The fiscal impact is approximately \$1200 per year, in duplication fees, to serve all Math II Honors students in SMCJUHSD.

Submitted By:


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

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Mathematics Vision Project | MVP



[Home](#) [Curriculum](#) [Professional Development](#) [Resources](#) [Where Are the MVPs?](#)

Secondary Math Two: Integrated Pathway CCSS Mathematics

Please if you find errors, typos or have feedback please describe the issue in an email to mathematicsvisionproject@gmail.com

Secondary Two Student Edition

[Introduction to the Materials](#)
[Module 1: Quadratic Functions](#)
[Module 2: Structures of Expressions](#)
[Module 3: Quadratic Equations](#)
[Module 4: More Functions, More Features](#)
[Module 5: Geometric Figures](#)
[Module 6: Similarity and Right Triangle Trigonometry](#)
[Module 7: Circles from a Geometric Perspective](#)
[Module 8: Circles and Other Conics](#)
[Module 9: Probability](#)

Secondary Two Teacher Notes

[Introduction to the Materials](#)
[Module 1: Quadratic Functions](#)
[Module 2: Structures of Expressions](#)
[Module 3: Quadratic Equations](#)
[Module 4: More Functions, More Features](#)
[Module 5: Geometric Figures](#)
[Module 6: Similarity and Right Triangle Trigonometry](#)
[Module 7: Circles from a Geometric Perspective](#)
[Module 8: Circles and Other Conics](#)
[Module 9: Probability](#)
[Core Alignment Document Secondary 2](#)

Secondary Two Honors Student

[Introduction to the Materials](#)
[Module 1: Quadratic Functions Honors](#)
[Module 2: Structures of Expressions Honors](#)
[Module 3: Quadratic Equations Honors](#)
[Module 4: More Functions, More Features Honors](#)
[Module 5: Geometric Figures Honors](#)
[Module 6: Similarity and Right Triangle Trigonometry Honors](#)
[Module 7: Circles from a Geometric Perspective Honors](#)
[Module 8: Circles and Other Conics Honors](#)
[Module 9: Probability Honors](#)

Secondary Two Honors Teacher

[Introduction to the Materials](#)
[Module 1: Quadratic Functions Honors](#)
[Module 2: Structures of Expressions Honors](#)
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[Module 8: Circles and Other Conics Honors](#)
[Module 9: Probability Honors](#)
[Core Alignment Document Secondary 2](#)

The Mathematics Vision Project (MVP) curriculum has been developed to realize the vision and goals of the New Core Standards of Mathematics. The Comprehensive Mathematics Instruction (CMI) framework is an integral part of the materials. You can read more about the CMI framework in the Utah Mathematics Teacher Journal. ([UCTM, 2009](#))



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Engaging in [Professional Development](#) with regard to this curriculum can be very helpful.

Please see the [professional development](#) page for more information regarding the options MVP provides.

In addition to professional development, having a team of supportive colleagues that will collaborate, participate in lesson study, reflect on student thinking and teacher moves that relate to student thinking will cultivate ground for greater success with this set of materials.

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

SUBJECT: Approval of New Course – Math IA

MEETING: May 13, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- | | |
|-------------------------------------|---|
| <input checked="" 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:

Math IA is a yearlong course. It is the first of two courses, which when completed sequentially, fulfill the Math I requirement over two years of instruction. The scope of this course is limited to linear, exponential, absolute value, step, and piece-wise defined functions.

Recommendation:

The recommendation is being made for the State Administrator to approve the Math IA course.

Fiscal Impact:

The course will be staffed with current staff. No additional staffing is required.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

MATH 1A

YEAR COURSE – 5 ELECTIVE CREDITS FOR FIRST SEMESTER; 5 MATH CREDITS FOR SECOND SEMESTER

COURSE OBJECTIVES:

This year long course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts, communicate, reason, create models and make connections in the following areas:

1. EXTEND THEIR UNDERSTANDING OF NUMERICAL MANIPULATION TO ALGEBRAIC MANIPULATION.
2. SYNTHESIZE THEIR UNDERSTANDING OF A FUNCTION.
3. DEEPEN AND EXTEND THEIR UNDERSTANDING OF LINEAR RELATIONSHIPS.

1. COURSE DESCRIPTION:

This year long course is the first of two courses which fulfill the Math I requirement over two years of instruction. The scope of this course is limited to linear, exponential, absolute value, step, and piece-wise defined functions.

2. CLASSROOM CODE OF CONDUCT:

- a. The student will adhere to all school rules and district policies as summarized in the Parent Handbook.
- b. Students will respect their peers, the classroom rules, and the teacher.
- c. Students will not interfere with the learning of their peers.

3. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

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

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

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

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

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

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

4. ASSESSMENTS/ASSIGNMENTS:

- a. 60% Assignments; 20% Assessments; 10% Homework; 10% Participation/Effort

5. SPECIAL CIRCUMSTANCES:

- a. Late or missing work will be accepted up to 2 weeks after the due date. (10 working days)
- b. Cheating on assessments will result in an F and the student will not be allowed to retake the assessment.
- c. Instances of academic dishonesty will be reported to administration in the form of a referral.

6. CLASS EXPECTATIONS – LEVEL OF RIGOR:

- a. Students are responsible for taking notes and keeping a notebook/portfolio specifically for math.
- b. Students are responsible for keeping tests and quizzes.
- c. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
- d. Students are responsible for seeking help either during class or outside of class.

7. MATERIALS RESOURCES PROVIDED:

- a. Mathematics Vision Project Math 1 electronic text

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

SUBJECT: Approval of New Course – Math IB

MEETING: May 13, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- | | |
|-------------------------------------|---|
| <input checked="" 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:

Math IB is a yearlong course. It is the second of two courses, which when completed sequentially, fulfill the Math I requirement over two years of instruction. The scope of this course is limited to linear, exponential, absolute value, step, and piece-wise defined functions.

Recommendation:

The recommendation is being made for the State Administrator to approve the Math IB course

Fiscal Impact:

The course will be staffed with current staff. No additional staffing is required.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

MATH 1B

YEAR COURSE – 5 ELECTIVE CREDITS FOR FIRST SEMESTER; 5 MATH CREDITS FOR SECOND SEMESTER

COURSE OBJECTIVES:

This year long course will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts, communicate, reason, create models and make connections in the following areas:

1. EXTEND THEIR UNDERSTANDING OF NUMERICAL MANIPULATION TO ALGEBRAIC MANIPULATION.
2. SYNTHESIZE THEIR UNDERSTANDING OF A FUNCTION.
3. DEEPEN AND EXTEND THEIR UNDERSTANDING OF LINEAR RELATIONSHIPS.

1. COURSE DESCRIPTION:

This year long course is the second of two courses which fulfill the Math I requirement over two years of instruction. The scope of this course is limited to linear, exponential, absolute value, step, and piece-wise defined functions.

2. CLASSROOM CODE OF CONDUCT:

- a. The student will adhere to all school rules and district policies as summarized in the Parent Handbook.
- b. Students will respect their peers, the classroom rules, and the teacher.
- c. Students will not interfere with the learning of their peers.

3. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

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

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

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

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

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

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

4. ASSESSMENTS/ASSIGNMENTS:

- a. 60% Assignments; 20% Assessments; 10% Homework; 10% Participation/Effort

5. SPECIAL CIRCUMSTANCES:

- a. Late or missing work will be accepted up to 2 weeks after the due date. (10 working days)
- b. Cheating on assessments will result in an F and the student will not be allowed to retake the assessment.
- c. Instances of academic dishonesty will be reported to administration in the form of a referral.

6. CLASS EXPECTATIONS – LEVEL OF RIGOR:

- a. Students are responsible for taking notes and keeping a notebook/portfolio specifically for math.
- b. Students are responsible for keeping tests and quizzes.
- c. Students are responsible for keeping notebook/portfolio organized with notes and assessments to help study for benchmark and final exams.
- d. Students are responsible for seeking help either during class or outside of class.

7. MATERIALS RESOURCES PROVIDED:

- a. Mathematics Vision Project Math 1electronic text

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

SUBJECT: Adoption of Math IA and IB Electronic Text

MEETING: May 13, 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:

Math IA and Math IB are both yearlong courses. The completion of Math IA and Math IB fulfill the Math I requirement over two years of instruction. The scope of this two year course of instruction is limited to linear, exponential, absolute value, step, and piece-wise defined functions.

Integrated Pathway Secondary Mathematics 1 is distributed through The Mathematics Vision Project (MVP). The electronic text, (c) 2012 Utah Secondary One by Mathematics Vision Project and in partnership with the Utah State Office of Education is licensed under a License. The materials are available on-line and may be downloaded and printed.

Recommendation:

The recommendation is being made for the State Administrator to approve Mathematics Vision Project Secondary Math One: Integrated Pathway CCSS Mathematics as the district adopted electronic text for Math IA and Math IB.

Fiscal Impact:

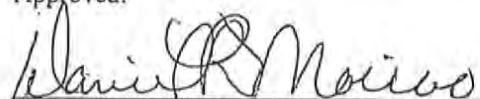
The fiscal impact is approximately \$600 per year, per course, in duplication fees, to serve all Math IA and Math IB students in SMCJUHSD.

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



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Secondary Mathematics One: Integrated Pathway CCSS

Please if you find errors, typos or have feedback please describe the issue in an email to mathematicsvisionproject@gmail.com

Mathematics One Student Edition

[Introduction to the Materials](#)

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[Core Alignment Document](#)

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[Module 1: Getting Ready Module HONORS](#)

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[Module 7: Connecting Algebra and Geometry HONORS](#)

[Module 8: Modeling Data HONORS](#)

[Core Alignment Document](#)

The Mathematics Vision Project (MVP) curriculum has been developed to realize the vision and goals of the New Core Standards of Mathematics. The Comprehensive Mathematics Instruction (CMI) framework is an integral part of the materials. You can read more about the CMI framework in the Utah Mathematics Teacher Journal. (UCTM, 2009)



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Engaging in [Professional Development](#) with regard to this curriculum can be very helpful.

Please see the [professional development](#) page for more information regarding the options MVP provides.

In addition to professional development, having a team of supportive colleagues that will collaborate, participate in lesson study, reflect on student thinking and teacher moves that relate to student thinking will cultivate ground for greater success with this set of materials.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Revised English Learner Master Plan

MEETING: May 13, 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:

Revisions have been made to the English Learner Master Plan which was originally approved on March 12, 2014. The changes are in bold. In the English version, the changes were made to pages: 12, 32, 35, 37, 38, 39, and 52. In the Spanish version, the same changes were made, but due to the difference in language length, the affected pages are: 13, 33, 37, 40, 41, 42 and 56.

Recommendation:

The recommendation is being made for the State Administrator to approve the revised English Learner Master Plan

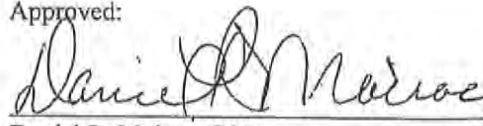
Fiscal Impact:

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

English Learner Master Plan

Board Approved _____

South Monterey County Joint Union High School District

Introduction

The English Learner Master Plan's principal purpose is to serve as a guide to the specific procedures the South Monterey County Joint Union High School District (SMCJUHSD) uses to identify, serve and monitor the progress of students who arrive in our schools without a full command of the English language. We believe with appropriate learning opportunities they will succeed.

English learners (ELs) face enormous challenges. They must master a new language and are expected to learn the content and meet demanding grade-level standards across the curriculum. Some must also overcome significant hurdles in adapting to schools and communities that are different from their countries of origin. Also, English learners may have learning disabilities, live in poverty or be homeless.

All SMCJUHSD personnel at the school sites and at the district level are expected to follow the procedures specified in this Master Plan to best meet the needs of English learners. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such notifications meet the standards set by our local governing board and that they are consistent with state and federal law.

This English Learner Master Plan is tied to and based on:

- Federal and State laws and regulations
- District policies
- Research-informed, proven instructional practices

District organizational structure to meet the needs of English learners includes:

- The Assistant Superintendent
- The School Principals
- The Site English Learner Specialists

In order to support the diverse needs of our English learners, an English Learner Specialist will be selected to assist with the wide span of responsibilities necessary to serve EL students. The EL Specialist is involved in the identification, assessment, placement, reclassification, and monitoring of the English Learners at the site. S/He will work closely with the Assistant Superintendent, the Principal, teachers, support personnel and parents. This is a key position to the smooth implementation of the sites' programs for English learners. The overall role of the EL Specialist is to provide support to English learners. An overview of the EL Specialist's responsibilities includes:

1. Oversee EL instructional programs and insure that appropriate interventions are provided for ELs and RFEPs, in particular long-term ELs;
2. Insure that appropriate planning and delivery of services take place based on individual needs;
3. Provide direct instructional support to teachers of English learners;
4. Plan professional staff development for teachers of ELs with site administration;
5. Assist teachers of ELs to conduct appropriate formal and informal diagnostic assessments of ELs;
6. Monitor results of EL student learning, focused on core subject areas;
7. Assist teaching staff in the use of EL data for instructional decisions;
8. Work with teachers to develop systematic support for ELs not mastering learning objectives;
9. Consult with site administrators regarding master schedule, staff placement and other matters related to the education of EL students;
10. Assist site administration with EL parent involvement planning and ELAC meetings;
11. Assist the Assistant Superintendent with the planning and implementation of DELAC meetings;
12. Coordinate the site EL Support Team with site administration;
13. Assist with the annual site/district EL program evaluation and needs assessment;
14. Coordinate the site CELDT testing and re-designation process.
15. Provide parent/staff/student consultation as needed (student placement, Reclassification and waivers.);
16. Maintain monthly activity logs;
17. Assist with the development and revision of the school plan sections, related especially to services for English learners;
18. Assist with mandated reports and compliance issues as needed;
19. Conduct home visits as needed;
20. Other duties as assigned.

District EL Goals

- Develop, implement, and monitor effective programs for English learners;
- Ensure that all English learners have access to and master the English language;
- Ensure that all English learners have access to and master the core curriculum;
- Promote positive self-concept and cross-cultural understanding for all English learners.

The key features for serving English learners in the South Monterey County Joint Union High School District include the following:

- Identification, Initial Assessment and Placement;
- High Quality Educational Opportunities in Core Curriculum and ELD;
- Annual Accountability and Review;
- Ongoing Monitoring and Reclassification;
- Parent Involvement and Advisory Committee Opportunities;
- Staff Development.

The SMCJUHSD English Learner Master Plan is organized according to the 2013-14 Federal Program Monitoring Instrument for English Learners. The chapters are:

Chapter I PARENTS

- **I-EL 01: Parent Outreach and Involvement**
- **I-EL 02: ELAC**
- **I-EL 03: DELAC**

Chapter II Identification, LEA Plan, SSC, Translation, and Inventory

- **II-EL 04: Identification, Assessment, and Notification**
- **II-EL 05: Implementation and Monitoring of LEA Plan**
- **II-EL 06: School Site Council Develops and Approves SPSA**
- **II-EL 07: Translation of Information for Parents**
- **II-EL 08: Inventory**

Chapter III Funds

- **III-EL 09: Adequate General Funds; Supplement Not Supplant**
- **III-EL 10: Supplement Not Supplant With Title III**
- **III-EL 11: EIA Funds Disbursed to School Sites**
- **III-EL 12: Properly Assesses Costs for Salaries**

Chapter IV Program Evaluation and Reclassification

- **IV-EL 13: EL Program Evaluation**
- **IV-EL 14: Reclassification**

Chapter V Staff

- **V-EL 15: Teacher EL Authorization**
- **V-EL 16: Professional Development**

Chapter VI Placement, Waivers, and Services to Private School

- **VI-EL 17: Appropriate Student Placement**
- **VI-EL 18: Parental Exception Waiver**
- **VI-EL 19: Equitable Services to Private Schools**

Chapter VII ELD and Access to the Core

- **VII-EL 20: ELD**
- **VII-EL 21: Access to the Core**

Chapter I

Parents

I-EL 01: Parent Outreach and Involvement

I-EL 02: ELAC

I-EL 03: DELAC

Introduction:

The goal of this chapter is to assist schools in the development of a strong interactive parent component. The school's responsibility is to help parents clearly understand the process so that they can positively interact with the school and thus become advocates for the education of their children. Each school will:

- Include participation of parents and the community in decision-making, planning, implementation and evaluation of instructional programs for English learners.
- Develop a working partnership between the community and the schools in providing equal educational access to all students.
- Emphasize open communication with parents and dissemination of information concerning school activities, programs, reports, and policies in the primary language.

I-EL 01: Parent Outreach and Involvement

Compliance Indicators

I-EL 1. The LEA shall implement outreach to parents of English learners that includes the following:

(a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 U.S.C. § 7012 (e)(2).)

(b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency
2. Achieve at high levels in core academic subjects
3. Meet challenging state academic content and achievement standards expected of all students (20 U.S.C. § 7012 (e)(1).)

(c) A LEA or consortium that has failed to make progress on the annual measurable achievement objectives (AMAO) shall inform parents/guardians of English learners of such failure no later than 30 days after such failure occurs. (20 U.S.C. §§ 6312 (g)(1) (B)(1), 7012 (b).)

Associated Documents

EL LEA policies and procedures [r] EL sample school-to-home communications, i.e., report cards, parent handbook, progress reports, newsletters) [s] Sample school-to-home communications in home languages other than English, i.e., report cards, parent handbook, progress reports, newsletter) [s]

Required and Suggested Documents

AMAO notification letter if LEA fails to meet objectives [r]

EL AMAO most current notification letter if LEA fails to meet objectives

The SMCJUHSD schools hold monthly/quarterly meetings with parents to discuss how parents can be involved in the education of their children with a focus on assisting with the attainment of English proficiency, achieving at high levels in core academic subjects, and meeting challenging standards. These meetings are designed to solicit input from parents and to keep parents informed of how the schools are responding to past recommendations.

School sites that have not made progress on annual measurable achievement objectives inform parents/guardians of English learners of the results no later than thirty days after receiving the information from the state. This information is provided to all parents in English and Spanish.

I-EL 02: ELAC

Compliance Indicators

Advisory Committee (ELAC) that meets the following requirements:

(a) Parent members are elected by parents or guardians of English learners. (5 CCR § 11308(b).) (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC § 52176(b).) (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC §§ 52176 (b)(c), 64001(a), 5 CCR § 11308(d).) (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC § 64001(a).)

(e) The ELAC advises the principal and staff on the school's program for English learners. (EC § 52176(c).)

(f) The ELAC assists in the development of the school's (EC § 53176(c).):

1. Needs assessment.
2. Language Census Report.
3. Efforts to make parents aware of the importance of regular school attendance.

(g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308(d).)

(h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups. (EC § 52168 (b)(4).)

(i) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR § 11308(b).)

(EC §§ 35147, 52176(a), 62002.5; 20 U.S.C. §§ 6312 (g)(4), 7012.)

Required and Suggested Documents

ELAC meeting calendar, notifications, agendas, minutes, and sign-in sheets [r]

ELAC member roster, with designation of EL parents [r] ELAC member roster, with designation of EL parents for selected sites [r] ELAC training materials [r] ELAC training materials for selected sites [r]

English Learner Advisory Committees (ELAC):

School sites with 21 or more enrolled English learners have a functioning EL Advisory Committee (ELAC). Districts with 51 or more enrolled English learners are required to have a functioning District EL Advisory Committee (DELAC).

English Learner Advisory Committee

1. ELAC Formation

- a. A general meeting is called for all EL parents by the site administrator and the EL Specialist.
- b. The role and responsibility of the ELAC is explained.
- c. The administrator can entertain nominations.
- d. All nominees must be reminded before elections of the duties and responsibilities of membership.
- e. The administrator will notify in writing those who are elected.

- f. The EL Specialist will provide elected members (with their consultation) appropriate training materials and training to assist them in carrying out their legal responsibilities.
- g. Following elections, the EL Specialist will send the names of the members to the Assistant Superintendent of Education Services.
- h. The Assistant Superintendent of Education Services and the school site will keep a current list of ELAC members.

2. ELAC Composition

- English learner parent membership percentages on the ELAC shall reflect the EL percentages at the school site.
- The ELAC may be comprised of EL parents, non-EL parents (who are all elected by EL parents) and school site staff.
- ELAC officers are elected from within the ELAC:
 - ▶ Chairperson
 - ▶ Vice-Chairperson
 - ▶ Secretary
 - ▶ DELAC representative(s)

See Appendix A for a description of the roles and responsibilities of the ELAC/DELAC officers.

- If a committee member must be replaced during the school year, the chairperson shall appoint someone to fill the position for the remainder of the year. Vacant positions shall be re-elected or selected each fall.

3. ELAC Role: The ELAC will advise the principal and staff on topics relating to English learners, including at a minimum:

- Advising the School Site Council (SSC) on the development of the Single School Plan for Student Achievement.
- The development of a detailed school plan for English learners submitted to the governing board.
- The development of the school's needs assessment.
- Administration of the school's language census.
- The importance of regular school attendance.

4. ELAC Meetings

- The ELAC will meet a minimum of **seven times** a year.
- An agenda will be developed and posted for each ELAC meeting 72 hours in advance.
- A sign in sheet will be signed by every attendee.
- Minutes will be kept at each ELAC meeting and copies forwarded to the Assistant Superintendent.

See Appendix B: Suggested Calendar for Required ELAC Meeting Agenda Items

See Appendix C for the following templates:

- ELAC/DELAC Meeting Agenda
- ELAC/DELAC Roster
- ELAC/DELAC Meeting Sign In Sheet
- ELAC/DELAC Meeting Minutes
- Simplified Parliamentary Procedures
- Bylaws

5. ELAC Delegation of Legal Responsibilities to the School Site Council

The ELAC may designate the School Site Council, established pursuant to Education Code Section 54425, to function as the school advisory council for English learners (Education Code 54425).

See Appendix D: Delegation of Authority English Language Advisory Committee

I-EL 03: DELAC

Compliance Indicators

I-EL 3. A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

(a) The DELAC advises the school district governing board on all of the following tasks:

1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR § 11308(c)(1).)

1. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR § 11308(c)(2).)

2. Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR § 11308(c)(3).)

3. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR § 11308(c)(4).)

4. Administration of the annual Language Census Report. (5 CCR § 11308(c)(5).)

5. Review and comment on the school district's reclassification procedures. (5 CCR § 11308(c)(6).)

6. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(7).)

(b) The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308(d).)

Required and Suggested Documents

DELAC meeting calendar, notifications, agendas, minutes, and sign-in sheets for last 12 months [r]

DELAC training materials [r] Governing Board minutes where DELAC provided advice [r] Roster identifying

DELAC representatives by school for last 12 months [r]

District English Learner Advisory Committee (DELAC)

1. Formation

1. At the first ELAC meeting at each school, the members elect two representatives and one alternate to the DELAC.
2. The DELAC representatives will be responsible to attend all DELAC meetings and present the information received at the DELAC meetings at the school level ELAC.
3. The site administrator will send the names of representatives and alternates to the Assistant Superintendent.
4. The representatives will serve for a period of two years.
5. If a DELAC representative must be replaced during the year, the alternate takes his/her place and the ELAC may appoint a new alternate.
6. The Assistant Superintendent and/or designee will serve as the district liaison to the DELAC, assisting the EL Specialists with agenda preparation, distribution of meeting notices, arranging for guest speakers, preparation of meeting minutes, and all communications pertaining to the DELAC.
7. The Assistant Superintendent will assist the EL Specialists to provide training materials and training, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

2. DELAC Composition

- The DELAC will consist of two representatives and one alternate from each school site.
- Only the designated representatives will have voting privileges.
- An alternate will assume a representative's voting privilege on his/her absence.
- DELAC officers are elected from within the DELAC:
 - ▶ Chairperson
 - ▶ Vice-Chairperson
 - ▶ Secretary

See Appendix A for a description of the roles and responsibilities of the ELAC/ DELAC officers.

3. DELAC Role: The DELAC will advise the governing board on programs and services for English learners including at a minimum:

- A timetable for and development of English Learner Master Plan, taking into consideration the school site plans for English learners.
- Conducting a district-wide needs assessment on a school by school basis.
- Establishment of a district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with applicable teacher or aide requirements.
- Administration of the annual language census.
- Review of and comments on the written notification of initial enrollment as required in 5 CPM 11303(a).
- Review of and comments on any related waiver request.
- Review of and comment on the district reclassification procedures.

DELAC Responsibilities

The DELAC shall be responsible for advising the district's local governing board on the following tasks. The evidence that the DELAC has performed its duties needs to be in the agendas and minutes of its meetings and in those of the governing board.

Responsibilities	Suggestions for Meeting These Responsibilities
The DELAC, or subcommittee on English learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.	Members of DELAC will attend the Board of Trustees meetings twice a year – in January and in May – and provide a written set of recommendations regarding the programs and services for English learners.
Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.	Review what SPSA says about ELs <ol style="list-style-type: none"> 1. CM training and ongoing support for all teachers 2. Opportunities for students to recover credits, receive tutoring 3. EL Specialist 4. Other
Conducting a district-wide needs assessment on a school-by-school basis.	Focus this year is evaluation of: <ol style="list-style-type: none"> 1. CM implementation (strategies which provide access to the core curriculum) 2. Improved use of PLC time 3. Transition to the CCSS and the Next Generation ELD Standards
Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).	See "Review what SPSA says about ELs" above
Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.	Requirements: V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization. 15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage
Administration of the annual language census (e.g., procedures and forms).	The annual language census is now part of CALPADS. The report will be revised in May.
Review and comment on the district's reclassification procedures.	Lexile levels for reclassification 9 th grade- 850 10 th -12 th grade- 900
Review and comment on the written notifications required to be sent to parents and guardians.	Review letters sent to parents notifying them that their child was reclassified.

4. DELAC Meetings

- The DELAC will meet a minimum of four times each year.
- A roster of current DELAC membership will be kept which demonstrates that 51% of the members are parents of English learners.
- An agenda will be developed and posted 72 hours in advance of each DELAC meeting.
- A sign in sheet will be signed by each attendee which identifies his/her constituency.
- Minutes will be kept at each DELAC meeting and will clearly reflect the training areas that have been covered during the meeting.
- DELAC minutes will be shared with site principals and EL Specialists.

See Appendix C for the following templates:

- ELAC/DELAC Meeting Agenda
- ELAC/DELAC Roster
- ELAC/DELAC Meeting Sign In Sheet
- ELAC/DELAC Meeting Minutes
- Simplified Parliamentary Procedures,
- Bylaws

See Appendix E: Suggested Calendar for Required DELAC Meeting Agenda Items

Chapter II

Identification, LEA Plan, SSC, Translation, and Parent Notification

II-EL 04: Identification, Assessment, and Notification

II-EL 05: Implementation and Monitoring of LEA Plan

II-EL 06: School Site Council Develops and Approves SPSA

II-EL 07: Translation of Information for Parents

II-EL 08: Inventory

II-EL 04: Identification, Assessment, and Notification

Compliance Indicators

II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC § 52164.1(a).)

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC § 52164.1 (b); 5 CCR §§ 11307(a), 11511.)

4.3 Parents/guardians of English learners are notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC § 52164.1(c); 5 CCR § 11511.5.)

4.4 For school districts receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:

- (a) Their child's initial English language proficiency level
- (b) How such level was assessed
- (c) Their child's language designation
- (d) Descriptions of program options, educational strategies, and educational materials to be used in different options
- (e) Program placement
- (f) Exit criteria
- (g) For English learners with a disability [with an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP
- (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 U.S.C. §§ 6312, 7012.)

4.5 For school districts receiving Title III funds, parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:

- (a) Their child's English proficiency level
- (b) How such level was assessed
- (c) The status of the child's academic achievement
- (d) Their child's language designation
- (e) Descriptions of program options and educational materials to be used in different options
- (f) Program placement
- (g) Exit criteria
- (h) English learners with a disability (on IEPs), how such program will meet the objectives of the IEP
- (i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012.)

4.6 Each English learner is annually assessed for English language development and academic progress. (5 CCR § 11306.)

4.7 All currently enrolled English learners are assessed for English language proficiency by

administering the CELDT during the annual assessment window. (5 CCR § 11511.1(b).)

4.8 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 CCR § 11516.)

4.9 Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC § 52164.1(c); 5 CCR § 11511.5.)

(20 U.S.C. § 6312 (g); EC § 313 (a)-(c).)

Associated Documents: EL sample notifications of completed Title III letters (initial and annual in English and other languages as applicable) without students' names [r]

Required and Suggested Documents:

EL LEA policies and procedures: identification, parent notification [r]

EL sample IEPs [r] EL sample of Home Language Surveys without students' names [s] EL sample of IEPs indicating accommodations for ELs with disabilities [r]

California public schools are required to determine the language(s) spoken in the home by each student upon initial district enrollment. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. When a parent or legal guardian enrolls his/her child in the district for the first time, the parent/legal guardian completes a registration form that includes the HLS as part of the enrollment procedure. The HLS remains on file for each student in the district.

All students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the HLS, must be assessed in English language skills within 30 calendar days of initial enrollment. The fourth question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. A state approved assessment instrument, the California English Language Development Test (CELDT), is administered following all of the publisher's instructions to determine English language proficiency. The CELDT is a criterion-referenced test based on the ELD Standards which assesses the student's English language proficiency in listening, speaking, reading, and writing.

Parents whose children speak a language other than English must be notified within 30 calendar days of the completion and results of their child's initial assessment. Results of initial assessments are shared with the parent(s) in writing which explains the English proficiency results, program options, student recommended placement, and the waiver process for an alternative program. Assessment results are updated for each student in the student information system by the Student Services Technician. In addition, the results are provided to the teacher(s) of each EL student. A copy of the Home Language Survey, original CELDT assessment, and parent notification forms, including assessment results for English proficiency are placed in the student's English learner folder in the CUM.

Using this assessment information and the SMCJUHSD ELD Placement and Sequence Chart, the EL Specialist makes a placement recommendation to the counselor. Written descriptions of program options are reviewed with parents. The site principal or designee meets with the parent(s)/legal

guardian(s) to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations.

When students transfer between schools in the District, all relevant data regarding the student's English learner assessment history including current scores, current student placement, academic progress and interventions are sent to the receiving school. The EL Specialist is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new class(es). This is also true for students transferring to the continuation/alternative high school.

Students newly entering the district will have the relevant assessment, academic process and placement information entered into the student information system within ten (10) days of enrollment by the Student Services Technician. Upon registration the CELDT Score Request Form (Appendix G) shall be faxed with the Cum Request Form to the previous school by the Student Services Technician. An EL folder will be created by the EL Specialist and placed in the cumulative folder.

When the site receives the student's cumulative record from the former school district/school, the record will be reviewed by the EL Specialist to check for any relevant data pertaining to English learner status and/or services provided in the former school district/school. Such information may impact initial assessment data and placement of the student; adjustments in the database and program will be made accordingly. If assessment data is incomplete or missing from the student's cumulative records, the EL Specialist will arrange to have initial identification assessments done so that the student will be properly placed. See Appendix F: SMCJUHSD Decision Guide for Assessment and Placement of English Learners

Procedures for Registration and Testing of ELs New to the District

1. IDENTIFICATION AND ENROLLMENT

- A. Students complete an enrollment form which includes the Home Language Survey. Questions on the enrollment form will help staff complete state reports and maintain an accurate database:
 - Birthplace (EIEP/SNOR).
 - Language spoken (R-30 Language Census).
 - School history (US school enrollment date & EIEP/SNOR).
 - Note the date the Initial Assessment Notification was mailed home.
 - Note the date when the Student Services Technician entered data in the student information system:
 - English Proficiency: EL/RFEP/IFEP/EO, English Learner Date, Services Received, Instructional Settings
- B. Each student with a home language other than English on the HLS must be assessed within 30 calendar days of initial enrollment.

- English comprehension, speaking, reading, and writing will be assessed using the *California English Language Development Test (CELDT)*.
 - Assessments are administered, scored, and recorded in the student information system by the Student Services Technician.
 - According to state law all testing materials must be kept in a locked storage room/cabinet when not in use.
- C. Students transferring from within the District may not need CELDT testing. The Student Services Technician will check with the other site's Student Services Specialist to see if the student was tested.
- D. Students transferring from other districts within the US:
- The Student Services Technician will send the CELDT Score Request Form to the previous school (See Appendix G).
 - If we do not get a response from the previous school in a timely manner (5 days), the Student Services Technician will notify the EL Specialist who will administer the CELDT.
 - All students must be identified as EL, RFEP, IFEP, or EO within the first 30 days of enrollment.
 - No student who answered a language other than English on the HLS may be classified as To Be Determined (TBD).
 - Class placement may be based on the student's transfer schedule until scores are received from the previous school.
- E. The Student Services Technician will notify the EL Specialist immediately when a new student enrolls by providing a copy of the CELDT Score Request Form. If the EL Specialist is not available to test a newly-enrolling student; the Student Services Technician will test the student with the CELDT.
- F. The EL Specialist should stress to the Student Services Technician the importance of having the five parts of the Home Language Survey (HLS) section totally completed and entered in the student information system and stored in the EL folder in the cum.

2. LANGUAGE TESTING BY THE EL SPECIALIST OR ALTERNATE TESTER

- A. Each student will only be tested once during each school year with CELDT until reclassification.
- B. Administer CELDT. See *CELDT Examiner's Manual for procedures for administering CELDT*.
- C. Score exam using the Local Scoring Tool (LST) on the CELDT website. Print out the results and keep alphabetically in a binder until the official scores arrive
- D. The student's scores are recorded on:

- EL Student Roster (will help you keep track of which new students were tested and how many have arrived during a certain period of time).
- District's student information system

3. PLACEMENT AFTER TESTING

- A. The EL Specialist or the principal's designee sends a copy of the test results with a recommendation for placement based on the SMCJUHSD Decision Guide for Assessment and Placement of English Learners (Appendix F) to the counselor for placement.
- B. EL Specialist sends all CELDT answer books to the Assistant Superintendent or his/her designee in the District Office every two weeks. The EL Specialists will assist with the preparation and mailing of the answer books for scoring. The district will mail the test booklets for scoring every two weeks.
- C. After a schedule has been assigned, the EL Specialist checks for proper class placement according to the SMCJUHSD Decision Guide for Assessment and Placement of English Learners (Appendix F).
- D. In the student information system the counselor indicates appropriate program number for each student.

- 1 – Structured English Immersion
- 2 – Alternative Course of Study
- 3 – English Language Mainstream Classroom

- E. Assign program number to each student in the student information system the counselor enters the program services received field.

- 330 – English language Development (ELD)
- 331 – ELD and Specially Designed Academic Instruction in English (SDAIE)
- 334 – Other Instructional Language Services
- 335 – Not Receiving any English Learner Services

This code is based on the content courses assigned, not what they should have.

- F. The Student Services Technician enters the date the student **first** entered a USA, school in the student information system.
- G. If a student was born in a country other than the USA, then that student must also have the USA enter date.

All English learners must have a US Enrollment Date no matter where they were born.
This date cannot be the same as the students' birth date.

The Student Services Technician enters the EIEP ENTRY date in the student information system. Use only for students who were not born in the United States of America.

Foreign Exchange students should have an EIEP date.

4. **PARENT NOTIFICATION:** State law says parents need to be informed of their student's initial CELDT scores (by mail) within 10 school days after assessment. See Appendix I for the Initial Parent Notification Letter.

Education Code section 52164.5

- The EL Specialist notes the date the Initial Notification Letter was sent on the EL Student Roster
 - The EL Specialist may begin to fill out Initial Notification Letter and the mailing envelope while the student is completing the reading and writing section of the CELDT.
 - The EL Specialist mails the Initial Notification Letter to the parents.

Procedures for Annual CELDT Testing of Previously-Enrolled ELs

The CELDT is administered annually to all enrolled pupils who are currently identified as English learners. The State's annual assessment window for the CELDT assessment begins on July 1 and ends on October 31 of each school year. In order to best meet the needs of our students, during the 2014 – 2015 school year, the annual assessment will be administered during the school year (September – early October) rather than during the summer break. The listening, reading, and writing portions of the assessment will be administered in group settings, usually, during the students' ELD course period. The speaking portion of the assessment will be administered individually.

II-EL 05: Implementation and Monitoring of LEA Plan

Compliance Indicators

II-EL 5. A LEA operating categorical programs, including Title III, implements and monitors the approved LEA plan.

5.1 To help English learners meet challenging achievement academic standards, each LEA plan shall include:

- (a) A description of high-quality student academic assessments that the LEA and schools use:
 - i. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards
 - ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards

5.2 Minimum required components of the plan:

- (a) Description of programs and activities to be implemented
- (b) Description of how funds will be used to meet all annual measurable achievement objectives
- I Description of how school sites will be held accountable for:
 - i. Meeting the annual measurable achievement objectives

- ii. Making adequate yearly progress for English learners
- iii. Annually measuring the English proficiency of English learners
- (d) Description of how school sites will promote parental and community participation in programs
- I Description of how all English learners' programs will be carried out to ensure that English learners are served
- (f) Assurance that the EL program is based on scientifically based research enabling English learners to meet challenging state academic content and student academic achievement standards.

Required and Suggested Documents: Title III amendment and related documents [r]

II-EL 06: School Site Council Develops and Approves SPSA

Compliance Indicators

II-EL 6. For all programs funded through the Consolidated Application and Reporting System including programs for English learners, EIA-LEP, and Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:

(a) Analysis of academic performance data to determine student needs

(b) School goals to meet the identified academic needs of students

(c) Activities to reach school goals that improve the academic performance of students

(d) Expenditures of funds allocated to the school through the Consolidated Application and Reporting System

I The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving students, and those at risk of not meeting state academic content standards (20

U.S.C. §§ 6314 (b)(1)(2), 6315 (c)(2), 6826; EC § 64001(f).)

6.1 The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan (e.g., the school is designated as Program Improvement). (EC § 64000(a)(3), 64001(g).)

6.2 The SPSA is consistent with the LEA Plan. (EC § 64001(h).)

6.3 The SSC annually considers whether or not it wishes the local school to participate in the School-based Coordination Program (SBCP) and that decision is indicated in the SPSA. (EC § 52852.5(b).)

6.4 If the school operates a SBCP program, the SPSA contains a description of instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs. (EC § 52853(a)(2).)

(EC § 64001(f),(g),(h).)

Associated Documents EL fiscal records; EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] Single Plan for Student Achievement (SPSA) [r]

Required and Suggested Documents

EL fiscal records; EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records for selected sites [r] SSC agendas and minutes SSC agendas and minutes EL approval of allocations, proposed expenditures, and centralized services [r]

II-EL 07: Translation of Information for Parents

Compliance II-EL 7. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

Indicators 7.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC § 48985; 5 CCR §11316.)
(20 U.S.C. § 6318 I(5).)

Required and Suggested Documents

EL budget and ledger entries for translation expenditures [r]
EL phone logs [s] EL school-to-home communications in other languages (report cards, parent handbook, progress reports, newsletter [s] EL school-to-home communications in other languages (report cards, parent handbook, progress reports, newsletters [s] School language census data that includes RFEP, IFEP, and EL students for selected sites [r]

Communication with the parents of EL students in their primary language is essential to encourage parent support and involvement. To support this communication, the district provides translations for major documents, district notices, public meetings and district workshops for parent in Spanish. School sites provide translations of school notices and meetings to parents in Spanish to ensure understanding and participation.

II-EL 08: Inventory

Compliance Indicators

II-EL 8. For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with state and/or federal funds including EIA-LEP and Title III. The record describes the acquisition by:

- (a) Type
- (b) Model
- I Serial number
- (d) Funding source
- I Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment
(EC § 35168; 5 CCR § 3946; 34 CFR § 80.32 (d) (I).)

Required and Suggested Documents

- EL inventory records of items bought with EIA-LEP and Title III funds [r]
- EL invoices for budgeted items [r]
- EL physical check of inventory [r]

Chapter III

Funding

III-EL 09: Adequate General Funds; Supplement Not Supplant

III-EL 10: Supplement Not Supplant With Title III

III-EL 11: EIA Funds Disbursed to School Sites

III-EL 12: Properly Assesses Costs for Salaries

III-EL 09: Adequate General Funds; Supplement Not Supplant

Compliance Indicators III-EL 9. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

9.1. For the following programs, EIA-LEP and Title III, the LEA uses categorical funds only to supplement the level of Federal, State and local public funds and in no case supplant such Federal, State, and local public funds. (20 U.S.C. §§ 1703(f), 6825(g), 54025I; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 10121013.)

Associated Documents CARS (EIA-LEP and Title III pages) [r] EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] EL job descriptions, duty statements, and activity logs [r]

III-EL 10: Supplement Not Supplant With Title III

Compliance Indicators III-EL 10. Beginning with fiscal year 2009-10, in alignment with the federal supplement, not supplant requirement, Title III funds must not be used to meet state requirements for translations. (20 U.S.C. §§ 1703(f), 6825(g), 54025I; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012 1013; EC §§ 48985, 62002, 64000(b)(c), 64001(g); 5 CCR § 11316.)

Associated Documents CARS (EIA-LEP and Title III pages) [r] EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] EL job descriptions, duty statements, and activity logs [r]

Required and Suggested Documents

Budget ledger for translation expenditures [r] Budget summary sheets for selected sites and/or end of year report [r] EL LEA policies

III-EL 11: EIA Funds Disbursed to School Sites

Compliance Indicators III-EL 11. The LEA disburses categorical funds, including EIA-LEP and Title III, in accordance with the approved Consolidated Application and Reporting System (CARS).

11.1 For programs funded by EIA, the LEA utilizes no less than 85 percent of those apportionments at school sites for direct services to students. (EC § 63000, 63001.)

11.2 For programs funded by Title III, the LEA utilizes no less than 98 percent of those apportionments on direct services to English learners and may not use more than two percent of such funds for the cost of administering this program. (20 U.S.C. § 6825 (b).) (EC §§ 62002, 64000(b)(c), 64001(g).)

Associated Documents CARS (EIA-LEP and Title III pages) [r] EL job descriptions, duty statements, and activity logs [r]

III-EL 12: Properly Assesses Costs for Salaries

<u>Compliance Indicators</u>	III-EL 12. The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee.
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12.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used.

12.2 Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semiannual certification of such employment.

(California School Accounting Manual [CSAM]; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2); (EC § 52853(a)(7).) (CSAM; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2) (20 U.S.C. § 6825 (b).)

<u>Associated Documents</u>	EL job descriptions for EIA-LEP, Title III funded positions [r] EL job descriptions, duty statements, and activity logs [r]
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Introduction

The South Monterey County Joint Union High School District follows funding mandates as prescribed by the Educational Code, state regulations and district policies/practices. Title III- LEP and Economic Impact Aid—Limited English Proficient (EIA-LEP) funds are used to supplement the core educational program and may not supplant use of General Fund monies. The core educational program for EL students is funded by general fund monies. Expenditures are audited annually by Christy White Associates.

Yearly Process:

1. The Board of Trustees approves the district Budget Plan which ensures that the needs of all students are being met.
2. The Business Manager and the Assistant Superintendent allocate funds based on a Consolidated Application formula, meet individually with school principals to plan expenditures and to ensure compliance, and monitor expenditures throughout the year.
3. The Assistant Superintendent of Education Services countersigns all categorical purchase order requisitions, timesheets, consultant contracts and travel expenditure requests to ensure compliance.
4. The site Principal coordinates the development of the school level plan, prioritizes needs based on data, and convenes necessary approval groups.
5. The role of advisory groups are as follows:

- SSC writes and approves the Single School Plan for Student Achievement.
 - ELAC members advise and give input on the school level plan.
 - DELAC gives input on the district-wide English Learner Master Plan.
6. The General Fund provides equitable base facilities, core content teachers, and materials to all students annually.
 7. The district maintains a current list of district-adopted ELD materials and core texts that schools are to use with English learners. The list is regularly reviewed and updated by the Assistant Superintendent. New materials are reviewed by the Curriculum Council and recommended to the Board of Trustees for approval.

Consolidated Application

The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations.

Some of these funds are exclusively for the education of English learners. The State Administrator or his designee certifies the following when accepting these funds:

"I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge that information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring process. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file."

Consolidated Application Programs Related to English Learners

Economic Impact Aid-Limited English Proficient, EIA-LEP, state funds are to supplement the district's base program. Services to English learners are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. EIA-LEP funds provide supplemental services and materials, including, but not limited to the following:

- Employment of instructional coaches
- Employment of instructional aides
- Purchase of supplemental teaching materials
- Special in-service training for teachers and instructional aides to improve instructional programs
- Parental involvement activities

- Other reasonable expenses, which may include transportation, childcare, translation services, hospitality, and training of parent advisory groups.

Title I, Part A, Basic Grant, provides federal supplemental funds to be used to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet educational needs of low-achieving students enrolled in the highest poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low-performing students. Title I-funded schools are school wide program schools.

A school wide program (SWP) is a reform strategy designed to upgrade the entire educational program in a Title I school. It permits a school to use funds from Title I, Part A and other federal education program funds and resources to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of academic achievement on State academic achievement standards. SWPs do not have to identify particular children as eligible for services, show that Part A funds are paying for supplemental services that would otherwise not be provided, or separately track federal dollars.

Title III authorizes federal funding for supplementary programs and services for identified English learners. Required activities include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in such a manner that allows EL students to meet grade level and graduation requirements. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL student program activities. A maximum of two percent of Title III funding may be allocated to administrative costs.

Chapter IV

Program Evaluation and Reclassification

IV-EL 13: EL Program Evaluation

IV-EL 14: Reclassification

IV-EL 13: EL Program Evaluation

Compliance IV-EL 13. The LEA develops and implements a process and criteria to determine the effectiveness of programs for English learners, including:

- (a) A means to evaluate how programs for English learners produce within a reasonable period of time: i. English language proficiency comparable to that of average native speakers of English in the district ii. Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English
- (b) An ongoing mechanism for using the procedures described above to improve district-wide and school site EL program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible. (20 U.S.C. § 1703 (f), 6841; Castaño v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC § 64001 (f).)

Required and Suggested Documents

EL LEA and site evaluation reports [r]

EL LEA and site evaluation reports that include analysis of verifiable data and conclusions

[r] EL student CELDT scores [r] AMAO data [r] Addendum to SPSA [r] Meeting minutes analyzing the effectiveness of programs for ELs (SSC, DELAC, ELAC) [s] EL LEA process for ongoing evaluation-process, timeline, criteria [r] Title III Year 4 Action Plan [r]

Introduction

In order to properly evaluate the programs for English learners, we developed the following goals for English learners:

1. English learners will become proficient in English;
2. English learners will reach high academic standards in English Language Arts, Math and other core academic areas;
3. Teachers will be qualified, certified and well-trained to teach English learners;
4. Parents of English learners will be active participants in their children's education;
5. English learners meeting Reclassification criteria will be Reclassified;
6. Reclassified ELs (RFEPs) will be closely monitored during a 24-month period to ensure success in school;
7. English learners' rates for drop-outs, suspensions and expulsions will not exceed that of other groups and will show a decline;
8. English learners will showed increased enrollment in Pre-Advanced Placement and Advanced Placement;
9. English Learners will demonstrate positive self-concept and cross-cultural understanding.

Purposes of Program Evaluation

1. To determine to what extent EL's are learning English and achieving in the district's core curriculum;
2. To determine the effectiveness of programs and services for English learners;
3. To determine the extent to which language-minority students enjoy equitable access to district programs and services, including paths to higher education;

4. To provide the basis for strengthening program implementation, modifying programs practices, and sustaining ongoing school improvement for all students; and
5. To determine staff development needs that will shape classroom practice.

Analysis of Program Effectiveness

Annually, under the direction of the Assistant Superintendent, the District English Learner Job Alike and the English Learner Site Teams will work together to analyze the effectiveness of programs for English Learners and plan any notifications required to enhance student learning. The annual evaluation will be shared with staff, the Board of Trustees, students, parents, and upon request, with the California Department of Education.

Areas of inquiry include student demographics, instructional services, staffing, student outcomes for ELD, student outcomes for academic achievement, indicators of equitable access, and overall success in school. Specific measures include:

Goal 1 – English Learners achieving English Proficiency

1. The number and percent of EL students advancing one level annually on the CELDT
2. The number and percent of EL students attaining English proficiency on the CELDT
3. The number and percent of English learners entering the SMCJUHSD at the beginner level who attain English proficiency within five years

Goal 2 – Students achieving high academic standards (Levels to be determined by the CDE at future date)

1. The number and percent of ELs scoring Proficient or Advanced on ELA CAASPP
- ~~2. The number and percent of ELs scoring Proficient or Advanced on Math CAASPP~~
3. The number and percent of ELs scoring Proficient or Advanced on Science CAASPP
4. The number and percent of ELs increasing their lexile span by one or more level over an academic year.

Goal 3 –Teacher Qualifications to teach ELs

1. The number and percent of teachers certified to teach ELs
2. The number and percent of teachers attending in staff development pertaining to teaching and supporting ELs. Staff development will include attendance at formal training sessions, coaching, guided lesson plan development, and other types of support for classroom implementation of strategies designed to promote engagement and mastery of the grade level standards.
3. The number and percent of teachers using SDAIE (Constructing Meaning) on a daily basis to teach the core curriculum.

Goal 4 – EL parents being involved in their child's education

1. The number and percent of EL parents who attend site ELAC meetings

2. The number and percent of EL parents who attend district DELAC meetings
3. The number and percent of EL parents who attend parent conferences, parent trainings, and other parent involvement activities in the schools or district.
4. The results of the annual EL Parent Survey which asks parents to provide feedback and recommendations on parent involvement activities in the schools.

Goal 5 – ELs qualifying for RFEP status being Reclassified

1. The number and percent of ELs who qualify for reclassification compared with the number and percent of ELs who are reclassified.
2. The number and percent of ELs who having entered the SMCJUHSD at the beginner level have attained English proficiency within five years

Goal 6 – Monitoring Reclassified ELs (RFEPS)

1. The number and percent of RFEP students meeting benchmarks or above on local assessments compared to their native English-speaking peers
2. The number and percent of RFEPs maintaining annual yearly progress in state exams compared to their native English-speaking peers
3. The number and percent of RFEPs making progress toward high school graduation compared to their native English speaking peers

Goal 7 – Drop-outs, suspensions and expulsions for ELs will decrease

1. The number and percent of ELs dropping out of high school compared to their native English-speaking peers
2. The number and percent of ELs suspended compared to their native English-speaking peers
3. The number and percent of ELs expelled compared to their native English-speaking peers

Goal 8– Increase Enrollment for ELs in Pre-Advanced Placement and in Advanced Placement

1. The number and percent of ELs enrolled in Pre-Advanced Placement and in Advanced Placement as compared to their native English-speaking peers.

Goal 9 – ELs will demonstrate positive self-concept and cross-cultural understanding

1. The results of the Annual Survey of EL Students

Monitoring of EL Master Plan Implementation

District and site staff will periodically monitor implementation of programs. The primary goal of the monitoring is to ensure that every school in the district has a compliant and effective program for English learners. This monitoring will occur in three ways:

1. Document Review: All schools will conduct annual monitoring by means of review of key files and documents. The EL Specialist will assist site principals with this review and will use the Document Review Calendar and Checklist to complete the review.
2. In Depth Review: A district-facilitated self-review will be conducted every four years. The self-review will include a documentation check, teacher, student, parent and other key staff interviews and classroom observations. These self-reviews will be facilitated by the Assistant Superintendent and will include the EL Site Team. This in-depth review will provide the basis for the California Department of Education's Federal Program Monitoring every four years.
3. Ongoing Support: The Assistant Superintendent will be available to support school sites with Document Reviews and the In-Depth Reviews.

Measures for Monitoring Goal 1

1. Title III Accountability report

Measures for Monitoring Goals 2 – 9

1. English Learner Subgroup Self Assessment (ELSSA)
2. Title III Accountability report
3. Parent and student survey results
4. Report on monitoring of reclassified ELs
5. Report on enrollment of ELs in AP and pre-AP classes

The SMCJUHSD has established high expectations for all students, including English learners. We hold all students accountable for achieving high standards. We also recognize that English learners face a challenge that is disproportionately more difficult than that faced by their native-English counterparts as they work to achieve grade-level content standards. The district accountability system therefore established benchmarks that are rigorous yet fair and rely on assessment procedures that are valid and reliable in charting student progress toward meeting grade-level standards. Benchmarks provide a key basis for gauging program effectiveness at the school and district levels.

The SMCJUHSD assessment and accountability system provides for the collection and reporting of data using a model of multiple measures. The system was developed to identify district-wide trends and detect individual student deficits that may occur within instructional programs. Data collection and analysis to determine program effectiveness for English learners will be organized around the nine goals for English learners.

Grade Level Standards

District accountability and assessment systems are aligned with current State mandates governing standards, accountability, and assessment. The district governing Board of Education has adopted grade-level standards in English Language Arts, mathematics, science, and history/social science.

SMCJUHSD is currently working on developing and implementing district-wide common course benchmarks in English language arts grades 9-10, in Math 1, in ELD and in READ 180.

California Standardized Testing and Reporting Program (STAR)

As part of the STAR program, 9th– 11th grade students, including English Learners, take the California Standards Tests in English Language Arts and Mathematics, and in selected grades, Science and History/Social Science. These tests are designed to assess students' achievement of California's content standards in these areas, which are grade and course specific. The State Board of Education has adopted performance standards for English language arts, and students are placed at one of five performance levels.

Analysis and Reporting Calendar

In order to track implementation of the English Learner Master Plan and to monitor student progress, the district will follow an established **Compliance Monitoring Calendar**. This cycle will begin upon receipt of the state's Title III Accountability Report and will be completed by May 15th of each year.

Evaluation and Accountability: Roles and Responsibilities

State Administrator (Superintendent)

- Evaluates district goals relative to student achievement, professional development, and evaluation and accountability

Assistant Superintendent

- Supports sites in implementing the English Learner Master Plan, monitors implementation of the Master Plan, and reviews district and site EL data to assist with the evaluation of the program
- Monitors the selection of materials used in the classroom for delivery of ELD or core curriculum to English learners
- Meets with principals to review site plans for English learners
- Monitors compliance with all FPM EL items at the site and district level
- Monitors assessments used for evaluation of EL students' progress
- Supports the data collection process, provides analysis, writes district reports and prepares graphs and charts
- Works with EL Specialists on annual program evaluation
- Shares results of evaluation with all stakeholders, including DELAC
- Facilitates DELAC meetings
- Supports sites with their self-reviews and is the District FPM Lead
- Certifies the annual Spring Census of English Learners
- Amends the Local Educational Agency Plan (LEAP) based upon ELSSA findings and the annual evaluation of the EL Program.

Site Administrator

- Monitors procedures and legal requirements pertaining to English learners at the school

- Monitors EL student placement
- Oversees Reclassification process
- Monitors implementation of the EL Master Plan at the school
- Monitors student records and site's system for accurate data
- Organizes Single Plan for Student Achievement (SPSA) for providing appropriate services to EL Students
- Prepares school plan for Board of Education's approval
- Assists EL Specialists with regularly scheduled English Learner Advisory Committee meetings, covering state mandated requirement.
- Informs parents of program results and resources to address student needs
- Meets with school and district staff to determine program effectiveness

Classroom Teacher

- Implements specific EL programs as described in the Master Plan for English Learners.
- Provides instruction that meets state frameworks and district and state standards
- Ensures delivery of appropriate ELD instruction
- Monitors EL students' progress, reviews school/classroom data, and uses data to modify instruction
- Reviews content and ELD standards and assessment procedures
- Determines/implements differentiated strategies for EL students such as Constructing Meaning
- Identifies and provides interventions to students not meeting standards or benchmarks
- Informs parents of programs, progress and strategies to support students in meeting standards

EL Specialist

- Implements and monitors process and procedures for identifying, testing, placing, and documenting EL students, including reclassification
- Participates on the English Learners Site Team (ELST)
- Monitors the accuracy of EL student data in the district computer system
- Informs staff of progress of identified students toward Reclassification
- Serves as a resource for the staff on English learners' needs
- Provides input on staff development opportunities and needs of teachers who have EL students in their class
- Completes and sends CELDT scores to the school requesting information.
- Assists with data collection and surveys (i.e., R-30, SNOR, etc.)

Parent

- Monitors/promotes English learner's progress in academics, homework, attendance and behavior
- Supports the student in activities to promote student achievement
- Communicates regularly with teacher and other school personnel
- Attends parent conferences and school functions
- Participates in school committees

Student

- Attends school daily and works for high achievement
- Participates in school activities
- Communicates regularly with parents, teachers, and support staff
- Performs to the best of his/her ability on STAR, CELDT, and local assessments

IV-EL 14: Reclassification

Compliance Indicators IV-EL 14. The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- (a) Assessment of English language proficiency (CELDT) (EC § 313(d)(1); 5 CCR 11303(a).)
- (b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (EC § 313(d)(4); 5 CCR § 11303(d).)
- (c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC § 313(d)(2); 5 CCR § 11303(b).)
- (d) Opportunities for parent opinion and consultation during the reclassification process. (EC § 313(d)(3); 5 CCR § 11303I.)

14.1 The LEA maintains in the pupil's permanent record (regardless of the physical form of such record) and to ensure transfer of documentation of the following:

- (a) Language and academic performance assessments
 - (b) Participants in the reclassification process
- I Decision regarding reclassification (5 CCR §§ 432, 434, 438.)

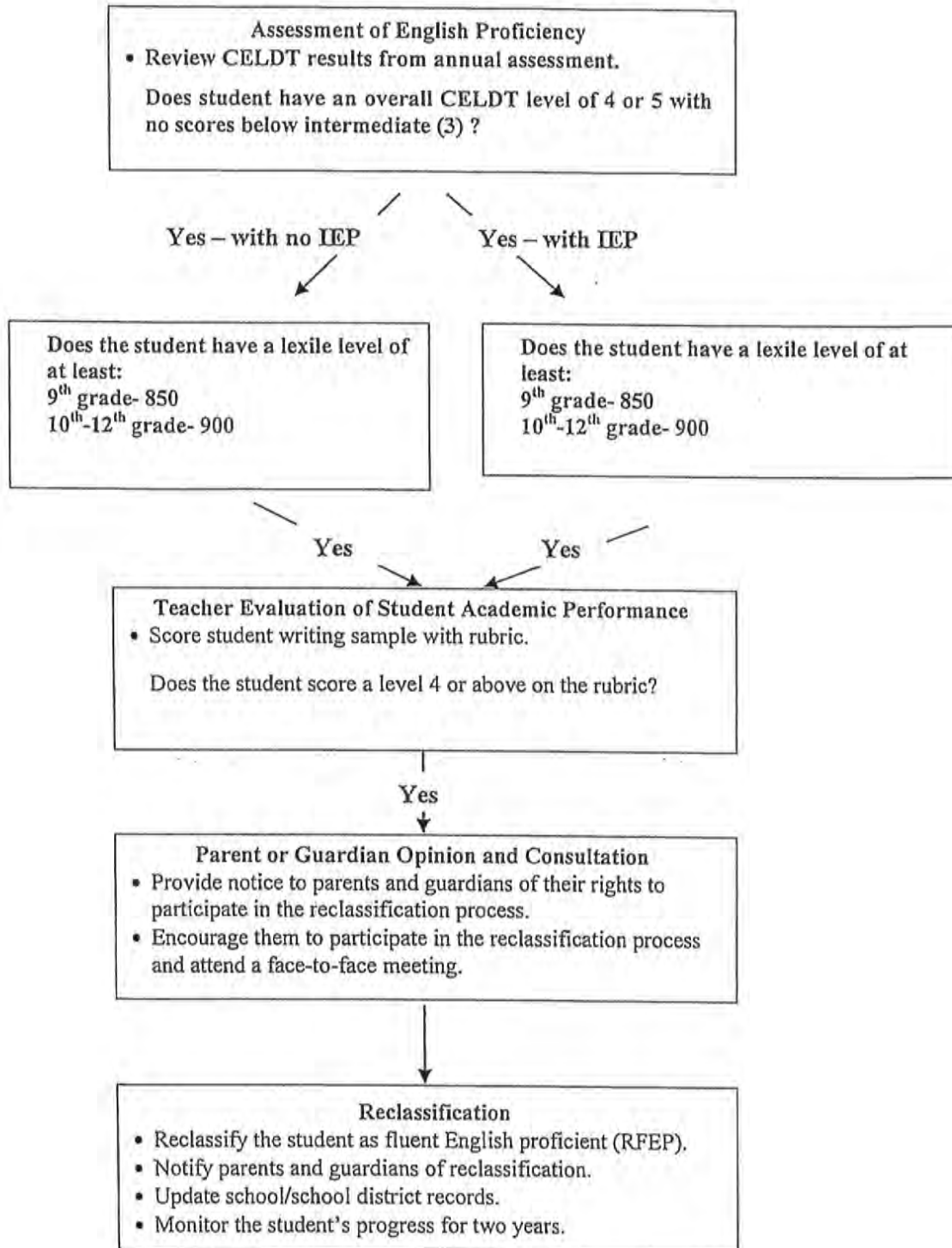
14.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 U.S.C. § 6841; 5 CCR § 11304.)

Associated Documents

Required and Suggested Documents EL LEA policies and procedures for reclassification [r]

Evidence from teacher that there was an evaluation that demonstrates student academic performance [r] List of ELs by CELDT level, time spent in program, academic achievement (**lexile level based on grade level**) [r] List of students reclassified as IFEP (without last name) [r] Records that verify student has met reclassification criteria [r] Records that verify student has met reclassification criteria [r] Evidence of two-year follow-up of all reclassified students [r]

Comparison of Performance in Basic Skills



Procedures for Reclassification

Every student who is identified as an EL will be considered each year for Reclassification. The SMCJUHSD will reclassify a student as R-FEP if he/she meets the following criteria:

- Score an overall minimum of (4) Early Advanced in Listening, Speaking, Reading, Writing, and Overall on the CELDT and no subscore below 3.
 - **A lexile score of 850/900 on the SRI.**
 - Score a level 4 or higher on the rubric used to assess the student's writing sample
 - Adequate notice is given to parents or guardians and provides them the opportunity for a face-to-face meeting with the school official in charge of the Reclassification process.
1. In mid-January, when the fall CELDT results have been received, the EL Specialist identifies the ELs who have met the above criteria for reclassification and creates a spreadsheet.
 2. The EL Specialist mails the Initial Reclassification Letter to parents explaining the process that is taking place. The initial reclassification letter will notify the parents that their student has met part of the criteria. They have 5 days to respond to the letter.
 3. The EL Specialist completes the Final Reclassification Form for every student whose name appeared on your spreadsheet (CELDT & lexile level) with their individual information. Mail Merging the Excel spreadsheet to the signature page is an easy way to save time. **THIS STEP SHOULD BE DONE RIGHT AFTER THE INITIAL LETTER IS MAILED.**
 4. Continue the reclassification process by obtaining all necessary signatures on the Final Reclassification Form: the Principal or his/her designee, the EL Specialist, the parent, and the student.
 5. Once all students have been approved make a copy of the Final Reclassification Form and file for future reference.
 - a. Mail the copy of the Reclassification Form along with the Final Reclassification Letter home.
 - b. Note on original Reclassification /Signature Form the date the letter was mailed home.
 6. In the student information system, enter student as R-FEP and add an R-FEP date in the Language Assessment screen under the Programs tab. Then enter the EL End Date (The EL End Date will be one day before R-FEP date).
 - a. For summer reclassification, the R-FEP date must be two days after start of school year (or date re-enrolled). The receiving school will get credit for the reclassification.
 - b. Notify the counselor upon reclassification in order to trigger any necessary schedule changes.
 7. Place the original Final Reclassification Form in the student's CUM.

8. Send the Assistant Superintendent your Reclassification Summary list via e-mail and hardcopy.
9. Update your spreadsheet for students in need of R-FEP monitoring.

See Appendix ____ Procedures for R-FEP Monitoring

Chapter V

Teacher Authorization and Professional Development

IV-EL 15: Teacher EL Authorization

IV-EL 16: Professional Development

IV-EL 15: Teacher EL Authorization

Compliance Indicators

V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.

15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage.

(20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Associated Documents

Required and Suggested Documents:

EL LEA policy or plan to ensure all teachers are appropriately authorized [s]

EL teachers/interns in training [r] List of teachers (district and selected sites) [r]

The South Monterey County Joint Union High School District is committed to hiring qualified teachers for English learners (ELs). All English Language Development and SDAIE instruction are delivered by CTC authorized teachers or teachers in training. Annually, the District assesses the need, supply and shortage of qualified teachers. Where shortages exist, the District establishes time-lines to recruit, hire, and train a sufficient number of qualified teachers. Potential teacher hires that are not certified to teach English learners are required, as a condition of employment, to enroll and successfully complete an EL certification program within the first two years of employment.

V-EL 16: Professional Development

Compliance Indicators

V-EL 16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

(a) Designed to improve the instruction and assessment of English learners (20 U.S.C. § 6825 (c)(2)(A).)

(b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 U.S.C. § 6825 (c)(2)(B).)

(c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 U.S.C. § 6825 (c)(2)(C).)

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825 (c)(2)(D).) (*Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Associated Documents

Required and Suggested Documents:

Core classroom observation (formal or informal) from each selected site [r] EL professional development calendar [r] EL professional development policies [r] EL professional development records (e.g., agendas, sign-in sheets, etc.) on EL strategies for classified staff, counselors, teachers, and administrators [r] ELD classroom observation (formal or informal) from each selected site [r]

Our Commitment

The South Monterey County Joint Union High School District is committed to providing focused staff development to all teachers and staff to empower them with the skills and attitudes needed to work effectively with students who have specialized needs including our English learners. Thus, the district provides the following services:

- Notification to staff of opportunities for all teachers to obtain EL certifications through university classes, MCOE classes, test preparation, and language institutes.
- Training offered by MCOE.
- Training offered on the Board-approved curriculum for ELD
- Training on Constructing Meaning and other strategies identified as essential for providing access to the core curriculum for English learners.

Sampling of Training Options: Instructional

Every year our district offers, supports, sponsors, and/or publicizes professional development opportunities for teachers, paraprofessionals, administrators and parents that include, but are not limited to:

- Specialized training on the California Common Core Standards and the Next Generation English Language Development Standards
- Workshops directly related to services and instructional strategies for ELs
- CLAD/CTEL/BCLAD/Certification
- English Language Development (ELD)
- Constructing Meaning
- BTSA Program-formal and informal in-service programs structured to provide best practice discrete and integrated instructional methodologies to 7-12 teachers
- Curriculum-specific training from publishing company consultants and district staff on our district adopted ELD programs
- Instructional support from EL Specialists and instructional coaches at each school site
- District and School site training with ELAC/DELAC members
- Cross-cultural understanding
- Classroom management strategies
- Character development
- Test-taking skills
- Training on EL issues throughout the year in conjunction with regularly scheduled meetings and staff development days
- Test administrators and teachers receive CELDT training
- EL Specialists receive data input training for our Aeries system

Follow-up and Coaching

The Assistant Superintendent, the principals, and the EL Specialists regularly review the evaluations of the teachers/staff participating in staff development opportunities to ensure that all persons working with English learners are investing a good faith effort in receiving on going training and support. The EL Specialists provide additional coaching and support for classroom level implementation of training.

Chapter VI

Placement Options, Parent Waivers, Private Schools

IV-EL 17: Appropriate Student Placement

IV-EL 18: Parental Exception Waiver

IV-EL 19: Equitable Services to Private Schools

VI-EL 17: Appropriate Student Placement

Compliance Indicators VI-EL 17. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

17.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program at any time during the school year, if the parent or guardian so requests. (5 CCR § 11301.)

17.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC §§ 305, 306, 310, and 311.)

Associated Documents

Required and Suggested Documents

EL description of Structured English Immersion (SEI) and English Mainstream (ELM) [r]

EL placement criteria in ELD and core classes [r]

Placement Options

South Monterey County Joint Union High School District uses a number of program models to serve students who are English learners. Placement of English learners is based upon provisions of former Proposition 227, now cited in CA Education Code Sections 300-340. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parents (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

Because students enter with varying levels of English language proficiency, it is imperative that each English learner be placed in the instructional program that is the best fit for his/her needs. We are committed to placing each student in the program with the right instructional strategies and materials. We work closely with the parents/guardians to explain the instructional options, report student progress, prescribe appropriate interventions if and when the student is not succeeding, and devise a plan for maximum success for each student.

As the English learner student increases his/her English proficiency, s/he will progress through the levels of instructional delivery until he/she is able to be successful in a mainstream English classroom. In all programs, the principle goal is always the acquisition of English. Thus, every English learner setting in our district includes the provision for daily explicit and directed ELD in addition to frequent "teachable moments" during which ELD will be provided for all students.

Choices of Instructional Settings

Upon initial enrollment, the Principal or the EL Specialist will recommend a program placement for an English learner based on student records and CELDT results. Using this information, the site Principal

and staff place the student in the most appropriate instructional setting. Written descriptions of actual program options specific to the site are available for parent review. The site Principal or designee will meet with the parent(s)/legal guardian(s) to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations. The program placement settings through which students progress are explained briefly followed by a more thorough explanation:

Structured English Immersion: This model provides instruction for all subjects in English for students with less than reasonable fluency in English. For students with a CELDT score at the Beginning Level (Level 1) or at the Early Intermediate Level (Level 2), teachers will use specially designed academic instructional strategies, frontloading, and structured ELD.

The Structured English Immersion Program is described in California Education Code Sections 300-340 (Proposition 227 that was passed by the voters of California in June 1998). It is described as an English language acquisition process for students in which nearly all classroom instruction is in English, but the curriculum and presentation are specially designed for children who are learning the language. Students will be taught subjects "overwhelmingly," but not exclusively, in English. Teachers and aides may use the student's primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the SEI Program is for EL students to develop a reasonable level of proficiency in English. Any academic delays can be remediated through a number of interventions. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English learners to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects required.

Program Requirements...

- * Parents must be informed of the placement for their children in a Structured English Immersion Program and be notified of the opportunity to apply for a Parental Exception Waiver for an alternative course of study or a request to move to English Language mainstream classroom. In order to request a waiver for the alternative setting, parents must visit the school.
- * All EL students receive daily ELD instruction based on the ELD standards.
- * Instruction in all core subjects is taught overwhelmingly in English with support as needed with SDAIE Strategies.
- * All students participate in activities that promote multicultural competency and positive self-esteem.

Grouping for ELD...

- * Students will be grouped into their ELD classes based on their English proficiency level. The optimum placement is one ELD level per class.

Staffing...

- * All teachers must be appropriately certificated (i.e., BCC, BCLAD, LDS, CTEL, CLAD, Hughes (SB 1969/395)).

Materials...

State-adopted and/or standards-based materials will be used. Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as approved supplemental materials.

1.

English Language Mainstream Class with Appropriate Support: This model, designed for students with reasonable fluency, provides all instruction in English with additional and appropriate services as needed. This model is recommended for students with an overall CELDT score at the upper range of Intermediate Level (Level 3) or above.

English learners who have attained reasonable fluency (typically the upper range of Intermediate, early Advanced and Advanced) and who are not participating in an alternative program or whose parents requested to move from an SEI program are to be placed in an English Language Mainstream Program. Parents of English learners can request that their students be placed in a mainstream program at any time. The term "Mainstream" refers to the instructional program where students have instructional services that are primarily in English with ELD instruction and an emphasis on reading and writing. Mainstream Program teachers are responsible for providing ELD instruction that continues the students' English language development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. In addition, students will access core subjects from teachers using SDAIE strategies so that the content knowledge is comprehensible to the students. The program is designed to continue the development of English, while providing content instruction in English. SDAIE is a major feature of this program. Mainstreamed EL students require careful monitoring and attention as they progress towards reclassification.

Program Participants...

- * EL Students who are transitioning from SEI to mainstream at CELDT levels Intermediate, Early Advanced or Advanced
- * EL students at any level, whose parents request a mainstream placement

Program Elements...

- * English Language Development: Mainstream EL students participate in ELD instruction taught at their level by CLAD (or equivalent) teachers until they are Reclassified;
- * Specially Designed Academic Instruction in English (SDAIE) used in content area classes;
- * Monitoring of progress towards meeting Reclassification criteria;
- * All students participate in activities that promote multicultural understanding and positive self-esteem.

Materials...

State-adopted and/or standards-based materials will be utilized. Materials will include print, audio, visual, graphic, and electronic resources. Core, as well as approved supplemental materials, will be utilized.

Students Groupings for ELD Instruction...

- * Students who are at CELDT Level 3/Intermediate fluency and below must be in an ELD class with a properly authorized teacher and should not be mixed with English Only students.
- * Students at or above CELDT Level 4/Early Advanced fluency require ELD instruction from a properly authorized teacher. Students at this level must be grouped for this instruction and not be mixed with English Only students.

VI-EL 18: Parental Exception Waiver

Compliance Indicators VI-EL 18. Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

18.1 LEA procedures for granting parental exception waivers include the following:

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Parents and guardians are informed that a pupil must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC § 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (5 CCR § 11309(c).)

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR § 11309(b)(4).)

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court. (5 CCR § 11309(d).)

18.4 Each school in which 20 or more pupils of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered. (EC § 310.)

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)

Associated Documents

Required and Suggested Documents

Alternative bilingual program descriptions [r]

EL LEA policies/procedural guidelines for the alternative bilingual program options [r] EL sample completed waiver forms approved/denied [r]

Procedures for Parent Notification Regarding Parental Exception Waivers

- 1) Upon initial enrollment and annually, all parents receive an orientation to the school district's program options for English learners and the parental exception waiver process. Staff will explain the program options and give each parent written descriptions of the options:
 - Structured English Immersion
 - English Language Mainstream Class
- 2) During the enrollment and annual registration process at the school site, parental exception waivers are made available to parents of English learners. Parents interested in completing the waiver process will meet with the school principal or designee to complete the waiver process. Parents will be notified that when 20 students or more at a given grade level and/or content area subject of the same language receive an approval waiver, the school shall be required to offer such a program; otherwise, students must be allowed to transfer to a district school where such a program is available. The parent will be guided through the intradistrict process when required.
- 3) The Assistant Superintendent will review the number of waiver requests received at each school site.
- 4) Parents will be notified that:
 - The waiver requires the principal's approval.
 - Each application for a waiver will be considered on its individual merits. Approval of parental exception waivers occurs unless the school principal and educational staff determine that evidence exists and the alternative programs would not be appropriate for the overall education development of the student. An explanation of the reason(s) for the denial of a waiver request will be provided to the parent by the site principal in writing, along with the district's appeal procedures. If the parent wishes to appeal the denial, s/he uses the District complaint procedure. The parents have the right to appeal to the South Monterey County Joint Union High School District Board of Trustees. A written summary will be provided to all parties.
 - All parental exception waivers will be implemented within 20 instructional days of submission to the school principal.
- 5) The student is enrolled at the school where the alternative program is offered and assigned to the requested instructional classroom or program.

VI-EL 19: Equitable Services to Private Schools

Compliance Indicators VI-EL 18. Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

18.1 LEA procedures for granting parental exception waivers include the following:

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Parents and guardians are informed that a pupil must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC § 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission the waiver, whichever is later. (5 CCR § 11309(c).)

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR § 11309(b)(4).)

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court. (5 CCR § 11309(d).)

18.4 Each school in which 20 or more pupils of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered. (EC § 310.)

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)

Associated Documents

Required and Suggested Documents

Alternative bilingual program descriptions [r]

EL LEA policies/procedural guidelines for the alternative bilingual program options [r] EL sample completed waiver forms approved/denied [r]

Chapter VII

English Language Development and Access to the Core

IV-EL 20: ELD

IV-EL 21: Access to the Core

VII-EL 20: ELD

Compliance Indicators VII-EL 20. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. (20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310; 5 CCR § 11302(a); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Associated Documents

Required and Suggested Documents

EL standards aligned ELD course/curriculum descriptions [r]
ELD daily/master schedule [r] ELD placement criteria [r]

Overview of English Language Development

Each English learner receives a program of instruction in English Language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons further reflect curriculum, materials, and approaches that are designed to promote English learners' acquisition of listening, speaking, reading and writing skills. ELD is designed to teach English learners to:

- ◆ Understand, speak, read and write English;
- ◆ Acquire the same level English language proficiency as that of native English speakers.

The ELD component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Indeed, it may take seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

ELD is a component of all instructional programs designed to serve the needs of English learners. Further, ELD is a specific curriculum based on the California English Language Development Standards/Next Generation ELD Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach second language learners to communicate (listen and speak) with high levels of understanding in English. Additionally, ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California Common Core Standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English.

English Language Development must be a part of the daily program for every English learner student; indeed, law requires that each EL student receives English Language Development instruction as part of his/her core curriculum. ELD must be a planned, specific and explicit component of the total education of the EL student. There is no maximum amount of time for a student's ELD. However, it is mandatory in our district that each EL student receives a minimum of one period of ELD per day.

Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the English

Learner when:

- ◆ It has real-life purpose;
- ◆ Prior knowledge is activated;
- ◆ Background knowledge is developed;
- ◆ The affective filter is low;
- ◆ Risk-taking and approximations are encouraged;
- ◆ Errors are accepted as a part of the acquisition process;
- ◆ Input is comprehensible through contextualization (e.g. the use of real objects or "realia," props, visuals, facial expressions, and/or gestures); and
- ◆ Positive feedback and correction by modeling are used.

ELD Materials

The ELD materials are EDGE. This is a state recognized program and meets all legal requirements. In addition, state recognized supplemental materials have been purchased for student use, as needed.

ELD Standards

The English Language Development/Next Generation ELD Standards provide expectancy and achievement at the Beginning, Early Intermediate, and Intermediate, Early Advanced, and Advanced proficiency levels for EL students. They address skills EL students must acquire in initial English learning to enable them to become proficient on the English Language Arts Common Core State Standards. The ELD Standards/Next Generation ELD Standards are designed to supplement the ELA Standards to ensure English learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards.

The ELD Standards/Next Generation ELD Standards are written as pathways or benchmarks to the ELA Common Core State Standards. At the early proficiency levels, one ELD Standard may be a pathway to several ELA Standards. At the more advanced proficiency levels, the skills in the ELD Standards more closely approximate those of the ELA Standards and represent the standards at which an EL has attained academic proficiency in English. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

ELD Assessments

A number of assessments are used to track our students' progress through the English Language Development standards. These assessments include, but are not limited to the following:

- ◆ Assessments embedded in instructional programs;
- ◆ District wide common ELD benchmark assessments; and
- ◆ CELDT score reports.

VII-EL 21: Access to the Core

Compliance Indicators

VII-EL 21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

21.1 The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet.

21.2 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011[.])

Required and Suggested Documents

EL courses designated for ELs and/or master schedule showing courses designated for ELs [r]

EL intervention program for ELs [r] EL LEA plan for monitoring ELs progress including benchmarks and catch up plan [r]

EL procedural guidelines and criteria for placement

The South Monterey County Joint Union School District provides academic instruction to English learners designed and implemented to ensure that they meet the District's content and performance standards for their respective grade levels in a reasonable amount of time. The District has a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

We offer two kinds of instructional settings for English learners:

- Structured English Immersion
- English Language Mainstream

All of the instructional settings designed for EL students must contain the following components;

- Well-articulated, standards-based, English Language Development (ELD) Instruction, specifically designed for English learners and at their ELD level;
- Well-articulated, standards-based, differentiated core curriculum instruction provided through Specially Designed Academic Instruction in English (SDAIE);
- Structured activities designed to develop multicultural competency and positive self-esteem.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is used to assist ELs to access the core curriculum in content areas.

It is essential that English learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion (SEI) setting, the core instruction is taught in English in all subjects, using SDAIE strategies.

English learners access the core curriculum through classes that "shelter" the curriculum via Specially Designed Academic Instruction in English. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students

access the core curriculum. The District uses Constructing Meaning as its program of SDAIE strategies and it includes:

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification) because students have a variety of resources in the environment that enables them to construct meaning out of what is said or read;
- Task-based instruction because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for English learners;
- Facilitating English learners in accessing the same core curriculum as that of English-only students;
- Making accommodations in the learning environment so more students are able to access the content;
- Teaching language so that the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on big idea;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development;
- Built on language modifications such as pause time, questioning, pacing, and highlighting.

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- Simplified Parliamentary Procedures
- Bylaws

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Appendix F: Decision Guide for Assessment and Placement of English Learners

APPENDIX A

COMMITTEE OFFICERS FOR PARENT ADVISORY COMMITTEES INCLUDING ELAC AND DELAC

Chairperson

- Preside at all meetings.
- Keep order at all times.
- Speak no more than necessary while presiding.
- Have agenda for meeting before him/her and proceed in a businesslike manner.
- Have a working knowledge of parliamentary law and a thorough understanding of the constitution and bylaws of the organization.
- Refrain from entering the assembly debates. If it is essential that this be done, the vice-president should be placed in the chair. A chairperson is not permitted to resume the chair until after the vote has been taken on the question under discussion.
- Extend every courtesy to the opponents of a motion, even though the motion is one that the presiding officer favors.
- Appear at the entrance a few minutes before the time of the meeting to be called to order. When the time arrives, note whether a quorum is present; if so, call the meeting to order, and declare "a quorum is present."

Vice-Chairperson

- The vice-chairperson acts in the place of the chairperson when he/she is absent or whenever necessary. In case of resignation or death of the chairperson, the vice-chairperson automatically becomes the chairperson in accordance to the bylaws.
- Preside at all meetings in the absence of the chairperson or whenever the chairperson temporarily vacates the chair.
- If the chairperson should be absent for a long period, the vice-chairperson may exercise all duties of the chairperson except to change or modify the rules by the chairperson.
- The vice-chairperson cannot fill vacancies where the by-laws state that such vacancies shall be filled by the chairperson.
- In case of resignation or death of the chairperson, and the vice-chairperson does not care to assume the office of the chairperson, the vice-chairperson must resign.
- The office of vice-chairperson becomes vacant when he/she assumes the office of chairperson.
- In the absence of the chairperson, the vice-chairperson is not a member of any committee.

Secretary

- The secretary shall take attendance.
- The secretary should keep a neat and careful record of all business done in the meetings, with the exact wording of every motion and whether it was rejected or approved. Brief extracts from speeches, if important, may be recorded, but no comment of any kind, favorable or unfavorable, should be made.
- The minutes should show the names of persons appointed to sub-committees, and it is the duty of the secretary to notify all persons nominated or elected on any committee.

- The secretary shall distribute copies of information, reimbursement forms and assure that everyone sign the attendance list at each meeting.
- The secretary shall take to the meeting a copy of the bylaws, parliamentary procedures, and a list of members.

APPENDIX B

South Monterey County Joint Union High School District

Suggested Calendar for Required ELAC Meeting Agenda Items

MONTH	RESPONSIBILITY	MATERIALS/SUGGESTIONS
September	ELAC Training of Responsibilities	
	Elect ELAC committee and DELAC representative	
	Description of EL Program/Introduction of EL Staff	
	Description of EL Services	
	Importance of Attendance Presentation	
October	Single School Plan for Student Achievement Overview	
	Needs Assessments	
November	SPSA: Student Achievement	
	Needs Assessments	
January	SPSA: Professional Development Parent Involvement	
	Needs Assessments	
February	Present summary on all needs assessment	
March	Advise SSC on SPSA based on all needs assessments	
	R-30 Report	
	Reclassification Celebration	
May	Elections	
	Year End Review	

APPENDIX C

See Appendix C for the following templates:

- ELAC/DELAC Meeting Agenda
- ELAC/DELAC Roster
- ELAC/DELAC Meeting Sign In Sheet
- ELAC/DELAC Meeting Minutes
- Simplified Parliamentary Procedures,
- Bylaws

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE ROSTER

YEAR: _____

PRINTED NAME	SIGNATURE	EL PARENT	STAFF	OTHER (STUDENT, COMMUNITY MEMBER, ETC)

APPENDIX D

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Delegation of Authority

English Language Advisory Committee (ELAC)

The ELAC may designate the School Site Council (SSC), established pursuant to Education Code Section 52852, to function as the school advisory council for English learners (Education Code 54425).

A. Please indicate the dates the ELAC took the following required actions to delegate its authority to the School Site Council:

- _____ The school established an ELAC with (insert numbers) members.
- _____ The ELAC informed all members during a regular (non-election) meeting of the ELAC's responsibilities prior to a vote to delegate authority.
- _____ The ELAC duly informed its members of the option to delegate authority.
- _____ The ELAC voted to waive its rights and to delegate its authority to the SSC for no more than two (2) years.

Please confirm by marking the box:

- ☐ *The meeting in which the ELAC voted to delegate its authority to the SSC was held subsequent to the informational meeting.*
- ☐ *The meeting in which the ELAC voted to delegate its authority to the SSC had a quorum.*
- ☐ *The decision by the ELAC to delegate its authority to the SSC is recorded in the ELAC minutes and will be maintained in a secure location at the school site for five (5) years.*

B. Please indicate the dates the SSC took the following required actions to complete the ELAC delegation of authority to the School Site Council:

- _____ Vote to accept the responsibilities of the ELAC.
- _____ Submission of this form to the Assistant Superintendent of Education Services by the _____ SSC Chair and the principal for final approval and confirmation.
- _____ Committed to participate in training to address all ELAC responsibilities.

Please confirm by marking the box:

- ☐ *The decision by the SSC to accept the responsibilities of the ELAC was recorded in the meeting minutes.*
- ☐ *The SSC meeting agenda, handouts, minutes, numbered ballots, and record of attendance will be secured at the school site for five (5) years.*

School Principal	Signature	Date submitted to the Assistant Superintendent
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ELAC Chairperson	Signature	Date
------------------	-----------	------

SSC Chairperson	Signature	Date submitted to the Assistant Superintendent
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APPENDIX E
South Monterey County Joint Union High School District
Suggested Calendar for Required DELAC Meeting Agenda Items

MONTH	RESPONSIBILITY/ACTIVITY	MATERIALS/SUGGESTIONS
October	<ul style="list-style-type: none"> Establish/review district program, goals, objectives for EL Programs/Services Review DELAC Responsibilities 	
November	<ul style="list-style-type: none"> Review/comment on written parent notifications Development/revision of the district English Learner Master Plan 	
February	<ul style="list-style-type: none"> Administration of annual language census Consolidated Application Part II Review/comment on reclassification criteria 	
March	<ul style="list-style-type: none"> CABE- no meeting 	
April	<ul style="list-style-type: none"> Conducting of a district-wide needs assessment Review/comment on R-30 Report Development/revision of district English Learner Master Plan Consolidated Application Part I 	

APPENDIX F

Decision Guide for Assessment and Placement of English Learners

APPENDIX G

CELDT Score Request From

South Monterey County Joint Union High School District

Plan Maestro para aprendices de inglés

Aprobado por el consejo _____

South Monterey County Joint Union High School District

Introducción

El propósito del plan maestro para aprendices de inglés es servir como una guía para los procedimientos específicos que South Monterey County Joint Union High School District (SMCJUHS) utiliza para identificar, servir y monitorias el progreso de los estudiantes que llegan a nuestras escuelas sin el dominio total del idioma inglés. Nosotros creemos que con las oportunidades de aprendizaje apropiadas tendrán éxito.

Los aprendices de inglés (ELs) enfrentan enormes desafíos. Ellos deben de dominas un nuevo idioma y se espera que aprendan el contenido y alcancen los exigentes estándares de su grado escolar a través del currículo. Algunos también tienen que superar obstáculos considerables en la adaptación a las escuelas y comunidades que son diferentes a las de sus países de origen. Además, los aprendices de inglés pueden tener problemas de aprendizaje, vivir en pobreza, o no tener un hogar.

Se espera que todo el personal del SMCJUHS y las escuelas sigan los procedimientos especificados en el Plan Maestro para servir mejor las necesidades de los aprendices de inglés. Se anima al personal que encuentre maneras para mejorar estas prácticas a que presente las modificaciones a su supervisor inmediato para su aprobación y para asegurarse que tales modificaciones reúnan los estándares otorgados por la mesa directiva local y que sean consistentes con la ley estatal y federal.

Este plan maestro para aprendices de inglés estala ligado y basado en:

- Leyes y regulaciones federales y estatales
- Pólizas del distrito
- Información obtenida a través de investigaciones, prácticas de enseñanza probadas

La estructura organizativa del distrito para satisfacer las necesidades de los aprendices de inglés incluye:

- Asistente del superintendente
- Los directores de las escuelas
- Los especialistas de aprendices de inglés de cada escuela

Con el fin de apoyar las diversas necesidades de nuestros aprendices de inglés, un especialista de aprendices de inglés será seleccionado para asistir con toda la gama de responsabilidades necesarias para servir a los estudiantes EL. El especialista EL está involucrado en la identificación, evaluación,

asignación, reclasificación, y monitoreo de los aprendices de inglés en esa escuela. Él/Ella trabajara de cerca con el asistente del superintendente, el director/a, maestros, personal de apoyo y los padres. Esta posición es clave para facilitar la implementación de programas para aprendices de inglés en las escuelas. Una descripción general de las responsabilidades del especialista EL incluye:

1. Supervisar los programas de EL y asegurarse de que se ofrezcan intervenciones apropiadas para estudiantes EL y RFEPS, en particular estudiantes que han sido EL por un largo tiempo;
2. Asegurarse de que haya la planeación y entrega de servicios apropiada basada en las necesidades del individuo;
3. Proporcionar apoyo de instrucción directo a los maestros de aprendices de inglés;
4. Planear el desarrollo del personal profesional para maestros de estudiantes EL con los administradores de la escuela;
5. Ayudar a los maestros de estudiantes EL a conducir propiamente evaluaciones formales e informales a estudiantes EL;
6. Monitorear los resultados de aprendizaje de estudiantes EL, enfocándose en las áreas de materias básicas para graduarse;
7. Ayudar al personal docente con el uso de la información de los estudiantes EL para decisiones de enseñanza;
8. Trabajas con los maestros para desarrollar apoyo sistemático para estudiantes EL que no alcancen los objetivos de aprendizaje;
9. Consultar con los administradores de la escuela con respecto al calendario principal, asignación de personal y otros asuntos relacionados con la educación de los estudiantes EL;
10. Ayudar al administrador de la escuela con la planeación de la participación de los padres de estudiantes EL y la juntas de ELAC;
11. Ayudar al asistente de superintendente con la planeación y la implementación de las juntas de DELAC;
12. Coordinar el equipo de apoyo para estudiantes EL con el administrador de la escuela;
13. Ayudar a la escuela/distrito con la evaluación anual del programa EL y evaluación de las necesidades;
14. Coordinar el examen CELDT de la escuela y el proceso de re-designación.
15. Ofrecer consultas a medida que sea necesario a padres/personal/estudiantes (asignación para el estudiante, reclasificación, exenciones);
16. Mantener registros de actividad mensualmente;
17. Ayudar con el desarrollo y la revisión de secciones del plan escolar, relacionadas especialmente con los servicios para aprendices de inglés.
18. Ayudar con informes solicitados y cuestiones de cumplimiento, según sea necesario
19. Hacer visitas a los hogares según sea necesario;
20. Otras labores según sean asignadas.

Metas del Distrito para estudiantes EL

- Desarrollar, implementar y monitorear programas efectivos para aprendices de inglés;
- Asegurarse de que los estudiantes aprendices de inglés tengan acceso y dominen el idioma inglés;
- Asegurarse de que los aprendices de inglés tengan acceso y dominio del currículo mandatorio para graduarse;
- Promover un auto-concepto positivo y entendimiento transcultural para todos los aprendices de inglés.

Las características clave para servir a los aprendices de inglés en el South Monterey County Joint Union High School District incluyen lo siguiente:

- Identificación, evaluación inicial, y asignación;
- Oportunidades de educación de alta calidad en materias básicas para graduarse y en ELD;
- Reporte anual de contabilidad y revisión;
- Monitoreo continuo y reclasificación;
- Participación de los padres y Oportunidades de Comité Asesor
- Capacitación del personal.

El Plan Maestro para Aprendices de Inglés del SMCJUHSD está organizado de acuerdo al Instrumento Federal de Monitoreo de Programas del 2013-14 para aprendices de inglés. Los capítulos son:

Capítulo I: Convocatoria para padres

- **I-EL 01: Convocatoria para padres y participación**
- **I-EL 02: ELAC**
- **I-EL 03: DELAC**

Capítulo II: Identificación, Plan LEA, SSC, traducción e inventario

- **II-EL 04: identificación, evaluación y notificación**
- **II-EL 05: Implementación y monitoreo del plan LEA**
- **II-EL 06: El consejo escolar desarrolla y aprueba el SPSA**
- **II-EL 07: Traducción de información para padres**
- **II-EL 08: Inventario**

Capítulo III: Financiamiento

- **III-EL 09: Fondos generales adecuados; suplementario no suplementario**
- **III-EL 10: Suplementario no suplementario con Título III**
- **III-EL 11: Fondos desembolsados a las escuelas de EIA**
- **III-EL 12: Evaluación apropiada de los costos para salarios**

Capítulo IV Evaluación del programa y reclasificación

- **IV-EL 13: Evaluación del programa EL**
- **IV-EL 14: Reclasificación**

Capítulo V Personal

- **V-EL 15: Autorización de maestro EL**
- **V-EL 16: Desarrollo Profesional**

Capítulo VI Asignación, exención, y servicios para las escuelas privadas

- **VI-EL 17: Asignación apropiada del estudiante**
- **VI-EL 18: Solicitud de Excepción para padres**
- **VI-EL 19: Servicios equitativos a las escuelas privadas**

Capítulo VII ELD y acceso a las clases básicas requeridas para graduarse

- **VII-EL 20: ELD**
- **VII-EL 21: acceso a las clases básicas requeridas para graduarse**

Capítulo I

Padres

I-EL 01: Convocatoria para padres

I-EL 02: ELAC

I-EL 03: DELAC

Introducción:

La meta de este capítulo es ayudar a las escuelas en el desarrollo de un componente de alta interacción con los padres. La responsabilidad de la escuela es ayudar a los padres a que entiendan claramente el proceso para que así ellos puedan interactuar positivamente con la escuela y por tanto puedan convertirse en defensores para la educación de sus hijos. Cada escuela:

- Incluye la participación de los padres y la comunidad al tomar decisión, planeación, implementación y evaluación de los programas de enseñanza para aprendices de inglés.
- Desarrollar una alianza de trabajo entre la comunidad y las escuelas para ofrecer acceso equitativo a la educación para todos los estudiantes..
- Enfatizar una comunicación abierta con los padres y la difusión de información acerca de las actividades escolares, programas, informes, y pólizas en el idioma primario.

I-EL 01: Convocatoria para padres y participación

Indicadores de cumplimiento

I-EL 1. La LEA tiene que implementar convocatorias para padres de aprendices de inglés que incluyan lo siguiente:

(a) La LEA manda notificaciones y lleva a cabo juntas regularmente con el propósito de formular y responder a las recomendaciones de los padres. (20 U.S.C. § 7012 (e)(2).)

(b) La LEA informa a los padres sobre cómo ellos pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a:

1. Lograr el dominio del inglés
2. Sacar altas calificaciones en los cursos de las materias básicas requeridas para graduarse
3. Conocer los contenidos y estándares de logro académicos del estado que se esperan de todos los estudiantes (20 U.S.C. § 7012 (e)(1).)

(c) La LEA o el consorcio que no logre progresar en los objetivos medibles de desempeño (AMAO) tiene que informar a los padres/tutores de aprendices de inglés de tal insuficiencia a más tardar 30 días después de que la insuficiencia ocurra. (20 U.S.C. §§ 6312 (g)(1) (B)(1), 7012 (b).)

Documentos asociados

Las pólizas y procedimientos de ELA para EL [r] Muestras de la comunicación de EL de escuela-a-casa, es decir, reportes de calificaciones, manual para padres, reportes de progreso, boletines) [s] Muestras de comunicación escuela-a-casa en el idioma hablado en el hogar que no es inglés, es decir, reportes de calificaciones, manual para padres, reportes de progreso, boletines) [s]

Documentos requeridos y sugeridos

Carta de notificación de AMAO si la LEA no logra cumplir con los objetivos [r]

La carta de notificación de AMAO para EL si la LEA no logra cumplir los objetivos

Las escuelas del SMCJUHSD se reúnen mensualmente/trimestralmente con los padres para discutir cómo los padres pueden participar en la educación de sus hijos enfocándose en cómo ayudarlos a lograr el dominio del inglés, sacar altas calificaciones en las clases básicas requeridas para graduarse, y cumplir los estrictos estándares. Estas juntas están designadas para solicitar la contribución de los padres y para mantener a los padres informados de cómo es que las escuelas están respondiendo a estas recomendaciones.

Las escuelas que no logran progresar en los objetivos medibles de desempeño informan a los padres/tutores de los aprendices de inglés de los resultados a más tardar treinta días después de que hayan recibido la información del estado. Esta información es proporcionada a los padres en inglés y en español.

I-EL 02: ELAC

Indicadores de Cumplimiento

Consejo Asesor (ELAC) que reúne los siguientes requisitos:

(a) Los padres que son miembros son elegidos por padres o tutores de aprendices de inglés. (5 CCR § 11308(b).) (b) Los padres de aprendices de inglés constituyen a menos el mismo porcentaje de los miembros del comité que sus hijos representan en el cuerpo estudiantil. (EC § 52176(b).) (c) La escuela puede asignar un comité asesor que ya exista en la escuela, o un subcomité para tal comité asesor, para cumplir con las responsabilidades legales del ELAC, si el equipo asesor reúne el criterio en (b). (EC §§ 52176 (b)(c), 64001(a), 5 CCR § 11308(d).) (d) La ELAC asesora al consejo escolar (SSC) en el desarrollo del Plan Individual para el Logro Estudiantil (SPSA). (EC § 64001(a).)

(e) El ELAC asesora al director y al personal con el programa de la escuela para los aprendices de inglés. (EC § 52176(c).)

(f) El ELAC ayuda a desarrollar lo siguiente en la escuela (EC § 53176(c).):

1. Evaluación de necesidades.
2. Reporte del censo de idiomas.

Esfuerzos para poner a los padres al tanto de la importancia de la asistencia regular a clases.

(g) El ELAC recibe materiales para capacitación y capacitación, planeados en total consultación con los miembros del comité, para ayudar a los miembros a sobrellevar sus responsabilidades legales. (5 CCR § 11308(d).)

(h) Los recursos financieros pueden ser distribuidos en gastos razonables (los cuales pueden incluir transportación, cuidado de niños, servicios de traducción, comidas y capacitación) de los padres del grupo asesor sobre educación bilingüe-bicultural, en la escuela y en el distrito escolar que incurra en el curso de estos deberes como miembros del grupo asesor de padres. (EC § 52168 (b)(4).)

(i) El ELAC tiene la oportunidad de elegir al menos un miembro para DELAC o ha participado en el esquema de representación regional cuando hay 31 padres de aprendices de inglés o más en el comité asesor en el distrito. (5 CCR § 11308(b).)

(EC §§ 35147, 52176(a), 62002.5; 20 U.S.C. §§ 6312 (g)(4), 7012.)

Documentos requeridos y sugeridos

El calendario de juntas de ELAC, notificaciones, agendas, actas y hojas de registro [r]
Lista de los miembros de ELAC, con la designación de los padres EL [r] lista de los miembros de ELAC, con la designación de los padres EL de cada escuela seleccionada [r] materiales de capacitación para ELAC [r] Los materiales para capacitación de ELAC para las escuelas seleccionadas [r]

Comité Asesor de Aprendices de Inglés (ELAC):

Las escuelas con 21 o más aprendices de inglés inscritos tienen un comité asesor de EL funcionando (ELAC). Los distritos con 51 aprendices de inglés inscritos o más requieren tener funcionando un comité asesor del distrito EL (DELAC).

Comité Asesor de Aprendices de Inglés

1. Formación de ELAC

- a. Se llama a una junta general para todos los padres de estudiantes EL por el administrador de la escuela y el especialista EL.
- b. Se explica la función y la responsabilidad de ELAC.
- c. El administrador puede hacer nominaciones.
- d. Se les debe recordar a todos los nominados, antes de las elecciones, las responsabilidades y deberes de sus cargos como miembros.
- e. El administrador notificara por escrito a aquellos que sean electos.
- f. El especialista EL proporcionara a los miembros electos (siendo consultados) materiales apropiados para su capacitación y capacitación para ayudarlos a sobrellevar sus responsabilidades legales.
- g. Seguido de las elecciones, el especialista EL enviara los nombres de los miembros al asistente del superintendente de servicios educacionales.
- h. El asistente de superintendente de servicios educacionales y la escuela mantendrán una lista actualizada de los miembros de ELAC.

2. Composición de ELAC

- El porcentaje de los padres de aprendices de inglés que son miembros de ELAC debe reflejar el porcentaje de estudiantes EL de la escuela.
- El ELAC puede estar compuesto de padres EL, y padres que no son EL (quienes serán todos elegidos por padres EL) y personal de la escuela.
- Los oficiales de ELAC son elegidos de los mismos miembros de ELAC:

- ▶ Presidente
- ▶ Vice-Presidente
- ▶ Secretario/a
- ▶ Representante (s) de DELAC

Ver anexo A para una descripción de las funciones y responsabilidades de los oficiales de ELAC/DELAC.

- Si un miembro del comité tiene que ser remplazado durante el año escolar, el presidente tiene que designar a alguien para cubrir esa posición por el resto del año escolar. Las posiciones vacantes tienen que ser re-electas o seleccionada en el otoño.

3. **Función de ELAC:** El ELAC asesorará al director y al personal sobre temas relacionados a los aprendices de inglés, incluyendo por lo menos:

- Asesorar al consejo escolar (SSC) al desarrollar el Plan Individual para el Logro Estudiantil.
- El desarrollo de un plan escolar detallado para los aprendices de inglés y entregarlo a la mesa directiva.
- El desarrollo de la evaluación de las necesidades de la escuela.
- Administración del censo de idiomas de la escuela.
- La importancia de la asistencia regular a la escuela.

4. **Juntas de ELAC**

- El ELAC se reunirá al menos **siete veces** al año.
- Una agenda va a ser desarrollada y publicada para cada junta de ELAC al menos 72 horas antes de la junta.
- Un registro de asistencia deberá de ser firmado por cada asistente.
- Se tomara un acta en cada junta de ELAC y se enviara copias al asistente del superintendente.

Ver anexo B: Calendario sugerido para los artículos de las agendas de las juntas mandatorias de ELAC

Ver anexo C para las siguientes plantillas:

- ELAC/DELAC agendas de la junta
- ELAC/DELAC Lista
- ELAC/DELAC Hojas de registro de la junta
- ELAC/DELAC Acta de la junta
- Procedimientos parlamentarios simplificados
- Estatutos

5. **Delegación de responsabilidades legales de ELAC para el consejo estudiantil**

El ELAC puede designar el Consejo Escolar, establecido en conformidad con el Código de Educación Sección 54425, para que funcione como el comité asesor escolar para los aprendices de inglés (Education Code 54425).

Ver Anexo D: Delegación del comité asesor de autoridad del idioma inglés

I-EL 03: DELAC

Indicadores de cumplimiento

I-EL 3. Una LEA con 51 aprendices de inglés o más tiene un DELAC funcionando o un subcomité de un comité existente en el distrito en el cual 51 por ciento de los miembros son padres (no empleados por el distrito) de aprendices de inglés.

(a) El DELAC asesora a la mesa directiva del distrito sobre todas las tareas siguientes:

1. Desarrollo del plan maestro del distrito para programas educativos y servicios para aprendices de inglés que toman en consideración el plan individual para el logro estudiantil. (5 CCR § 11308(c)(1).)
1. Conducir una evaluación en todo el distrito de las necesidades basado en escuela-por-escuela. (5 CCR § 11308(c)(2).)
2. Establecer un programa del distrito, metas y objetivos para programas y servicios para aprendices de inglés. (5 CCR § 11308(c)(3).)
3. Desarrollo de un plan para garantizar el cumplimiento de cualquier profesor aplicable y los requisitos de asistencia de instrucción. (5 CCR § 11308(c)(4).)
4. Administración del reporte anual del censo de idiomas. (5 CCR § 11308(c)(5).)
5. Revisar y comentar sobre el procedimiento que usa el distrito para la reclasificación. (5 CCR § 11308(c)(6).)
6. Revisar y comentar sobre las notificaciones por escrito que se requiere mandar a los padres y tutores. (5 CCR § 11308(c)(7).)

(b) El LEA proporciona materiales para capacitación y capacitación, planeada con la consultación total de los miembros del comité, apropiada para ayudar a los miembros a sobrellevar sus responsabilidades de asesoría legal. (5 CCR § 11308(d).)

Documentos requeridos y sugeridos

Calendario de juntas de DELAC, notificaciones, agendas, actas, y hojas de registro de los últimos 12 meses [r]

Materiales para capacitación de DELAC [r] Acta de la mesa directiva donde DELAC proporcione asesoría [r]

Lista identificando a los representantes de DELAC por escuela de los últimos 12 meses [r]

Comité Asesor de Distrito para Aprendices de Inglés (DELAC)

1. Formación

1. En la primera junta de ELAC en cada escuela, los miembros eligen dos representantes y un alternante para DELAC.
2. Los representantes de DELAC serán responsables de asistir a todas las juntas de DELAC y presentar la información recibida en las juntas de DELAC a la escuela al nivel ELAC.
3. El administrador de la escuela mandara los nombres de los representantes y alternantes al asistente del superintendente.
4. Los representantes estarán al servicio por un periodo de dos años.
5. If a DELAC representative must be replaced during the year, the alternate takes his/her place and the ELAC may appoint a new alternate.
6. El asistente del superintendente y/o su designado servirá como el coordinados de DELAC, ayudando a los especialistas EL con la preparación de la agenda, distribución

de los avisos de las juntas, hacer arreglos para llevar presentadores invitados, preparación del acta de la junta, y todas las comunicaciones con respecto a DELAC.

7. El asistente de superintendente ayudara a los especialistas EL a proporcionar los materiales para capacitación y capacitación, planeados en consultación total con el comité, apropiado para ayudar a los padres que son miembros a sobrellevar sus responsabilidades.

2. Composición de DELAC

- DELAC consistirá de dos representantes y un alternante de cada escuela.
- Solo el designado de los representantes tendrá el privilegio de votar.
- Un alternante asumirá el privilegio de votar del representante en su ausencia.
- Los oficiales de DELAC son seleccionados dentro del grupo de DELAC:
 - ▶ Presidente
 - ▶ Vice-presidente
 - ▶ Secretario/a

Ver anexo A para una descripción de las funciones y responsabilidades de los oficiales de ELAC/ DELAC.

3. Función de DELAC: DELAC asesora a la mesa directiva sobre los programas y servicios que se ofrecen a los aprendices de inglés incluyendo por lo menos:

- Un cronograma para el desarrollo del plan maestro para los aprendices de inglés, tomando en consideración los planes de la escuela para los aprendices de inglés.
-
- Establecer un programa del distrito, metas y objetivos de los programas y servicios para los aprendices de inglés.
- Desarrollo de un plan que garantice el cumplimiento con el maestro correspondiente o los requisitos del ayudante.
- Administración de censo de idiomas anual.
- Revisar y comentar sobre las notificaciones por escrito de la inscripción inicial como es requerido en el in 5 CPM 11303(a).
- Revisar y comentar sobre cualquier solicitud relacionada a exenciones.
- Revisar y comentar sobre los procedimientos del distrito para reclasificación.

Responsabilidades de DELAC

El DELAC será responsable de asesorar a la mesa directiva del distrito en las siguientes tareas. La evidencia de que DELAC ha llevado a cabo todos sus deberes necesita estar en las agendas y actas de sus juntas y en aquellas de la mesa directiva.

Responsabilidades	Sugerencias para el cumplimiento de estas responsabilidades
El DELAC, o su subcomité sobre la educación de aprendices de inglés, deberán asesorar a la mesa directiva del distrito (p.ej., en persona, por cartas/informes, o a través de un administrador) sobre programas y servicios para aprendices de inglés.	Los miembros de DELAC asistirán a las juntas de la mesa directiva dos veces por año- en enero y mayo – y proporcionar un conjunto escrito de recomendaciones respecto a los programas y servicios para aprendices de inglés.
Desarrollo o revisión del plan maestro del distrito de los programas educativos y servicios para aprendices de inglés, tomando en consideración el plan individual para el logro estudiantil de la escuela.	Revisar lo que el SPSA dice acerca de los ELs <ol style="list-style-type: none"> 1. Capacitación CM y apoyo continuo para todos los maestros 2. Oportunidades para los estudiantes para recuperar créditos, recibir tutorial 3. Especialista EL 4. Otro
Conducir una evaluación en todo el distrito de sus necesidades escuela por escuela.	El enfoque de este año es la evaluación de: <ol style="list-style-type: none"> 1. Implementaciones CM implementación (estrategias que proporcionan acceso a el currículo básico) 2. Mejorar el uso del tiempo PLC 3. Transición de los CCSS y los estándares de la siguiente generación ELD
Establecer un programa del distrito, metas y objetivos de los programas y servicios para los aprendices de inglés (p.ej., excepciones para padres y financiamiento).	Ver "Revisar lo que el SPSA dice acerca de los ELs" arriba
Desarrollo de un plan que garantice el cumplimiento con el maestro correspondiente o los requisitos del ayudante	Requisitos: V-EL 15. Los maestros asignados para proporcionar desarrollo o acceso al currículo básico de instrucción para los estudiantes aprendices de inglés están propiamente autorizados o están en capacitación continua para recibir la autorización apropiada para EL. 15.1 Una LEA con una escasez documentada de maestros autorizados para proporcionar tales instrucciones ha escrito, adoptado, e implementado pólizas y procedimientos para remediar la escasez.
Administración de censo de idiomas anual (p. ej., procedimientos y formas).	El censo anual de idiomas ahora forma parte de CALPADS. El reporte será revisado en Mayo.
Revisar y comentar sobre los procedimientos del distrito para reclasificación.	Los niveles lexile para reclasificación 9º grado- 850 10º-12º grado- 900
Revisar y comentar sobre las notificaciones por escrito que se requiere mandar a los padres y tutores.	Revisar cartas enviada a los padres notificándoles que su hijo ha sido reclasificado.

4. Juntas de DELAC

- El DELAC se reunirá mínimo cuatro veces al año.
- Una lista de los miembros actuales de DELAC se mantendrá la cual demuestre que 51% de los miembros son padres de aprendices de inglés.
- Se desarrollara una agenda y se publicara 72 horas antes de cada junta de DELAC.
- Una hoja de registro se firmara por cada asistente la cual identificara su circunscripción.
- Se mantendrá un acta en cada junta de DELAC y reflejará claramente las áreas de capacitación que han sido cubiertas durante la junta.
- El acta de DELAC será compartida con los directores de las escuelas y los especialistas EL.

Ver anexo C para las siguientes plantillas:

- ELAC/DELAC Agenda de la junta
- ELAC/DELAC Lista
- ELAC/DELAC Hoja de registro de la junta
- ELAC/DELAC Acta de la junta
- Procedimientos preliminares simplificados
- Estatutos

Ver anexo E: Calendario sugerido para artículos requeridos en las agendas de las juntas de DELAC

Capítulo II

Identificación, LEA plan, SSC, traducción, and notificación a los padres

II-EL 04: Identificación, evaluación y notificación

II-EL 05: Implementación y monitoreo del plan LEA

II-EL 06: El concejo escolar desarrolla y aprueba el SPSA

II-EL 07: Traducción de información para padres

II-EL 08: Inventario

II-EL 04: Identificación, evaluación y notificación

II-EL 04: Identificación, evaluación y notificación

Indicadores de Cumplimiento

II-EL 4. La LEA (agencia local educacional) identifica propiamente, evalúa y reporta a todos los estudiantes quienes su idioma primario es otro que no sea inglés.

4.1 Una encuesta de idioma del hogar (HLS) es usada en el momento de la inscripción inicial para determinar el idioma primario del estudiante. (EC § 52164.1(a).)

4.2 Dentro de los primeros 30 días después de la inscripción inicial, cada estudiante cuyo idioma primario no sea inglés, según lo determine la HLS, será evaluado en su dominio de inglés por medio del Examen de Desarrollo del Idioma Inglés de California (CELDT). La evaluación se llevara a cabo siguiendo todas las instrucciones del editor. (EC § 52164.1 (b); 5 CCR §§ 11307(a), 11511.)

4.3 A los padres/tutores de estudiantes aprendices de inglés se les notifica el resultado inicial de la evaluación del dominio de inglés de su hijo/a. A los padres/tutores de los estudiantes de inglés con nivel proficiente se les notifica los resultados de la evaluación de dominio de inglés de sus hijos. (EC § 52164.1(c); 5 CCR § 11511.5.)

4.4 Para los distritos escolares que reciben fondos del Título III, dentro de los primero 30 días después del comienzo escolar (o durante el año escolar, dentro de las primeras dos semanas de que algún niño es colocado en el programa), los padres/tutores de los aprendices de inglés son notificados de lo siguiente:

- (a) El nivel inicial de dominio de su hijo en el idioma inglés
- (b) Cómo es que se determinó tal nivel
- (c) La designación de idioma de su hijo
- (d) Descripciones de opciones de programas, estrategias educativas, y materiales educativos que serán usados de diferentes maneras
- (e) Programa de colocación
- (f) Criterios de salida
- (g) Para los aprendices de inglés con discapacidad [con un programa de educación personalizado(IEP)], cómo es que tales programas van a cumplir con los objetivos del IEP
- (h) El índice de graduación esperado de la escuela secundaria si se utilizan fondos para esta parte en niños de escuela secundaria. (20 U.S.C. §§ 6312, 7012.)

4.5 Para los distritos escolares que reciben fondos del título III, los padres/tutores de los estudiantes de inglés son informados anualmente, a más tardar 30 días después del comienzo del año escolar, de:

- (a) El nivel del dominio de inglés de su hijo
- (b) Cómo es que se determinó tal nivel
- (c) El nivel del logro académico de su hijo.
- (d) La designación de idioma de su hijo.
- (e) Descripciones de opciones de programas, estrategias educativas, y materiales educativos que serán usados de diferentes maneras
- (f) Programa de colocación
- (g) Criterio de salida

(h) El índice de graduación esperado de la escuela secundaria si se utilizan fondos para esta parte en niños de escuela secundaria. (20 U.S.C. §§ 6312, 7012.)

4.6 Cada aprendiz de inglés es evaluado anualmente en el desarrollo del idioma inglés y progreso académico. (5 CCR § 11306.)

4.7 Todos los aprendices de inglés actualmente inscritos son evaluados en el dominio de inglés por medio de la administración del CELDT durante el periodo anual de evaluación. (5 CCR § 11511.1(b).)

4.8 Cada aprendiz de inglés con discapacidades es evaluado en el desarrollo de inglés usando acomodaciones, modificaciones, o evaluaciones alternativas para el CELDT si así está especificado en el IEP o plan 504 del alumno. (5 CCR § 11516.)

4.9 Los padres/tutores de aprendices de inglés son notificados del resultado de la evaluación del dominio de inglés de su hijo dentro de los primeros 30 días después de haber recibido los resultados de la entidad que regula las evaluaciones. (EC § 52164.1(c); 5 CCR § 11511.5.)

(20 U.S.C. § 6312 (g); EC § 313 (a)-(c).)

Documentos Asociados: Ejemplos de notificaciones EL de cartas de Título III terminadas (inicial y anual en inglés y en otros idiomas de ser necesario) sin los nombres de los estudiantes [r]

Documento Requeridos y Sugerido:

EL LEA pólizas y procedimientos: identificación, notificación a los padres [r]

EL ejemplos de IEPs [r] ejemplos EL de encuestas de idioma del hogar sin nombres de estudiantes [s] ejemplos EL de IEPs indicando acomodaciones para estudiantes EL con discapacidades [r]

Es requerido que las escuelas públicas de California determinen el idioma(s) que se habla en casa de cada estudiante desde la inscripción inicial al distrito. Para poder obtener esta información, se requiere que todos los padres/tutores legales completen, firmen y pongan la fecha en la encuesta de idioma del hogar (HLS), una por cada niño en edad escolar. Cuando un padre o tutor legal inscribe a su niño en el distrito por primera vez, el padre/tutor legal llena una forma de registración que incluye la HLS como parte del proceso de inscripción. La HLS se mantiene archivada para cada estudiante en el distrito.

Todos los estudiantes quienes indicaron en la encuesta de idioma del hogar algún otro idioma que no es ingles en la preguntas 1, 2, o 3 de la HLS, su habilidad en el idioma ingles debe ser evaluada durante los primeros 30 días después de la inscripción inicial. La cuarta pregunta proporciona información para que las escuelas consideren si el niño muestra evidencia de déficit en el idioma inglés una vez que ha sido inscrito sin una evaluación obligatoria. Un instrumento de evaluación aprobado por el estado, el Examen para medir el Desarrollo del Idioma Inglés en California (CELDT), es administrado siguiendo todas las instrucciones del editor para determinar el dominio del idioma inglés. El CELDT es un examen de criterio basado en los estándares de ELD que evalúa el dominio del idioma ingles del estudiante al escuchar, hablar, leer y escribir.

Los padres cuyos hijos hablan un idioma que no es inglés deben ser notificados dentro de los primeros 30 días después de terminar la evaluación del resultado inicial de la evaluación de su hijo. Los resultados iniciales de la evaluación son compartidos con los padres por escrito explicando el resultado del dominio de inglés, las opciones de programas, la colocación recomendada para el estudiante, y el proceso de exención para un programa alternativo.

Los resultados de la evaluación se actualizan para cada estudiante en el sistema de información del estudiante por el técnico de servicios estudiantiles. Además, los resultados son proporcionados al maestro(s) de cada estudiante aprendiz de inglés. Una copia de la encuesta de idioma del hogar, evaluación original CELDT, formas de notificación para padres, incluyendo resultados de la evaluación del dominio de inglés que son archivados en la carpeta del estudiante aprendiz de inglés, conocida como CUM.

Usando la información de esta evaluación y de la tabla de Colocación y Secuencia de ELD del SMCJUHSD, el especialista EL otorga una recomendación para colocación al consejero. Las descripciones por escrito de las opciones de programas son revisadas por los padres. El director de la escuela o su designado se reúne con los padres/tutores legales para aclarar cualquier pregunta a medida que sea necesario y/o para revisar cualquier preocupación que los padres puedan tener con respecto a los resultados del examen o las recomendaciones de colocación para el programa.

Cuando un estudiante se transfiere entre las escuelas del distrito, toda la información relevante respecto a la evaluación del estudiante como aprendiz de inglés, el historial de las evaluaciones incluyendo resultados recientes, la colocación actual del estudiante, progreso académico e intervención son enviados a la escuela que recibirá al estudiante. El especialista EL es responsable de revisar la información en el sistema de datos del estudiante y asegurarse de que el estudiante sea colocado en su nueva clase(s) propiamente. Esto también aplica para estudiantes que se transfieren a una preparatoria de continuación/alternativa.

Los nuevos estudiantes que ingresan al distrito recibirán la evaluación pertinente, proceso académico e información de colocación ingresada en la información del estudiante dentro de los primeros 10 días después de la inscripción por el técnico de servicios estudiantiles. Al registrarse, el formulario de solicitud de los resultados del CELDT (Anexo G) debe de ser mandado por fax con el formulario de solicitud del Cum a la escuela previa por el técnico de servicios estudiantiles. Se creará un carpeta de EL por el especialista EL y se archivara en la carpeta acumulativa.

Cuando la escuela recibe el historial acumulativo del estudiante del distrito escolar/escuela anterior, el historial será revisado por el especialista EL para revisar cualquier información relevante relacionada con el nivel y/o los servicios proporcionados a aprendices de inglés en el distrito escolar/escuela previa. Tal información puede tener un impacto en la información inicial de la evaluación y la colocación del estudiante; los ajustes en la base de los datos y el programa se harán como corresponda. Si la información de la evaluación está incompleta o falta en la carpeta del historial acumulativo del estudiante, el especialista EL se encargara de hacer evaluaciones de identificación inicial para que el estudiante pueda ser colocado correctamente.

Ver anexo F: SMCJUHSD Guía de Decisión para Evaluación y Colocación de Aprendiz de Inglés (Decisión Guide for Assessment and Placement of English Learners).

Procedimiento para Registración y Evaluación para Estudiantes EL Nuevos en el Distrito

1. IDENTIFICACIÓN E INSCRIPCIÓN

A. El estudiante llena una forma de inscripción que incluye la encuesta de idioma del hogar

Las preguntas en el formulario de inscripción le ayudaran al personal de la escuela a completar los reportes del estado y mantener la base de datos con información certera:

- Lugar de nacimiento (EIEP/SNOR).
- Idiomas que habla (R-30 Censos de idioma).
- Historial escolar (escuelas en las que ha sido inscrito en EE.UU fecha y EIEP/SNOR).
- Tenga en cuenta la fecha en que la notificación de la evaluación inicial fue enviada a casa por correo.
- Tenga en cuenta que el técnico de servicios estudiantiles ingresará la información en el sistema de información del estudiante:
 - Dominio de inglés: EL/RFEP/IFEP/EO, Fecha de aprendiz de inglés, Servicios recibidos, Ajustes de instrucción.

B. Cada estudiante que haya marcado en la HLS que en casa se habla otro idioma que no es inglés, deberá ser evaluado durante los primeros 30 días de la inscripción inicial.

- La comprensión de inglés al hablar, leer y escribir se evaluará mediante el Examen del Desarrollo del Idioma Inglés de California (CELDT).
- Las evaluaciones son administradas, calificadas y archivadas en el sistema de información del estudiante por el técnico de servicios estudiantiles.
- De acuerdo con las leyes estatales, todos los materiales del examen deben de permanecer en un almacén/gabinete cerrado bajo llave cuando no se estén utilizando.

C. Los estudiantes que se transfieren dentro del distrito puede ser que no necesiten el examen CELDT. El técnico de servicios estudiantiles verificará con el especialista de servicios estudiantiles de la otra escuela para averiguar si el estudiante ha tomado el examen.

D. Los estudiantes que se transfieren de otros distritos dentro de los EE. UU.:

- El técnico de servicios estudiantiles enviará el formulario de solicitud de resultados del CELDT a la escuela anterior (Ver Anexo G).

- Si no recibimos una respuesta de la escuela anterior de manera oportuna (5 días), el técnico de servicios estudiantiles notificará al especialista de EL quien administrará el CELDT.
 - Todos los estudiantes deben de ser identificados como EL, RFEP, IFEP, o EO dentro de los primeros 30 días de la inscripción.
 - Ningún estudiante que haya contestado que habla otro idioma que no es inglés en la HLS podrá ser clasificado como To Be Determined (por ser determinado) (TBD).
 - La colocación en una clase para el estudiante se puede basar en su horario de transferencia mientras se reciben los resultados de la escuela previa.
- E. El técnico de servicios estudiantiles notificará al especialista de EL inmediatamente cuando un estudiante nuevo se inscriba al proporcionar una copia del formulario de petición de los resultados del CELDT. Si el especialista EL no está disponible para administrar el examen al nuevo estudiante, el técnico de servicios estudiantiles administrará el examen CELDT al estudiante.
- F. El especialista EL debe de recalcar al técnico de servicios estudiantiles la importancia de tener las cinco partes de la encuesta de idioma del hogar (HLS) totalmente contestadas e ingresadas en el Sistema de información del estudiante y archivada en la carpeta cum del estudiante EL.

2. EXAMEN DE IDIOMA POR EL ESPECIALISTA EL O UN ALTERNANTE

- A. Cada estudiante tomará el examen CELDT solo una vez durante el año escolar hasta que sea reclasificado.
- B. Administrador de CELDT. *Ver el Manual del Examinado de CELDT para procedimientos y administración de CELDT (CELDT Examiner's Manual for procedures for administering CELDT).*
- C. Calificar el examen utilizando la herramienta de puntuación local (LST) en la página web del CELDT. Imprimir los resultados y mantenerlos en orden alfabético en una carpeta hasta que lleguen los resultados oficiales.
- D. Los resultados de los estudiantes se registran en:
- Lista de estudiantes EL (ayudará a dar seguimiento a los estudiantes nuevos que fueron evaluados y saber cuántos estudiantes llegan durante un determinado período de tiempo).
 - Sistema de información de los estudiantes del distrito

3. ASIGNACIÓN DESPUES DEL EXAMEN

- A. El especialista de EL o el designado del director manda una copia de los resultados con una recomendación para la asignación del estudiante basada en la guía de decisión para la evaluación y asignación de aprendices de inglés de SMCJUHSD (Anexo F) o en la asignación del consejero.
- B. El especialista EL enviará todos los libretos de respuestas de CELDT al asistente del superintendente o a su designado en la oficina del distrito cada dos semanas. Los especialistas EL ayudarán con la preparación y el envío de los libretos de respuestas para ser calificados. El distrito enviará los libretos del examen para ser calificados cada 2 semanas.
- C. Después de que un horario ha sido asignado, el especialista EL verifica que la asignación en la clase que sea apropiada de acuerdo con la guía de decisión para la evaluación y asignación de aprendices de inglés de SMCJUHSD (Anexo F).
- D. En el sistema de información del estudiante el consejero indica el número de programa apropiado para cada estudiante.

300 – Inmersión de inglés estructurada

301 – Curso alternativo de estudio

302 – Salón de clases de inglés regular

- E. Al asignar un número de programa a cada estudiante en el sistema de información del estudiante el consejero ingresa la sección de los programas recibidos.

331 – ELD e Instrucción académica especialmente diseñada en inglés (SDAIE)

330 – Desarrollo del idioma inglés (ELD)

334 – Otros servicios de instrucción de idioma

335 – No recibe ningún tipo de servicios para aprendiz de inglés

Este código se basa en los cursos de contenido asignados, no en lo que deben tener.

- F. El técnico de servicios estudiantiles ingresa la fecha en la que el estudiante entro por primera vez a EE.UU., en el sistema de información del estudiante.
- G. Si el estudiante nació en otro país que no es EE.UU., entonces el estudiante deberá tener una fecha de entrada a EE.UU.

Todos los aprendices de inglés deben de tener una fecha de inscripción en los EE.UU. sin importar en donde nacieron. Esta fecha no puede ser la misma que la fecha de nacimiento del estudiante.

El técnico de servicios estudiantiles ingresa la fecha de la sección EIEP en el sistema de información del estudiante. Utilizada solo para estudiantes que no nacieron en los Estados Unidos de América.

Estudiantes extranjeros deben de tener una fecha de EIEP.

4. **NOTIFICACIÓN A LOS PADRES:** La ley estatal dice que los padres necesitan ser informados de los resultados iniciales del CELDT de sus estudiantes (por correo) dentro de los primeros 10 días de escuela después de la evaluación. Ver Anexo I para la carta de notificación inicial de los padres.

Código de Educación sección 52164.5

- El especialista EL toma nota de la fecha inicial en la que fue mandada la carta de notificación de los padres en la lista de estudiantes EL
- El especialista EL puede comenzar a llenar las cartas de notificación de los padres y los sobres mientras los estudiantes están completando la sección de lectura y escritura del CELDT.
- El especialista EL envía por correo las cartas de notificación a los padres.

Procedimientos para el examen anual CELDT de estudiantes EL previamente inscritos

Esta sección necesita ser completada por el asistente del superintendente. Básicamente el distrito necesita decidir si los estudiantes van a tomar el examen durante el verano o no. Después, dependiendo de cuando sea programado el examen, cómo es que este se llevara a cabo. Ver Anexo J para carta de notificación anual.

II-EL 05: Implementación y monitoreo del plan LEA

Indicadores de cumplimiento

II-EL 5. Una LEA operando programas categóricos, incluyendo Título III, implementa y monitorea el plan LEA aprobado.

5.1 Para ayudar a los aprendices de inglés a alcanzar los demandantes estándares de logro académico, cada plan LEA deberá incluir:

(a) Una descripción de alta calidad de la evaluación académica de los estudiantes que la LEA y las escuelas usan:

i. Para determinar el éxito de los niños para reunir los estándares estatales de logro académico de los estudiantes, y para proporcionar información a los maestros, padres, y estudiantes en el progreso que se haga para alcanzar los estándares estatales de logro académico del estudiante.

ii. Ayudar en el diagnóstico e instrucción en el salón de clases y determinar que revisiones son necesarias para que los aprendices de inglés alcancen los estándares estatales de logro académico del estudiante

5.2 Componentes mínimos requeridos del plan:

- (a) Descripción de programas y actividades a ser implementadas
- (b) Descripción de cómo se utilizarán los fondos para alcanzar los objetivos anuales de desempeño medibles
- (c) Descripción de cómo las escuelas serán consideradas responsables por:
 - i. alcanzar los objetivos anuales de desempeño medibles
 - ii. Hacer un progreso anual adecuado para aprendices de inglés
 - iii. Medir anualmente el dominio de inglés de los aprendices de inglés
- (d) Descripción de cómo las escuelas promoverán la participación de los padres y la comunidad en los programas
- (e) Descripción de cómo se llevan a cabo los programas para aprendices de inglés para garantizar que los aprendices de inglés sean servidos
- (f) Garantizar que el programa EL se basará en investigación científica que permite que los aprendices de inglés alcancen los estándares contenidos académicos del estado para el logro estudiantil.

Documentos requeridos y sugeridos: Enmienda del Título III y documentos relacionados [r]

II-EL 06: El consejo escolar desarrolla y aprueba el SPSA

Indicadores de cumplimiento:

II-EL 6. Para todos los programas financiados a través de la aplicación consolidada y Sistema de presentación de informes incluyendo programas para aprendices de inglés, EIA-LEP, y título III y operados en la escuela, el SSC anualmente desarrolla, revisa, actualiza, y aprueba el SPSA, incluyendo gastos propuestos. El SPSA consolida todos los planes requeridos por estos programas y contiene:

- (a) Análisis de la información del rendimiento académico para determinar las necesidades del estudiante
- (b) Metas de la escuela para alcanzar las necesidades identificadas de los estudiantes
- (c) Actividades para alcanzar la meta de la escuela que mejore el rendimiento académico de los estudiantes
- (d) Gastos y fondos asignados a la escuela a través de la aplicación consolidada y sistema de presentación de informes
- (e) Las formas de evaluar anualmente el progreso de los programas hacia el cumplimiento de las metas, incluyendo la determinación de si las necesidades de los niños han sido cubiertas con las estrategias empleadas, particularmente las necesidades de los aprendices de inglés, estudiantes con bajo rendimiento, y aquellos en riesgo de no alcanzar los estándares estatales de contenido académico (20

U.S.C. §§ 6314 (b)(1)(2), 6315 (c)(2), 6826; EC § 64001(f).)

6.1 La mesa directiva revisa y aprueba el SPSA anualmente y si es que hay cambios materiales para el plan (p. ej., la escuela esta designada como programa de mejoramiento). (EC § 64000(a)(3), 64001(g).)

6.2 El SPSA es consistente con el plan LEA. (EC § 64001(h).)

6.3 EL SSC anualmente considera si desea o no que la escuela local participe en programa de coordinación con base escolar (SBCP) y esa decisión se indica en el SPSA (EC § 52852.5(b).)

6.4 Si la escuela opera un programa SBCO, el SPSA contiene una descripción de instrucción y programas auxiliares para cumplir con las necesidades especiales de los aprendices de inglés, jóvenes con desventajas educacionales, estudiantes superdotados y talentosos, y estudiantes con necesidades excepcionales. (EC § 52853(a)(2).)

(EC § 64001(f),(g),(h).)

Documentos asociados EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] Single Plan for Student Achievement (SPSA) [r]

Documentos requeridos y sugeridos

Registro fiscal de EL: Fondos de EIA-LEP y título III; páginas de presupuestos, órdenes de compras, y registros de gastos para las escuelas relacionadas [r] agendas SSC y acatas EL aprobadas de asignaciones, propuestas de gastos, y servicios centralizados [r]

II-EL 07: Traducción de información para el padre

Indicadores de cumplimiento II-EL 7. La LEA proporciona a los padres información sobre la escuela y las actividades para padres, en un formato, y en medida de lo posible, en un idioma que los padres puedan entender.

7.1 Cuando el 15 por ciento o más de los estudiantes inscritos en una escuela pública hablan un solo idioma primario que no es inglés, según lo determinado por los datos del censo de idiomas del año anterior, todas las notificaciones, informes, declaraciones, y registros enviados a los padres de estos estudiantes estarán escritas en inglés y en el idioma primario. (EC § 48985; 5 CCR §11316.)

Documentos Requeridos y Sugeridos

El presupuesto de EL y la contabilidad de los gastos de traducción [r]

El registro [s] de teléfono de estudiantes EL la comunicación de escuela-a-casa de EL en otros idiomas, (reportes de calificaciones, manual para padres, reportes de progreso, boletín [es] manual para padres, reportes de progreso, boletín [es] los datos del censo escolar de idiomas que incluye RFEP, IFEP, y los estudiantes EL de escuelas seleccionadas [r]

La comunicación con los padres de los estudiantes EL en su idioma primario es esencial estimular el apoyo de los padres y su participación. Para facilitar esta comunicación, el distrito ofrece traducciones de los documentos más importantes, avisos del distrito, reuniones abiertas al público y talleres para padres del distrito en español. Las escuelas ofrecen traducciones de los avisos de la escuela y juntas para padres en español para asegurar el entendimiento y la participación.

II-EL 08: Inventario

Indicadores de Cumplimiento

II-EL 8. Para todos los programas categóricos, la LEA mantiene registro del inventario por cada pieza del equipo, con un costo adquisitivo de \$500 o más por unidad, que es comprada con fondos estatales y/o federales incluyendo EIA-LEP y Título III. El registro describe la adquisición por:

- (a) Tipo
- (b) Modelo
- (c) Numero serial
- (d) Fuente de financiamiento
- (e) Fecha de adquisición
- (f) Costo
- (g) Ubicación
- (h) Condición actual
- (i) Transferencia, remplazo, o disposición de obsoleto o equipo inutilizable
(EC § 35168; 5 CCR § 3946; 34 CFR § 80.32 (d) (I).)

Documento Requeridos y Sugeridos

Los registros del inventario EL de los artículos comprados con fondos del EIA-LEP y Título III [r]

El inventario EL para los artículos en el presupuesto [r]

La revisión física el inventario EL [r]

Capítulo III

Financiamiento

III-EL 09: Fondos generales adecuados; suplementario no suplementario

III-EL 10: Suplementario no suplementario con Título III

III-EL 11: Fondos desembolsados a las escuelas de EIA

III-EL 12: Evaluación apropiada de los costos para salarios

III-EL 09: Fondos generales adecuados; suplementario no suplementario

Indicadores de cumplimiento III-EL 9. Los recursos de los fondos generales adecuados se usan para proporcionar a cada aprendiz de inglés con las oportunidades de aprendizaje en el programa apropiado, incluyendo desarrollo del idioma inglés, y el resto de las clases básicas para graduarse. El proporcionar tales servicios no es contingente de los fondos categóricos de ayuda que se reciben del estado o del federal.

9.1. Para los siguientes programas, EIA-LEP y título III, la LEA utiliza fondos categóricos solo para suplementar el nivel federal, estatal y fondos públicos locales y en ningún caso suplantar los fondos federales, estatales y locales. (20 U.S.C. §§ 1703(f), 6825(g), 54025I; Casta#241;eda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 10121013.)

Documentos asociados CARS (EIA-LEP y páginas del Título IIIs) [r] El registro fiscal de EL: EIA-LEP y fondos del título III funds; páginas de presupuesto, ordenes de compras, y registro de gastos[r] descripciones de trabajo EL, declaración de deberes, y registros de actividad [r]

III-EL 10: Suplementario no suplementario con Título III

Indicadores de cumplimiento III-EL 10. Comenzando con el año fiscal 2009-10, en conjunto con el suplemento federal, sin suplantar el requisito, fondos del título III deben de ser utilizados para reunir los requisitos estatales para traducciones. (20 U.S.C. §§ 1703(f), 6825(g), 54025I; Casta#241;eda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012 1013; EC §§ 48985, 62002, 64000(b)(c), 64001(g); 5 CCR § 11316.)

Documentos asociados CARS (EIA-LEP y páginas del Título IIIs) [r] El registro fiscal de EL: EIA-LEP y fondos del título III; páginas de presupuesto, ordenes de compras, y registro de gastos[r] descripciones de trabajo EL, declaración de deberes, y registros de actividad [r]

Documentos requeridos y sugeridos

Contabilidad del presupuesto para gastos de traducción [r] Hojas del resumen de presupuesto de las escuelas seleccionadas y/o los informes del final del año de las pólizas EL de la LEA.

III-EL 11: Fondos desembolsados a las escuelas de EIA

Indicadores de cumplimiento III-EL 11. La LEA distribuye fondos categóricos, incluyendo EIA-LEP y Título III, en concordancia con la aplicación consolidada y Sistema de presentación de informes (CARS) aprobada.

11.1 Para los programas financiados por EIA, la LEA utiliza no menos que el 85 por ciento de esos repartos en las escuelas para servicios directos para los estudiantes. (EC § 63000, 63001.)

11.2 Para los programas financiados por título III, la LEA utiliza no menos que el 85 por ciento de esos repartos en las escuelas para servicios directos para aprendices de inglés y no puede usar más del dos por ciento de estos fondos para el costo administrativo de este programa. (20 U.S.C. § 6825 (b).) (EC §§ 62002, 64000(b)(c), 64001(g).)

Documentos Asociados CARS (EIA-LEP y páginas del título III) [r] descripciones de trabajo EL, declaración de deberes, y registros de actividad [r]

III-EL 12: Evaluación apropiada de los costos para salarios

Indicadores de cumplimiento III-EL 12. La LEA evalúa propiamente los cargos administrativos para los costos directos e indirectos de los fondos federales para salarios y sueldos en proporción a la cantidad admisible y los deberes del empleado.

12.1 Cada empleado pagado en parte de un objetivo de costo individual y en parte de otro ingreso, o un empleado pagado de un objetivo de costo múltiple, complete un informe de actividad personal (PAR) cada periodo de paga, o un método de muestra aprobado.

12.2 Empleados financiados a través de un objetivo de costo individual, y empleado financiados con fondos estatales a través de programa coordinado basado por escuela, completan una certificación semestral de este empleo.

(California School Accounting Manual [CSAM]; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2); (EC § 52853(a)(7).) (CSAM; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2) (20 U.S.C. § 6825 (b).)

Documentos asociados Descripciones de trabajo EL para EIA-LEP, posiciones financiadas por Título III [r] descripciones de trabajo EL, declaración de deberes, y registros de actividad [r]

Introducción

El distrito escolar unificado en conjunto del condado sur de Monterey (South Monterey County Joint Union High School District) sigue los mandatos de financiamiento como está prescrito por el código educacional, regulaciones estatales y las pólizas/prácticas del distrito. Título III- LEP y los fondos ayuda de impacto económico- dominio de inglés limitado (EIA-LEP) son utilizados para suplementar el programa de educación básico y no puede suplantar el uso del dinero de fondos generales. El programa de educación básica para estudiantes EL es financiado por el dinero de fondos generales. Los gastos son auditados anualmente por _____.

Proceso anual:

1. La Junta Directiva aprueba el plan de presupuesto del distrito el cual se asegura que se están cumpliendo las necesidades de todos los estudiantes.
2. El director de negocios y el asistente del superintendente asignan fondos basados en la fórmula de la aplicación consolidada, se reúnen individualmente con los directores de las escuelas para planificar los gastos y garantizan el cumplimiento y seguimiento de los gastos a lo largo del año.
3. El asistente del superintendente de servicios educativos refrenda todas las solicitudes de órdenes de compra categóricas, hojas de tiempo, contratos de los consultores y las solicitudes de gastos de viaje para asegurar su cumplimiento.
4. El director de la escuela coordina el desarrollo del plan a nivel de la escuela, da prioridad a las necesidades basados en los datos, y convoca a grupos de aprobación necesarios.

5. La función de los grupos de asesoramiento son las siguientes:

- SSC escribe y aprueba el plan individual para el logro estudiantil
- Miembros de ELAC asesoran y aportan su conocimiento en el plan al nivel de la escuela.
- DELAC aporta su conocimiento para todo el distrito respecto al plan maestro de aprendices de ingles

6. El fondo general recibe una base de facilidades equitativas, maestros para contenido básico, y materiales para todos los estudiantes anualmente.

7. El distrito mantiene una lista actualizada de los materiales de ELD adoptados por el distrito y los textos básicos que el que las escuelas deben de usar con los aprendices de inglés. La lista es revisada regularmente por el asistente del superintendente. Los materiales nuevos son revisados por el consejo curricular y recomendados para aprobación a la mesa directiva.

Aplicación consolidada

El departamento de educación del estado administra los fondos para programas categóricos por medio de la aplicación consolidada. Estos fondos tienen reglas claras para gastos y regulaciones.

Algunos de estos fondos son exclusivamente para la educación de aprendices de inglés. El administrador del estado o su designado certifica lo siguiente al aceptar estos fondos:

"Por medio de la presente certifico que todas las reglas y regulaciones estatales y federales serán observadas por este solicitante; que hasta donde yo tengo conocimiento esa información contenida en esta aplicación es correcta y está completa; y, estoy de acuerdo con que el uso de estos fondos sea revisado y/o auditado según las normas y el criterio establecido por el proceso del Programa de Federal de Monitoreo del Departamento de Educación de California. Las garantías legales para todos los programas son aceptadas como condición legal básica para la operación de los proyectos y programas seleccionados y copias de las garantías se quedan en la escuela. Certifico que nosotros aceptamos todas las garantías excepto aquellas para las cuales se haya obtenido o solicitado un excepción. Una copia de las excepciones o solicitudes es archivada. Certifico que las firmas en tinta para esta página están en el archivo."

Programas de la aplicación consolidada relacionados a aprendices de inglés.

Ayuda de impacto económico- Dominio limitado del inglés, EIA-LEP, los fondos estatales son usados para para suplementar el programa de base del distrito. Los servicios para aprendices de inglés son diseñados para asegurar que estos estudiantes desarrollen el dominio completo del

inglés lo más rápido y efectivamente posible, y para asegurarse de que recuperen cualquier déficit académico que pueda haber ocurrido en otras áreas del currículo básico requerido para graduarse como resultado de los limitantes del idioma. Los fondos de EIA-LEP proporcionan servicios suplementales y materiales, incluyendo, pero no limitado a lo siguiente:

- Contratación de entrenadores de instrucción
- Contratación de asistentes de instrucción
- Compra de materiales suplementales de enseñanza
- Capacitación especial para maestros en servicio y asistentes de instrucción para mejorar los programas de instrucción
- Actividades que involucren a los padres
- Otros gastos razonables, los cuales pueden incluir transportación, cuidado de niños, servicios de traducción, hospitalidad, y capacitación para el grupo asesor de padres.

Título I, Parte A, Beca Básica, proporciona fondos federales suplementales para ser usados para garantizar una la misma oportunidad justa de obtener una educación de alta calidad y alcanzar, por lo menos, dominio en el contenido estándar y evaluaciones del estado. La intención de estos fondos es cubrir las necesidades de los estudiantes con bajo logro inscritos en las escuelas con mayor pobreza. Los fondos son usados para apoyar estrategias educativas efectivas basadas en investigaciones que cierren la brecha de logros entre los estudiantes de alto y bajo rendimiento. Escuelas financiadas por el Título I son escuelas que el programa abarca toda la escuela.

Un programa que abarca toda la escuela (SWP) es una reforma de estrategia diseñada para mejorar todo el programa educativo en una escuela de Título I. Permite a una escuela usar fondos de Título I, Parte A y otros fondos y recursos de programas de educación federales para garantizar que todos los estudiantes, particularmente aquellos quienes tienen un bajo logro, demuestren dominio y niveles avanzados de logro académico en los estándares estatales de logro académico. Los SWPs no tienen que identificar niños en particular como elegibles para servicios, dado que los fondos de Parte A están pagando por servicios suplementales que de otra forma no serían ofrecidos, o dar seguimiento por separado a dólares federales.

Título III autoriza fondos federales para programas suplementales y servicios para identificar a los aprendices de inglés. Las actividades requeridas incluye la provisión de instrucción y servicios de apoyo instructivo relacionados en el desarrollo del idioma inglés y progreso académico en las clases básicas requeridas para graduarse de tal manera que los estudiantes EL alcancen su nivel grado escolar y los requisitos para graduación. Los fondos de Título III también pueden ser usados para una variedad de apoyo instructivo, desarrollo de currículo, participación de padres, and actividades de programas relacionados con estudiantes EL. Un máximo del dos por ciento del Título III puede ser asignado para costos administrativos.

Capítulo IV

Evaluación de programa y reclasificación

IV-EL 13: Evaluación del programa EL

IV-EL 14: Reclasificación

IV-EL 13: Evaluación del programa EL

Indicadores de cumplimiento

IV-EL 13. La LEA desarrolla e implementa un proceso y criterio para determinar la eficacia de los programas para aprendices de inglés, incluyendo:

(a) Una medida para evaluar cómo los programas para aprendices de inglés producen dentro de un periodo de tiempo razonable: i. Dominio del idioma ingles comparable con aquel de un estudiante que inglés es su idioma nativo y sosteniendo una igualdad de logro académico con los estudiantes que ingresaron al sistema del distrito escolar ya dominando el inglés.

(b) Un mecanismo continuo para procedimientos descritos abajo para mejorar la implementación del programa EL en todo el distrito y en las escuelas y para mejorar el programa, a media que sea necesario, para garantizar que cada aprendiz de inglés alcance el dominio del idioma inglés y el logro académico al nivel de su grado escolar tan rápido como sea posible (20 U.S.C. § 1703 (f), 6841; Casta#241;eda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC § 64001 (f).)

Documentos requeridos y sugeridos

EL LEA e informes de evaluación de la escuela [r]

EL LEA e informes de la evaluación de la escuela que incluyen el análisis de datos que se puedan verificar y conclusiones [r]

Los resultados del CELDT de estudiantes EL [r]

Datos del AMAO [r] Adenda para el SPSA [r] Actas de la junta analizando la eficacia de los programas para ELs (SSC, DELAC, ELAC) [s]

EL LEA proceso para evaluaciones continuas-proceso, línea de tiempo, criterio [r]

Título III Año 4 Plan de Acción [r]

Introducción

Para poder evaluar propiamente los programas para aprendices de inglés, desarrollamos las siguientes metas para los aprendices de inglés:

1. Los aprendices de inglés dominarán el idioma ingles;
2. Los aprendices de inglés alcanzarán altos niveles académicos en las antes lingüísticas de inglés, matemáticas y otras áreas académicas básicas;
3. Los maestros estarán calificados, certificados y bien capacitados para instruir a aprendices de inglés;
4. Los padres de aprendices de inglés serán participantes activos en la educación de sus hijos;
5. Los aprendices de inglés que cumplan con el criterio de reclasificación serán reclasificados;
6. Estudiantes EL reclasificados (RFEPs) serán monitoreados de cerca durante un periodo de 34 meses para asegurar su éxito escolar;
7. El taza de aprendices de inglés que abandonan la escuela, son suspendidos o expulsados no excederá aquella de otros grupos y mostrara un descenso;
8. Los aprendices de inglés mostraran un aumento en la inscripción a asignaciones pre-avanzadas y asignaciones avanzada;
9. Los aprendices de inglés demostraran un auto-concepto positivo y un entendimiento transcultural.

Propósito de la evaluación del programa

1. Para determinar hasta qué punto los estudiantes EL están aprendiendo inglés y alcanzando el currículo básico para graduación del distrito;
2. Para determinar la eficacia de los programas y servicios para aprendices de inglés;
3. Para determinar hasta qué punto los estudiantes de minoría lingüística disfrutan el acceso equitativo a los programas y servicios del distrito, incluyendo pautas para educación superior;
4. Para sentar las bases para el fortalecimiento de la implementación del programa, modificar las prácticas del programa, y mantener una mejoría constante para todos los estudiantes; y
5. Para determinar las necesidades del desarrollo del personal que guíaran las prácticas en el salón de clases.

Análisis de la eficacia del programa

Anualmente, bajo la dirección del asistente del superintendente, el Trabajo Igualitario para Aprendices de Inglés del Distrito y los Equipos para Aprendices de Inglés de las escuelas trabajarán juntos para analizar la eficacia de los programas para aprendices de inglés y para planear las notificaciones requeridas para mejorar el aprendizaje del estudiante. La evaluación anual será compartida con el personal, la junta directiva, estudiantes, padres, y a solicitud previa, con el departamento de educación de California.

Las áreas e investigación incluyen los datos demográficos de los estudiantes, servicios de instrucción, personal, resultados de los estudiantes para ELD, resultados de los estudiantes para el logro académico, indicadores de acceso equitativo, y en general el éxito en la escuela. Las medidas específicas incluyen:

Meta 1 – Aprendices de inglés logran el dominio de inglés

1. El número y porcentaje de estudiantes EL que avanzan un nivel anualmente en el CELDT
2. El número y porcentaje de estudiantes EL consiguiendo alcanzar el dominio de inglés en el CELDT
3. Y número y porcentaje de aprendices de inglés que ingresan al SMCJUHSD al nivel de principiante que consigan el dominio de inglés dentro de cinco años

Meta 2 – Estudiantes logran altos estándares académicos (Los niveles serán determinados por el CDE en fechas futuras)

1. El número y porcentaje de estudiantes EL que obtienen un resultado de dominio avanzado en ELA del CAASPP
2. El número y porcentaje de estudiantes EL que obtienen un resultado de dominio avanzado en matemáticas del CAASPP
3. El número y porcentaje de estudiantes EL que obtienen un resultado de dominio avanzado en ciencias del CAASPP
4. El número y porcentaje de estudiantes EL que aumentan nivel lexile por lo menos uno o más niveles por año escolar.

Meta 3 –Calificaciones de los maestro para enseñar estudiantes EL

1. El número y porcentaje de maestros certificados para enseñar a estudiantes EL
2. El número y porcentaje de maestros que asistiendo a el desarrollo del personal perteneciente a la enseñanza y apoyo para los estudiantes EL. Desarrollo del personal incluirá asistencia en las sesiones de capacitación formal, entrenamiento, desarrollo del plan de lectura guiado, y otros tipos de apoyo para la implementación de estrategias para el salón de clases diseñadas para promover el compromiso y dominio de los estándares el nivel del grado escolar.
3. El número y porcentaje de maestros que usan (Construyendo significados) a diario para enseñar el currículo básico.

Meta 4 – Padres de estudiante EL involucrados en la educación de su hijo

1. El número y porcentaje de padres de estudiantes EL que asisten a las juntas de la escuela de ELAC
2. El número y porcentaje de padres de estudiantes EL que asisten a las juntas del distrito de DELAC
3. El número y porcentaje de padres de estudiantes EL que asisten a conferencias, capacitación para padres y otras actividades que involucran a los padres en las escuelas y el distrito.
4. Los resultados de la encuesta anual para padres de estudiantes EL la cual les pide a los padres que proporcionen comentarios y recomendaciones sobre las actividades que involucran a los padres en sus escuelas.

Meta 5 – Estudiantes EL calificados para RFEP siendo reclasificados

1. El número y porcentaje de estudiantes EL quienes califican para reclasificación comparado con el número y porcentaje de los estudiantes EL que han sido reclasificados.
2. El número y porcentaje de estudiantes EL quienes han ingresado al SMCJUHSD en el nivel de principiantes han conseguido el dominio de inglés dentro de cinco años.

Meta 6 – Monitoreo de estudiantes EL reclasificados (RFEPS)

1. El número y porcentaje de estudiantes RFEP que alcanzan los parámetros o los superan en las evaluaciones locales comparado con el de sus compañeros quienes el inglés es su idioma natal
2. El número y porcentaje de estudiantes RFEP que mantienen un progreso anual en los exámenes del estado, comparado con el de sus compañeros quienes el inglés es su idioma natal

3. El número y porcentaje de estudiantes RFEP que muestran un progreso hacia su graduación de la preparatoria comparado con el de sus compañeros quienes el inglés es su idioma natal

Meta 7 – Abandonar las escuela, suspensiones y expulsiones para estudiantes EL disminuirá

1. El número y porcentaje de estudiantes EL que abandonan la escuela comparado con el de sus compañeros quienes inglés es su idioma natal.
4. El número y porcentaje de estudiantes EL suspendido comparado con el de sus compañeros quienes el inglés es su idioma natal
2. El número y porcentaje de estudiantes EL expulsados comparado con el de sus compañeros quienes el inglés es su idioma natal.

Meta 8– Aumentar las inscripciones para estudiantes EL en asignaciones pre-avanzadas y asignaciones avanzadas

1. El número y porcentaje de estudiantes EL inscritos en asignaciones pre-avanzadas y avanzadas comparado con sus compañeros quienes el inglés es su idioma natal

Meta 9 – Estudiantes EL demostraran un auto-concepto positivo y un entendimiento multicultural

1. Los resultados de la encuesta anual de estudiantes EL

Monitoreo de la implementación del plan maestro para estudiantes EL

El personal del distrito y las escuelas monitoreara periódicamente la implementación de programas. La meta principal del monitoreo es asegurarse de que cada escuela en el distrito tiene un programa compatible y eficaz para aprendices de inglés. El monitoreo ocurrirá de tres maneras:

1. Revisión del documento: todas las escuelas conducirán un monitoreo anual con la intención de revisar los archivos y documentos clave. El especialista EL asistirá al director de la escuela con la revisión de utilizará el documento de revisión del calendario y la lista de verificación para completar la revisión.
2. Revisión a fondo: Un distrito que facilita una auto-revisión será conducido cada cuatro años. La auto-revisión incluirá una revisión de documentos, maestro, estudiante, padre y las entrevistas de otros miembros clave del personal y observaciones del salón de clases. Estas auto-revisiones serán facilitadas por el asistente del superintendente e incluirán el plan EL de equipo escolar. Esta revisión a fondo proporcionara una base para

el programa federal de monitoreo del departamento de educación de California de cada cuatro años.

3. Apoyo Continuo: El asistente del superintendente estará disponible para ayudar a las escuelas con la revisión del documento y la revisión a fondo.

Medidas para monitorear la Meta 1

1. Informe de contabilidad del Título III

Medidas para monitorear las metas 2 – 9

1. Auto-evaluación del subgrupo de aprendices de inglés (ELSSA)
2. Informe de contabilidad del Título III
3. Resultados de las encuestas para padre y estudiantes
4. Informe sobre el monitoreo de estudiantes EL reclasificados
5. Informe sobre la inscripción de estudiantes EL en clases pre-AP

El SMCJUHSD ha establecido altas expectativas para todos los estudiantes, incluyendo aprendices de inglés. Consideramos que todos los estudiantes pueden alcanzar altos niveles de logro. Nosotros también reconocemos que los aprendices de inglés enfrentan un reto que es desproporcionalmente más difícil que el que es enfrentado por los estudiantes de los cuales inglés es su idioma natal al trabajar para alcanzar el nivel de su grado escolar. El sistema de rendición de cuentas del distrito ha establecido parámetros que son rigurosos pero justos y se basan en el procedimiento de evaluación que son válidos y confiables en las gráficas del el progreso de los estudiantes con respecto al progreso hecho hacia el cumplimiento de los estándares del grado escolar. Los parámetros proporcionan una base clave para estimar la eficacia del programa en la escuela y a nivel distrito.

El Sistema de evaluación y rendición de cuentas del SMCJUHSD proporciona la recolección de informes del uso de información un modelo de medidas múltiples. El sistema fue desarrollado para identificar las tendencias de todo el distrito y detectar los déficits individuales de los estudiantes que pudiesen ocurrir dentro de los programas de instrucción. La recolección de información y el análisis determina la eficacia del programa para los aprendices de inglés será organizada sobre los nueve metas para los aprendices de inglés.

Estándares para el nivel del grado escolar

El Sistema rendición de cuentas y evaluaciones del distrito está alineado con los mandatos que rigen las normas estatales, rendición de cuentas, y evaluación. La mesa de educación que rige al distrito ha adoptado los estándares para el nivel del grado escolar en artes lingüísticas del inglés, matemáticas, ciencia, e historia/ciencias sociales. SMCJUHSD está trabajando actualmente en desarrollar y mejorar los parámetros de los cursos comunes en artes lingüísticas del inglés de los grados 9-10, en matemáticas 1, en ELD y en READ 180.

Programa de reportes y exámenes estandarizados de California (STAR)

Como parte del programa STAR, los estudiantes en los grados 9-11, incluyendo aprendices de inglés, toman los exámenes estandarizados de California en artes lingüísticas de inglés y matemáticas, y en grados selectos, ciencia e historia/ciencias sociales. Estos exámenes están diseñados para evaluar el logro de los estudiantes en el contenido de los estándares de California en estas áreas, las cuales son específicas para el grado y curso. La mesa estatal de educación ha adoptado estándares de rendimiento para artes lingüísticas del inglés, y los estudiantes son colocados en uno de los cinco niveles de rendimiento.

Calendario de análisis e informes

Con el fin de realizar un seguimiento de la implementación del plan maestro de los aprendices de inglés y para monitorear el progreso del estudiante, el distrito seguirá un **calendario de cumplimiento del monitoreo**. Este ciclo comenzara tras la recibir el informe de rendición de cuentas del Título III del estado y será completado para el 15 de mayo de cada año.

Evaluación y rendimiento de cuentas: funciones y responsabilidades

Administrador del estado (Superintendente)

- Evalúa las metas del distrito relacionadas con el logro estudiantil, desarrollo profesional, y evaluación y rendimiento de cuentas.

Asistente del superintendente

- Ayuda a las escuelas con la implementación del plan maestro para aprendices de inglés, monitorea el plan maestro, y revisa la información de estudiantes EL de las escuelas y del distrito para ayudar con la evaluación del programa
- Monitorea la selección de materiales usados en el salón de clases para la entrega de ELD o el currículo básico para los aprendices de inglés.
- Se reúne con los directores para revisar el plan de la escuela para aprendices de inglés
- Monitorea el cumplimiento de todos los elementos del FPM EL en la escuela y a nivel distrito
- Monitorea las evaluaciones utilizadas para evaluar el progreso de los estudiantes EL
- Ayuda con el proceso de recolección de datos, proporciona análisis, escribe informes del distrito y prepara las gráficas y tablas
- Trabaja con los especialistas EL en la evaluación anual del programa
- Comparte los resultados de la evaluación con todos los interesados, incluyendo DELAC
- Facilita las juntas de DELAC
- Apoya a las escuelas con las auto-revisiones y es el líder del FPM del distrito
- Certifica anualmente el censo de primavera de aprendices de inglés
- Modifica el plan de la agencia educativa local (LEAP) en base a los hallazgos ELSSA y la evaluación anual del programa EL

Administrador de la escuela

- Monitorea procedimientos y requisitos legales pertenecientes a aprendices de inglés en la escuela
- Monitorea la asignación de estudiantes EL
- Supervisa el proceso de reclasificación
- Monitorea la implementación del plan maestro para estudiantes EL en la escuela
- Monitorea el historial de los estudiantes y el sistema de la escuela para que tenga información correcta
- Organiza el plan individual para el logro estudiantil (SPSA) para proporcionar servicios a los estudiantes EL
- Prepara el plan de la escuela para ser aprobado por la Junta Educativa
- Ayuda al especialista EL programando juntas regularmente con el comité asesor de aprendices de inglés, cubriendo los requisitos mandatorios del estado
- Informa a los padres de los resultados del programa y los recursos para dirigir las necesidades de los estudiantes
- Se reúne con el personal de la escuela y del distrito para determinar la eficacia del programa

Maestro del salón de clases

- Implementa los programas EL específicos como es descrito en el plan maestro para aprendices de inglés.
- Proporciona instrucción que reúne los requisitos del estado y los estándares del distrito y del estado
- Garantiza la entrega de instrucción ELD apropiada
- Monitorea el progreso de los estudiantes EL, revisa los datos de la escuela/salón de clases, y utiliza esos datos para modificar la instrucción
- Revisa el contenido y los estándares ELD y procedimientos de evaluación
- Determina/implementa estrategias diferenciadas para los estudiantes EL, tales como construcción de significado
- Identifica y ofrece intervenciones para los estudiantes que no cumplan con los estándares o parámetros
- Informa a los padres sobre programas, proceso y estrategias para ayudar a los estudiantes a alcanzar los estándares

Especialista EL

- Implementa y monitorea el proceso de procedimientos para identificar, examinar, asignar y documentar a estudiantes EL, incluyendo reclasificación.
- Participa en el equipo de la escuela de aprendices de inglés (ELST)
- Monitorea la precisión de la información en el sistema de computadoras del distrito
- Informa al personal del progreso de los estudiantes hacia reclasificación
- Sirve como un recurso para el personal sobre las necesidades de los aprendices de inglés

- Brinda su conocimiento en las oportunidades del desarrollo del personal y las necesidades de los maestros quienes tienen estudiantes EL en sus clases
- Completa y manda los resultados del CELDT a las escuelas que pidan información
- Ayuda con la recopilación de información y encuestas (p.ej., R-30, SNOR, etc.)

Padres

- Monitorea/promueve el progreso académico de los estudiantes aprendices de inglés, tareas, asistencia y comportamiento
- Ayuda en las actividades de estudiantes para promover el logro estudiantil
- Asiste a las conferencias de padres y a las funciones de la escuela
- Participa en los comités de la escuela

Estudiante

- Asiste a la escuela diariamente y trabaja para grandes logros
- Participa en actividades escolares
- Se comunica regularmente con padres, maestros, y personal de apoyo
- Realiza con su mejor capacidad el STAR, CELDT, y las evaluaciones locales

IV-EL 14: Reclasificación

Indicadores

de

cumplimiento

IV-EL 14. La LEA reclasifica a un alumno de EL a inglés proficiente a través de un proceso y criterio que incluye, pero no está limitado a:

- (a) Evaluación del dominio del idioma inglés (CELDT) (EC § 313(d)(1); 5 CCR 11303(a).)
- (b) Comparación del desempeño de las habilidades básicas contra el rango empíricamente establecido en habilidades básicas basado en el desempeño de alumnos que dominan el inglés de la misma edad que demuestra si es que un alumno domina el inglés lo suficiente para participar eficazmente en el currículo diseñado para alumnos quienes inglés es su idioma natal. (EC § 313(d)(4); 5 CCR § 11303(d).)
- (c) Evaluación del maestro que incluye, pero no está limitada a, el desempeño académico del alumno. "maestro" se refiere a un maestro del salón de clases y otro personal certificado con responsabilidad directa para enseñar o tomar decisiones sobre la asignación del alumno. (EC § 313(d)(2); 5 CCR § 11303(b).)
- (d) Oportunidades para la opinión y consulta de los padres en el proceso de reclasificación. (EC § 313(d)(3); 5 CCR § 11303I.)

14.1 La LEA mantiene en el historial permanente del alumno (sin importar la forma física de tal historial) y para garantizar la transferencia de documentación en lo siguiente:

- (a) Evaluaciones del desempeño de idioma y académico
- (b) participantes en el proceso de reclasificación
- (c) Decisiones con respecto a la reclasificación §§ 432, 434, 438.)

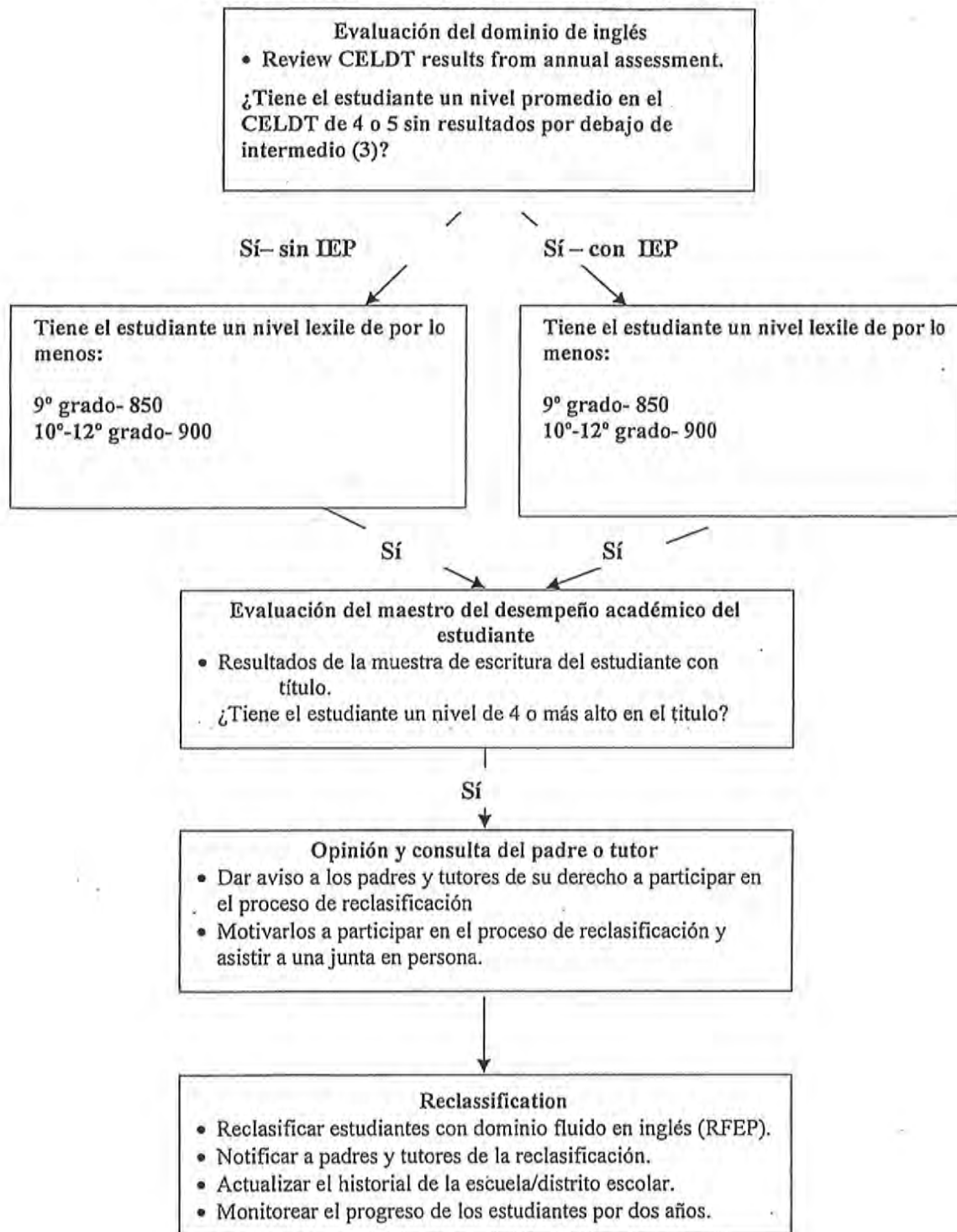
14.2 La LEA monitorea por un mínimo de dos años el progreso de los alumnos reclasificados para asegurar una correcta clasificación, asignación, y apoyo académico adicional, de ser necesario. (20 U.S.C. § 6841; 5 CCR § 11304.)

Documentos asociados

Documentos requeridos y sugeridos Las pólizas y procedimientos para reclasificación de EL en la LEA [r]

Evidencia del maestro que hubo una evaluación que demuestra el desempeño académico del estudiante[r] Lista de estudiantes El por nivel de CELDT, tiempo que paso en el programa, logro académico (**niveles lexile basado en el nivel de grado escolar**) [r] Lista de estudiantes reclasificados con IFEP (sin apellidos) [r] Evidencia que verifique que el estudiante ha reunido el criterio de reclasificación [r] Evidencia de dos años de seguimiento para los estudiantes reclasificados [r]

Comparación de Desempeño en Habilidades Básicas



Procedimiento para reclasificación

Cada estudiante que es identificado como aprendiz de inglés (EL) será considerado cada año para reclasificación. El SMCJUHSD reclasificará a un estudiante como R-FEP si él/ella reúne el siguiente criterio:

- Obtener un resultado mínimo de (4) Pre-avanzado en escuchar, hablar, leer, escribir y en general en el CELDT y sin sub-puntuaciones menores a 3.
 - Una puntuación lexile de 850/900 en el SRI.
 - Obtener un resultado de nivel 4 o más alto en el tema utilizado para evaluar la muestra de escritura del estudiante
 - Se da notificación adecuada a los padres o tutores y se proporciona la oportunidad de reunirse en persona con el oficial de escuela que está a cargo del proceso de reclasificación.
1. A mediados de enero, cuando los resultados del CELDT del invierno hayan sido recibidos, el especialista EL identifica a los aprendices de inglés quienes reúnen el criterio de arriba para reclasificación y crea una hoja de cálculo.
 2. El especialista EL manda por correo la carta de Reclasificación Inicial a los padres explicando el proceso que se está llevando a cabo. La carta de reclasificación inicial les notificara a los padres que su estudiante ha reunido parte de los requisitos. Ellos tienen 5 días para responder a la carta.
 3. El especialista EL complete la forma de reclasificación final para cada estudiante cuyo nombre aparezca en su hoja de cálculo (CELDT y nivel lexile) con su información individual. Hacer una fusión de correo de la hoja de cálculo de Excel a la hoja de firmas es una forma fácil de ahorrar tiempo. ESTE PASO SE DEBE DE LLEVAR A CABO JUSTO DESPUES DE QUE CARTA INICIAL HA SIDO ENVIADA POR CORREO.
 4. Continuar el proceso de reclasificación obteniendo todas las firmas necesarias en la forma de reclasificación final: el/la director/a o su designado, el especialista EL, los padres y el estudiante.
 5. Una vez que todos los estudiantes hayan sido aprobados, hacer una copia de la forma de reclasificación final y archivarla como futura referencia.
 - a. Enviar por correo a la casa la copia de la forma de reclasificación junto con la carta de recalificación final.
 - b. Señalar en la forma original de reclasificación/firmas la fecha en que la carta fue enviada a la casa.
 6. En el sistema de información del estudiante, ingresar al estudiante como R-FEP y agregar una fecha de R-FEP en la pantalla de Evaluación de Idioma en la sección de

Programas. Después ingresar la fecha de terminación EL (la fecha de terminación EL será un día antes de la fecha R-FEP).

- a. Para la reclasificación del verano, la fecha R-FEP tiene que ser dos días después del comienzo del año escolar (o de la fecha de inscripción). La escuela entrante será la que reciba el crédito por la reclasificación.
- b. Notificar al consejero después de la reclasificación con el fin de hacer cualquier cambio necesario al horario.

7. Colocar la forma de reclasificación final en el archivo CUM del estudiante.
8. Mandar al asistente del superintendente el resumen de la reclasificación en una lista por correo electrónico y también una copia física.
9. Actualizar la hoja de cálculos de estudiantes que necesitan monitoreo de R-FEP.

Ver anexo ____ Procedimiento para monitoreo R-FEP

Capítulo V

Autorización del maestro y desarrollo profesional

IV-EL 15: Autorización del maestro EL

IV-EL 16: Desarrollo profesional

IV-EL 15: Autorización del maestro EL

Indicadores de cumplimiento

V-EL 15. Los maestros asignados para proporcionar clases de desarrollo del idioma inglés o acceso al currículo básico de instrucción para aprendices de inglés están propiamente autorizados o recibiendo capacitación de forma activa para la autorización apropiada de EL.

15.1 Una LEA con una escasez documentada de maestros autorizados para proporcionar tal instrucción ha escrito, adoptado e implementado pólizas y procedimientos para remediar la escasez.

(20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Documentos Asociados

Documentos requeridos y sugeridos:

EL LEA póliza o plan para asegurar que todos los maestros están propiamente autorizados [s]

Maestros/pasantes EL en capacitación [r] Lista de maestros (del distrito y de escuelas seleccionadas) [r]

El South Monterey County Joint Union High School District está comprometido a contratar maestros calificados para aprendices de inglés (ELs). Toda la instrucción del desarrollo del idioma inglés y SDAIE se lleva a cabo por maestros autorizados por el CTC o maestros en capacitación. Anualmente, el distrito evalúa la necesidad, abastecimiento y escasez de maestros calificados. En donde hay escasez, el distrito establece líneas de tiempo para reclutar, contratar y capacitar un número suficiente de maestros calificados. Where shortages exist, the District establishes time-lines to recruit, hire, and train a sufficient number of qualified teachers. La contratación de posibles maestros que no están certificados requiere, como una condición para ser contratados, que se inscriba y termine satisfactoriamente un programa de certificación EL dentro de los primeros dos años de empleo.

V-EL 16: Desarrollo Profesional

Indicadores de cumplimiento

V-EL 16. La LEA proporciona desarrollo profesional de alta calidad a los maestros del salón de clases, directores, administradores, y otro personal de la escuela o con base en la comunidad que es:

(a) Diseñado para mejorar la instrucción y evaluación de los aprendices de inglés (20 U.S.C. § 6825 (c)(2)(A).)

(b) Diseñados para mejorar la habilidad del maestro de entender y utilizar los planes de estudio, medidas de evaluación, y estrategias de instrucción para los aprendices de inglés (20 U.S.C. § 6825 (c)(2)(B).)

(c) Basado en las investigaciones que demuestran la eficacia de desarrollo profesional en el incremento del dominio de inglés del alumno o la material del maestro, enseñanza de conocimientos, y habilidades de enseñanza (20 U.S.C. § 6825 (c)(2)(C).)

(d) De suficiente intensidad y duración (no debe de incluir actividades tales como de un día o talleres de corto plazo y conferencias) tener un impacto positivo y duradero en el desempeño del maestro en el salón de clases. (20 U.S.C. § 6825 (c)(2)(D).) (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Documentos asociados

Documentos requeridos y sugeridos:

Observaciones del salón de clases (formal e informal) de cada escuela seleccionada [r] calendario de desarrollo profesional EL [r] Pólizas del desarrollo profesional EL [r] Historial de desarrollo profesional EL (p.ej., agendas, registros, etc.) estrategias EL para personal clasificado, consejeros, maestros, y

Nuestro compromiso

El South Monterey County Joint Union High School District está comprometido a ofrecer desarrollo profesional dirigido a todos los maestros y el personal para capacitarlos con las habilidades y actitud necesaria para trabajar eficazmente con estudiantes que tienen necesidades específicas incluyendo nuestros aprendices de inglés. Por eso, el distrito ofrece los siguientes servicios:

- Notifica al personal de las oportunidades para todos los maestros de obtener certificación EL a través de clases universitarias, clases en el MCOE, preparación para exámenes, e institutos de idiomas.
- Capacitación ofrecida por el MCOE.
- Capacitación ofrecida en el currículo de ELD aprobada por la mesa directiva.
- Capacitación en "construcción de significado" y otras estrategias identificadas como esenciales para proporcionar acceso al currículo básico para aprendices de inglés.

Ejemplo de las opciones de capacitación: Instruccional

Cada año nuestro distrito ofrece, apoya, financia, y/o publica las oportunidades de desarrollo profesional para maestros, para-profesionales, administradores y padres que incluye, pero no se limita a:

- Capacitación especializada en el California Common Core Standards (Estándares del núcleo común de California) y el Next Generation English Language Development Standards (Estándares de la siguiente generación del desarrollo del idioma inglés).
- Talleres directamente relacionados con los servicios y estrategias de instrucción para estudiantes EL.
- CLAD/CTEL/BCLAD/Certificación
- Desarrollo del idioma inglés (ELD)
- Construcción de significados
- Programa formal BTSA y programas informales en servicio estructurados para proporcionar una mejor práctica discreta y metodologías integradas de instrucción para maestros del 7-12.
- Curriculum-specific training from publishing company consultants and district staff on our district adopted ELD programs
- Instructional support from EL Specialists and instructional coaches at each school site
- District and School site training with ELAC/DELAC members
- Cross-cultural understanding
- Classroom management strategies
- Character development
- Test-taking skills
- Training on EL issues throughout the year in conjunction with regularly scheduled meetings and staff development days
- Test administrators and teachers receive CELDT training

- EL Specialists receive data input training for our Aeries system

Seguimiento y entrenamiento

El asistente del superintendente, los directores, y el especialista EL revisan regularmente las evaluaciones de los maestros/personal que participante en las oportunidades de desarrollo profesional para asegurarse de que todas las personas que trabajan con aprendices de inglés están haciendo un verdadero esfuerzo para recibir capacitación continua y apoyo. El especialista EL proporciona entrenamiento adicional y apoyo al nivel del salón de clases en la implementación de la capacitación.

Capítulo VI

Asignación, exención, y servicios para las escuelas privadas

VI-EL 17: Asignación apropiada del estudiante

VI-EL 18: Solicitud de Excepción para padres

VI-EL 19: Servicios equitativos a las escuelas privadas

VI-EL 17: Asignación apropiada del estudiante

Indicadores de cumplimiento VI-EL 17. Todos los alumnos son asignados en salones de idioma inglés a menos que una solicitud de exención por el padre haya sido aprobada por un programa alternativo.

17.1 Basado en el criterio de la LEA de fluidez razonable, los aprendices de inglés son asignados en una estructura de inmersión de inglés (SEI) o en clases de inglés regular (ELM). Los aprendices de inglés que no reúnen el criterio de la LEA para participar en clases ELM son asignados a un programa de ELM en cualquier momento durante el año escolar, si el padre o el tutor lo solicitan. (5 CCR § 11301.)

17.2 La LEA ha diseñado e implementado un proceso de adquisición del idioma inglés SEI en el cual el currículo e instrucción están diseñados para estudiantes que están aprendiendo el idioma. (EC §§ 305, 306, 310, and 311.)

Documentos Asociados

Documentos requeridos y sugeridos

Descripción EL del programa de estructura de inmersión de inglés (SEI) y de inglés regular (ELM) [r]

Criterio de asignación EL en ELD y clases básicas [r]

Opciones de asignación

South Monterey County Joint Union High School District utiliza un número de programas modelo para servir a los estudiantes aprendices de inglés. La asignación de aprendices de inglés se basa a partir de las disposiciones de la existente Proposición 227, ahora citada en el Código de Educación de California Códigos de las secciones 300-340. La involucración de los padres en las decisiones con respecto a la educación de sus hijos es requerida y crítica para el éxito académico del estudiante. Todas las descripciones de los programas son difundidas en un idioma comprensible para los padres (traducción escrita u oral) para garantizar que los padres puedan ser compañeros activos en las decisiones de asignación de sus hijos.

Debido a que los estudiantes entran con diversos niveles en el dominio de inglés, es esencial que cada aprendiz de inglés sea asignado a un programa Instruccional que cubra de la mejor manera sus necesidades. Estamos comprometidos a colocar a cada estudiante en el programa con las estrategias y materiales de instrucción apropiados. Trabajamos en conjunto con los padres/tutores para explicarles las opciones de instrucción, reporte de progreso del estudiante, preinscribir las intervenciones apropiadas si es que el estudiante no está avanzando, y elaborar un plan para el máximo éxito de cada estudiante.

A medida de que el estudiante aprendiz de inglés aumenta su dominio del inglés, él/ella progresara en los niveles de estrategias de instrucción hasta que él/ella pueda ser exitoso en las clases de instrucción de inglés regular. En todos los programas, la meta principal siempre es la adquisición del inglés. Así, cada entorno aprendiz de inglés en nuestro distrito incluye la provisión diariamente explícita y directa de ELD y también la frecuencia de "momentos de enseñanza" durante los cuales se va a proporcionar ELD para todos los estudiantes.

Opciones de entorno Instruccional

Después de la inscripción inicial, el director o el especialista EL recomiendan un programa de asignación para un aprendiz de inglés basado en el historial de los resultados del CELDT del estudiante. Usando esta información, el director de la escuela y el personal acomodan al estudiante en el entorno Instruccional más apropiado. Descripciones escritas de las opciones de programas actuales específicos de la escuela están disponibles para que los padres las revisen. El director de la escuela o si designado se reunirá con los padres/tutores legales para aclarar cualquier pregunta en medida de lo necesario y/o para revisar cualquier preocupación que los padres puedan tener con respecto a los resultados de exámenes o de la recomendación del programa asignado. La asignación del entorno del programa a través del cual el progreso del estudiante es explicado brevemente seguido por una explicación más extensa:

Inmersión de inglés estructurado: Este modelo proporciona instrucción para todas las materias en inglés para estudiantes con menos fluidez de lo razonable en inglés. Para estudiantes con un resultado en el CELDT de nivel principiante (nivel 1) o nivel pre-intermedio (nivel 2), los maestros utilizarán estrategias académicas de instrucción especialmente diseñadas, anticipadas y ELD estructuradas.

El programa de inmersión de inglés estructurado está descrito en el Código de Educación de California en las Secciones 300-340 (Proposición 227 que se pasó por los votantes de California en Junio de 1998). Se describe como un proceso de adquisición del idioma inglés para los estudiantes en el cual casi toda la instrucción en el salón de clases es en inglés, pero el currículo y la presentación están especialmente diseñados para niños que está aprendiendo el idioma. A los estudiantes se les enseñarán materias "abrumadoras" pero no exclusivamente en inglés. Los maestros y sus ayudantes utilizan el idioma primario del estudiante en el contenido de la instrucción para motivar, aclarar, dirigir, apoyar y explicar. La meta del programa SEI es que los estudiantes EL desarrollen un nivel razonable de dominio del idioma inglés. Cualquier retraso académico puede ser remediado a través de un número de intervenciones. El acceso al contenido básico se logra a través de estrategias de instrucción utilizando técnicas de Instrucción Académica Especialmente Diseñada en Inglés (SDAIE) para hacer posible que los aprendices de inglés alcancen a acceder el contenido académico de su grado escolar en matemáticas, estudios sociales, ciencia, y otras materias académicas requeridas.

Requisitos del programa...

- * Se les debe de informar a los padres de la asignación de su hijo a un programa de inmersión de inglés estructurado y notificarles de la oportunidad para aplicar para una solicitud de excepción para padres para un curso de estudio alternativo o una solicitud para cambiar a los estudiantes a un salón de clases de inglés regular. Para poder solicitar una excepción para un entorno alternativo, los padres deben de visitar la escuela.
- * Todos los estudiantes EL reciben instrucción diaria de ELD basado en los estándares ELD.

- * La enseñanza en todas las materias básicas se imparte mayoritariamente en Inglés con el apoyo, según sea necesario de estrategias SDAIE.
- * Todos los estudiantes participan en actividades que promuevan la competencia multicultural y autoestima positiva.

Agrupación de ELD...

- * Los estudiantes serán agrupados en sus clases de ELD basado en su nivel de dominio del inglés. La colocación óptima es de un nivel ELD por clase.

Personal Docente...

- * Todos los maestros deben de estar propiamente certificados (i.e., BCC, BCLAD, LDS, CTCL, CLAD, Hughes (SB 1969/395)).

Materiales...

Los materiales adoptados por el estado o basados en los estándares serán utilizados. Los materiales incluirán impresiones, audio, visual, gráfico y recursos electrónicos. Los maestros combinarán los materiales de instrucción con las necesidades del estudiante; así, utilizan lo básico, de igual manera que los materiales suplementales aprobados.

Clases de inglés regular con el apoyo apropiado: Este modelo, diseñado para estudiantes con fluidez razonable, proporciona toda la instrucción en inglés con servicios adicionales y apropiados en medida de lo necesario. Este modelo es recomendado para estudiantes con un resultado general del CELDT en el rango superior del nivel intermedio (nivel 3) o mayor.

Los aprendices de inglés quienes hayan adquirido fluidez razonable (típicamente el rango superior del nivel intermedio, pre-avanzado y avanzado) y quienes no estén participando en un programa alternativo o cuyos padres soliciten que se cambien de un programa SEI son asignados en un programa de inglés regular. Los padres de los aprendices de inglés pueden solicitar que sus hijos sean asignados a un programa de inglés regular en cualquier momento. El término "regular" se refiere al programa de servicios de instrucción que son principalmente en inglés con instrucción ELD y un énfasis en lectura y escritura. Los maestros de programas regulares son responsables de proporcionar instrucción ELD que continúe con el desarrollo del idioma inglés del estudiante, los prepare para reclasificación, y recuperar cualquier déficit académico que haya ocurrido en el currículo básico como resultado de las barreras del idioma. También, los estudiantes tendrán acceso a materias básicas con maestros que utilizan estrategias SDAIE para que el contenido de aprendizaje sea comprensible para los estudiantes. El programa está diseñado para continuar el desarrollo de inglés, mientras que proporciona el contenido de instrucción en inglés. SDAIE es la mayor característica de este programa. Los estudiantes de EL en clases de inglés regular requieren un monitoreo meticuloso y atención en su progreso hacia la reclasificación.

Participantes del programa...

- * Los estudiantes EL que están en transición de SEI a inglés regular en niveles intermedio, pre-avanzado o avanzado del CELDT
- * Estudiantes EL en cualquier nivel, cuyos padres hayan solicitado su asignación en inglés regular

Elementos del programa...

- * Desarrollo del idioma inglés: los estudiantes EL en clases de inglés regular participan en instrucción ELD enseñada a su nivel por maestros CLAD (o equivalente) hasta que sean reclasificados;
- * Instrucción Académica Especialmente Diseñada en Inglés (SDAIE) usado en las clases del área de contenido;
- * Monitoreo del proceso hasta reunir el criterio para reclasificación;
- * Todos los estudiantes participan en actividades que promueven el entendimiento multicultural y autoestima positiva.

Materiales...

Los materiales adoptados por el estado o basados en los estándares serán utilizados. Los materiales incluirán impresiones, audio, visual, gráfico y recursos electrónicos. Materiales de instrucción básicos así como suplementales aprobados, serán utilizados.

Agrupación de estudiantes para instrucción ELD...

- * Los estudiantes que tengan un nivel 3/intermedio de fluidez en el CELDT o menor deben estar en una clase de ELD con un maestro propiamente autorizado y no deben de ser mezclados con estudiantes donde se impartan clases solo en inglés.
- * Los estudiantes que estén por arriba del nivel 4/pre-avanzado de fluidez en el CELDT requieren instrucción ELD por un maestro propiamente autorizado. Los estudiantes en este nivel deben ser agrupados para esta instrucción y no se deben de mezclar con estudiantes donde se imparten clases solo en inglés.

VI-EL 18: Solicitud de Excepción para padres

Indicadores de cumplimiento VI-EL 18. Los padres y tutores de estudiantes EL son informados de la asignación de sus hijos en un salón de idioma inglés y son notificados de una oportunidad para aplicar para la solicitud de excepción para padres para que sus hijos participen en un programa alternativo.

18.1 Los procedimientos de la LEA para otorgar la excepción para padres incluye los siguientes:

- (a) A los padres y tutores se les proporciona, durante la inscripción y anualmente, íntegramente por escrito, y por solicitud, las descripciones mencionadas del programa de inmersión de inglés estructurado, programa de clases de inglés regulares, programas alternativos, y todas las oportunidades educacionales disponibles para los alumnos. Las descripciones de los programas deben incluir los materiales educacionales que serán utilizados en las diversas opciones. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Los padres y tutores son informados que el alumno será asignado por lo menos 30 días en un salón de idioma inglés el primer año de inscripción en una escuela de California. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Los padres y tutores son informados de cualquier recomendación por el director de la escuela y personal docente para un programa alternativo y se les notifica de su derecho a rechazar la recomendación. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Se prosigue con la solicitud de excepción para padres dentro de 20 días después de que la solicitud haya sido presentada a el director de la escuela. Sin embargo, las solicitudes bajo EC § 311(c) se debe tomar acción ya sea a más tardar dentro de diez días después de la terminación de la asignación en un programa de 30-días en un salón de clases de idioma inglés o dentro de 20 días de instrucción después de que la solicitud haya sido presentada, lo que ocurra después. (5 CCR § 11309(c).)

18.2 Solicitudes de exención se concederá a menos que el director de la escuela y el personal docente determinen que un programa alternativo ofrecido en la escuela no sería más adecuado para el desarrollo educativo general del alumno. (5 CCR § 11309(b)(4).)

18.3 Si se deniega la exención, los padres y tutores son informados por escrito de la razón (s) para la negación y e informados de que pueden apelar la decisión de la junta local de educación, si dicho recurso está autorizado por la junta local de educación, o para la corte. (5 CCR § 11309(d).)

18.4 Cada escuela en la que 20 o más alumnos de un determinado grado escolar reciban una exención estará obligada a ofrecer una clase de este tipo, de lo contrario, deben permitir a los alumnos transferirse a una escuela pública en la que se ofrezca una clase de este tipo. (EC § 310.)

18.5 El equipo del IEP determina la asignación de cada estudiante de educación especial, independientemente del dominio del idioma. (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)

Documentos asociados

Documentos requeridos y sugeridos

Descripciones de programas bilingües alternativos [r]

EL LEA policies/procedural guidelines for the alternative bilingual program options [r]

Muestras de los formularios de exención EL completados aprobado/denegado [r]

Procedimientos para la notificación de los padres acerca de solicitud de exención

- 1) Después de la inscripción inicial y anualmente, todos los padres reciben una orientación sobre las opciones del programa del distrito escolar para Aprendices de Inglés y el proceso de solicitud de exención. El personal le explicará las opciones del programa y dar a cada uno de los padres descripciones escritas de las opciones:
 - Estructurado de Inmersión en Inglés
 - Clases Regulares en Inglés Clase
- 2) Durante la inscripción inicial y registración anual en la escuela, la exención para los padres de aprendices de inglés estará disponible. Los padres interesados en completar el proceso de la solicitud se reunirán con el director o su designado para llenar la solicitud. Se los notificará a los padres que cuando 20 estudiantes o más en determinado grado escolar o determinada materia hablan el mismo idioma reciben la aprobación de la solicitud, se requerirá que la escuela ofrezca tal programa; de otra manera, se les deberá permitir a los estudiantes transferirse a otro distrito escolar donde dicho programa esté disponible. El padre será guiado sobre el proceso de transferencia fuera del distrito, conocido como "intra-district," cuando sea requerido.
- 3) El asistente del superintendente revisará el número de exenciones solicitadas en cada escuela.
- 4) A los padres se les notificará que:
 - La exención requiere la aprobación del director
 - Cada aplicación para exención será considerada por sus méritos individuales. La aprobación de las solicitudes de exención de los padres ocurre al menos que el director de la escuela y personal educativo determinen que existe evidencia y programas alternativos no serán apropiados para el desarrollo integral del estudiante. Una explicación de la razón (es) por la cual la aplicación fue denegada será proporcionada a los padres por el escrito por el director de la escuela, junto con el procedimiento de apelación del distrito. Si el padre desea apelar la negación, él/ella utiliza el procedimiento de quejas del distrito. Los padres tienen el derecho

de apelar a la Junta Directiva de South Monterey County Joint Union High School District. Un resumen por escrito será proporcionado a todas las partes.

- Todas las exenciones para padres serán implementadas dentro de 20 días de instrucción después de haber sido entregadas al director de la escuela.

5) El estudiante está inscrito en la escuela en donde el programa alternativo es ofrecido y asignado en el salón de clases o programa solicitado.

VI-EL 19: Equitable Services to Private Schools

Indicadores de cumplimiento VI-EL 18. Los padres y tutores de los estudiantes EL son informados de la colocación de sus hijos en un salón de clases de idioma Inglés y se les informa de la posibilidad de solicitar un permiso de excepción de los padres para que sus hijos participen en un programa alternativo.

18.1 Los procedimientos de la LEA para otorgar el exención de padres incluye lo siguiente:

(a) Padres y tutores son previstos, durante la inscripción y anualmente, escrito por completo, y por petición, descripciones habladas del programa de inmersión de inglés estructurado, programa de inglés regular, programas alternativos, y todas las oportunidades educativas disponibles para el alumno. Las descripciones de los programas deben incluir los materiales educativos que serán usados en las diferentes opciones. (5 CCR §11309(a)(b)(1), EC § 310.)

(b) padres y tutores son informados de que el estudiante debe de ser asignado por no menos de 30 días en un salón de clases de inglés el primer año de inscripción en una escuela de California. (5 CCR § 11309(b)(2), EC § 311.)

(c) Los padres y tutores son informados de cualquier recomendación del director de la escuela y el personal docente para un programa alternativo y se les da aviso de su derecho de rechazar la recomendación. (5 CCR § 11309(b)(3), EC § 311.)

(d) Se toma acción sobre las solicitudes de exención de los dentro de los primeros 20 días después de haber sido entregada al director de la escuela. Sin embargo, las solicitudes de exención entregadas bajo el EC § 311(c) se debe de tomar acción a más tardar a 10 después de que se haya vencido el plazo de 30 días de asignación en un salón de clases de idioma inglés o dentro de 20 días de instrucción después de haber entregado la solicitud, lo que sea que este menos próximo. (5 CCR § 11309(c).)

18.2 Solicitudes de exención se concederá a menos que el director de la escuela y el personal docente determinen que un programa alternativo ofrecido en la escuela no sería más adecuado para el desarrollo educativo general del alumno. (5 CCR § 11309(b)(4).)

18.3 Si se deniega la exención, los padres y tutores son informados por escrito de la razón (s) para la negación y son informados de que pueden apelar la decisión de la junta local de educación, si dicho recurso está autorizado por la junta local de educación, o para la corte. (5 CCR § 11309(d).)

18.4 Cada escuela en el que 20 o más alumnos de un determinado grado escolar reciban una exención estará obligada a ofrecer una clase de este tipo, de lo contrario, deben permitir a los alumnos transferirse a una escuela pública en la que se ofrece una clase de este tipo. (EC § 310.)

18.5 El equipo de IEP determina la asignación de cada estudiante de educación especial sin importar el dominio del idioma. (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)

Documentos asociados

Documentos requeridos y sugeridos

Descripciones alternativas bilingües de programas [r]

Las pólizas/procedimiento de EL de la ELA para las opciones de programas alternativos bilingües [r] Muestras de los formularios de exención EL completados aprobado / denegado [r]

Capítulo VII

ELD y acceso a las clases básicas requeridas para graduarse

IV-EL 20: ELD

IV-EL 21: acceso a las clases básicas requeridas para graduarse

VII-EL 20: ELD

Indicadores de cumplimiento VII-EL 20. Cada estudiante recibe un programa de instrucción de desarrollo del idioma inglés (ELD) para así desarrollar el dominio del idioma inglés tan rápida y eficazmente como sea posible. (20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310; 5 CCR § 11302(a); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Documentos asociados

Documentos requeridos y sugeridos

Estándares EL alineados con los cursos ELD/descripción del currículo [r]

Los horarios de ELD de todo los días y el horario maestro [r] Criterio para asignación ELD [r]

Resumen de Desarrollo del Idioma Inglés

Cada aprendiz de inglés recibe un programa de instrucción en Desarrollo del Idioma Inglés (ELD) para poder desarrollar el dominio en inglés tan rápida y eficazmente como sea posible. Las lecciones de ELD son apropiadas para los niveles del dominio del idioma identificado en los estudiantes. Las lecciones de ELD reflejan aún más el currículo, los materiales y métodos que están diseñados para promover en los aprendices de inglés la adquisición de habilidades para escuchar, hablar, leer y escribir. ELD está diseñado para enseñar a los aprendices de inglés:

- ♦ Comprender, hablar, leer y escribir Inglés;

- ♦ Adquirir el mismo nivel del dominio de inglés que el de los estudiantes que inglés es su idioma nativo

El ELD es componente de todos los modelos de programas de instrucción está basado en la investigación y reconoce que la adquisición de Inglés como segundo idioma es un proceso de desarrollo. La investigación reconoce que no hay dos alumnos que desarrollen el dominio de inglés en la misma proporción. En la mayoría de los casos, Destrezas de comunicación interpersonales (BICS) aparecen mucho antes Cognitiva Lenguaje Académico (CALP), y el tiempo y la oportunidad se debe permitir para este desarrollo se produzca. De hecho, puede tomar siete o más años para alcanzar el dominio académico inglés comparable a la de sus compañeros de habla Inglés nativo. Cada aprendiz de inglés se desarrollará a su / su propio ritmo, en función de una multitud de factores ambientales, de personalidad, de aprendizaje y de enseñanza. Además, ELD proporciona la base para la alfabetización (lectura y escritura), así como un camino hacia los Estándares Comunes de California. El objetivo común es ayudar a los estudiantes a desarrollar habilidades para desarrollar el dominio académico cognitivo en inglés.

Desarrollo del Idioma Inglés debe formar parte del programa diario para cada estudiante que aprende inglés, de hecho, la ley requiere que cada estudiante recibe instrucción EL Desarrollo del Idioma inglés como parte de su plan de estudios básico. ELD debe ser un componente planificado, específico y explícito de la educación integral del estudiante EL. No hay una cantidad máxima de tiempo para ELD del estudiante. Sin embargo, es obligatorio en nuestro distrito que cada estudiante EL reciba un mínimo de un período de ELD por día.

Condiciones Favorables para la Adquisición del Idioma

Varias condiciones ayudan a facilitar el desarrollo de un Segundo idioma. El idioma es comprensivo para los aprendices de inglés cuando:

- ♦ Tiene un propósito de la vida real;
- ♦ Conocimiento previo es activado;
- ♦ El conocimiento previo es desarrollado;
- ♦ El filtro afectivo es bajo;
- ♦ Se motiva a tomar riesgos y aproximaciones;
- ♦ Los errores son aceptados como parte del proceso de adquisición;
- ♦ El aporte es comprensivo a través de contextualización Input (ej. El uso de objetos reales o temas, visuales, expresiones faciales, y/o gestos "de la vida real"); y
- ♦ Cometarios positivos y correcciones por el método de modelación son utilizados.

Materiales ELD

Los materiales EL son EDGE. Este es el programa estatal que reúne todos los requisitos legales. También, el estado reconoce los materiales suplementales comprados para el uso de los estudiantes, en medida de lo necesario.

Estándares ELD

El Desarrollo del Idioma Inglés/ Los Estándares EL Siguiendo Generación proporcionan expectativa y logro en los niveles de principiante, pre-intermedio, intermedio, pre-avanzado, y avanzado de los estudiantes EL. Estos se dirigen a las habilidades que los estudiantes EL deben adquirir en la fase inicial del aprendizaje de inglés para que puedan lograr el dominio en las Artes Lingüísticas del Idioma Inglés de los Estándares Comunes de California. Los Estándares ELD/Nueva Generación ELD están diseñados para suplementar los estándares ELA para asegurarse de que los aprendices de inglés logren el dominio tanto en el idioma inglés como en los conceptos y habilidades en los estándares ELA.

Los Estándares ELD/ Nueva Generación ELD están escritos como vías o parámetros hacia los Estándares Comunes del Estado ELA. En los niveles iniciales de dominio, un estándar ELD puede ser la vía para diversos estándares ELA. En los niveles más avanzados de dominio, las habilidades en los Estándares ELD se aproximan más de cerca a los Estándares ELA y representan los estándares en los cuales un estudiante EL ha logrado dominio académico en inglés. Los Estándares ELD integran escuchar, hablar, y escribir y crean una vía distinta para leer en inglés en lugar de retrasar la instrucción de la lectura en inglés.

Evaluaciones ELD

Una serie de evaluaciones son utilizadas para seguir el progreso de nuestros estudiantes a través de las normas de desarrollo del Idioma Inglés. Estas evaluaciones incluyen, pero no se limitan a la siguiente:

- ♦ Evaluaciones incrustadas en programas de instrucción;
- ♦ Evaluaciones de los parámetros EL del distrito; y
- ♦ Resultado de los reportes del CELDT.

VII-EL 21: acceso a las clases básicas requeridas para graduarse

Indicadores de cumplimiento

II-EL 21. La instrucción académica para los estudiantes EL esta diseñada y es implementada para asegurarse que los aprendices de Inglés reúnan los estándares de contenido y rendimiento del distrito para su respectivo grado escolar en una cantidad de tiempo razonable.

21.1 La LEA ha implementado un plan para asistir a todos los aprendices de inglés a altos niveles en las materias académicas básicas para que estos estudiantes puedan alcanzar los mismos rigurosos estándares académicos de contenidos del estado y se espera que los estudiantes los reúnan.

21.2 La LEA ha desarrollado y está implementando un plan de monitoreo para superar cualquier déficit académico de los aprendices de inglés que ocurra mientras están aprendiendo inglés. Se toma acción para superar estos déficits antes de que los déficits sean irreparables. (20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Documentos Requeridos y Sugeridos

Cursos EL designados para estudiantes EL/ o horario maestro que muestre los cursos designados para estudiantes EL [r]

Programa de intervención EL para estudiantes EL [r] el plan EL de la LEA para monitorear el progreso de los estudiantes EL incluyendo parámetros y el plan de recuperación [r]

La guía de procedimientos EL y el criterio para asignación

El South Monterey County Joint Union School District ofrece instrucción académica para los estudiantes de inglés diseñados e implementados para asegurar que cumplan con el contenido del Distrito y normas de funcionamiento de sus respectivos niveles de grado en una cantidad de tiempo razonable. El Distrito tiene un plan para monitorear y superar cualquier déficit académico los estudiantes de inglés incurre mientras adquieren inglés. Se toman acciones para superar los déficits académicos antes de que los déficits sean irreparables

Nosotros ofrecemos dos entornos de instrucción para los aprendices de inglés:

- Inmersión de Inglés Estructurado
- Inglés Regular

Todos los entornos de instrucción diseñados para estudiantes EL deben de contener los siguientes componentes;

- , Instrucción de Desarrollo del Idioma Inglés (ELD), específicamente diseñados para la aprendices de inglés y su nivel ELD;
- Bien articulados, basados en los estándares, diferenciar el currículo básico proporcionado a través de Instrucción Académica Especialmente Diseñada en Inglés (SDAIE);
- Actividades estructuradas diseñadas para desarrollar competencia y autoestima positiva.

Instrucción Académica Especialmente Diseñada en Inglés

SDAIE es utilizada para asistir a los estudiantes EL a tener acceso el currículo básico en las áreas de contenido.

Es esencial que los aprendices de inglés tengan acceso bien articulado, basado en los estándares de currículo básico de instrucción. En la inmersión de inglés estructurado, el currículo básico de instrucción es enseñado en inglés en todas las materias, usando estrategias SDAIE.

Los aprendices de inglés tienen acceso al currículo básico a través de las clases que “albergan” el currículo de Instrucción Académica Especialmente Diseñada en Inglés (SDAIE). SDAIE es una propuesta para enseñar al nivel del grado escolar utilizando inglés como el medio de instrucción con estrategias especiales y técnicas equipadas para ayudar a los estudiantes a tener acceso al currículo básico. El distrito utiliza Construyendo Significados como su programa de estrategia SDAIE que incluye:

- La instrucción contextualizada (ej., el lenguaje no verbal, el apoyo visual, organizadores gráficos, la amplificación por vía oral / verbal de “la vida real”) porque los estudiantes tienen una variedad de recursos en el entorno que les permita construir el significado de lo que se dice o lee;
- Instrucción basada en tareas, ya que permite a los estudiantes trabajar con los conceptos y el idioma de esos conceptos en una variedad de formas (ej., a través de replanteo, donde los estudiantes pueden actuar, dibujar o trazar los conceptos, o utilizar la poesía, canción, canto, cartas y diarios);
- Facilitar a los aprendices de inglés el acceso al mismo currículo básico como el de los estudiantes de Inglés regular;
- Hacer alteraciones en el ambiente de aprendizaje para que más estudiantes puedan acceder a los contenidos;
- Idioma de impartición para que el aporte sea comprensible;
- Instrucción que motive el uso activo del idioma y enfatice en la idea general;
- Instrucción que le permita al maestro verificar la comprensión frecuentemente utilizando estrategias inactivas;
- Evaluaciones de integración continuas de manera formativa a través de observaciones, portafolios, diarios, y desarrollo-del-producto;
- Construir en las modificaciones del idioma tales como, pausas, preguntas, estimulación y subrayar.

ANEXOS TABLAS DE CONTENIDOS

Anexo A: Oficiales del Comité de Comités de Padres Asesores ELAC y DELAC

Anexo B: Calendario sugerido para los artículos requeridos de las agendas de las juntas de ELAC

Anexo C:

- Plantilla de la agenda de las juntas de ELAC
- Plantilla de la acta de la junta de ELAC
- Procedimientos parlamentarios simplificados
- Reglamentos

Anexo D: Delegación de Autoridad del Comité Asesor del Idioma Inglés

Anexo E:

Anexo F: Guía de Decisiones para Evaluación y Asignación de Aprendices de Inglés

ANEXO A

Oficiales del Comité de Comités de Padres Asesores ELAC y DELAC

Presidente

- Preside todas las juntas.
- Mantiene el orden en todo momento.
- Habla solo lo necesario mientras preside.
- Tiene una agenda de la junta con él/ella y prosigue de forma profesional.
- Tiene un conocimiento servicial de las leyes parlamentarias y un entendimiento pleno de la constitución y reglamentos de la organización.
- Abstenerse de entrar en los debates de la Asamblea. Si es esencial que esto se haga, el vicepresidente debe ser colocado en la silla. Al presidente no se le permite volver a la silla hasta después de la votación ha sido tomada sobre la cuestión objeto de debate.
- Extender toda cortesía a los opositores de una moción, a pesar de que la moción sea una que no favorezca a los oficiales al mando.
- Llegar unos minutos antes de la hora de comienzo de la junta. Cuando sea hora de comenzar la junta, observa si hay quórum, si es así, llame a la reunión a la orden, y declarar "quórum".

Vice-Presidente

- El vice-presidente actúa en el lugar del presidente cuanto él/ella está ausente o cuando es necesario. En el caso de la renuncia o muerte del presidente, el vice-presidente automáticamente se convierte en el presidente de acuerdo con el reglamento.
- Preside en todas las juntas en la ausencia del presidente o cuando el presidente esta temporalmente vacante de su silla.
- Si el presidente tiene que estar ausente por un largo periodo de tiempo, el vice-presidente puede ejercer todas las funciones del presidente excepto cambiar o modificar las reglar del presidente.
- El vice-presidente no puede llenar vacantes donde el reglamento diga que tales vacantes deben de ser llenadas por el presidente.
- En caso de renuncia o muerte del presidente, y si al vice-presidente no le interesa asumir la oficina del presidente, el vice-presidente tiene que renunciar.
- La oficina del vice-presidente queda vacante cuando él/ella asume la oficina del presidente.
- En la ausencia del presidente, el vice-presidente no es un miembro de ningún otro comité.

Secretario

- El secretario debe de tomar asistencia.
- El secretario debe mantener un registro ordenado y cuidadoso de todos los negocios realizados en las reuniones, con la redacción exacta de cada movimiento y si fue rechazado o aprobado. Breves extractos de los discursos, si son importantes, pueden ser

grabados, pero sin comentarios de cualquier tipo, favorable o desfavorable, se deben hacer.

- Las actas deben mostrar los nombres de las personas designadas a los subcomités, y es el deber del secretario de notificar a todas las personas designadas o elegidas en cualquier comité.
- El secretario deberá distribuir copias de la información, los formularios de reembolso y asegurarse de que todos firmen la lista de asistencia en cada reunión.
- El secretario llevará a la reunión una copia de los reglamentos, procedimientos parlamentarios, y una lista de miembros.

ANEXO B

South Monterey County Joint Union High School District

El Calendario sugerido para los artículos requeridos de las agendas de las juntas de ELAC

MES	RESPONSABILIDAD	MATERIALES/SUGERENCIAS
Septiembre	Capacitación y Responsabilidades de ELAC	
	Elegir el comité ELAC y representantes de DELAC	
	Descripción del programa EL/Presentación del personal EL S	
	Descripción de los Servicios EL	
	Importancia de la Presentación de Asistencia	
Octubre	Revisión del Plan Escolar Individualizado para el Logro Estudiantil (SPSA)	
	Evaluación de necesidades	
Noviembre	SPSA: Logro Estudiantil	
	Necesita de Evaluaciones	
Enero	SPSA: Capacitación Profesional e Involucramiento de los Padres	
	Evaluación de necesidades	
Febrero	Presentar resumen de todo lo que necesita evaluación	
Marzo	Asesorar SSC sobre el SPSA basado en todas las necesidades evaluadas	
	Reporte R-30	
	Celebración de Reclasificación	
Mayo	Elecciones	
	Revisión de final del Año	

ANEXO C

Ver Anexo C para las siguientes plantillas:

- Agendas de las juntas de ELAC/DELAC
- Lista ELAC/DELAC Roster
- Hojas de Registro de Juntas de ELAC/DELAC
- Actas de las juntas de ELAC/DELAC
- Procedimientos parlamentarios simplificados,
- Reglamentos

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

LISTA DE COMITÉ ASESOR DE APRENDICES DE INGLES DEL DISTRITO

Año:

NOMBRE IMPRESO	FIRMA	PADRE EL	PERSONAL	OTRO (ESTUDIANTE, MIEMBRO DE LA COMUNIDAD, ETC)

ANEXO D

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Delegación de Autoridad del Comité Asesor del Idioma Inglés (ELAC)

La ELAC puede designar al Consejo Escolar (SSC), establecido conforme al Código de Educación Sección 52852, para funcionar con el consejo asesor escolar de los aprendices de inglés (Education Code 54425).

A. Por favor indique las fechas en las que ELAC tomó las siguientes acciones requeridas para delegar su autoridad al Consejo Escolar:

- _____ La escuela estableció un ELAC con (insertar número) miembros.
- _____ La ELAC informo a todos los miembros durante una junta regular de ELAC (sin elecciones) las responsabilidades antes de votar para delegar la autoridad.
- _____ La ELAC informó debidamente a sus miembros la posibilidad de delegar la autoridad.
- _____ La ELAC votó a favor de renunciar a sus derechos y delegar su autoridad al SSC por no más de dos (2) años.

Por favor, confirme marcando la casilla:

- ☐ La reunión en la que la ELAC votó para delegar su autoridad al SSC era ayudar con posterioridad a la reunión informativa.
- ☐ La reunión en la que la ELAC votó para delegar su autoridad al SSC tuvo quórum.
- ☐ La decisión de la ELAC para delegar su autoridad al SSC se incluirá en el acta de ELAC y se mantendrá en un lugar seguro en la escuela por cinco (5) años.

B. Por favor indique las fechas en que SSC tomó las siguientes acciones requeridas para completar la delegación de autoridad de ELAC al Consejo Escolar:

- _____ Voto para aceptar las responsabilidades de ELAC.
- _____ La presentación de este formulario ante el Asistente del Superintendente de Servicios Educativos del presidente del SSC y el director para su aprobación final y la confirmación.
- _____ Comprometidos a participar en la capacitación para hacer frente a todas las responsabilidades del ELAC.

Por favor, confirme marcando la casilla:

- ☐ La decisión del SSC de aceptar las responsabilidades de la ELAC se registró en las actas de la reunión.
- ☐ La agenda SSC reunión, folletos, actas, papeletas numeradas, y vigilar la asistencia serán asegurados en la escuela por cinco (5) años.

Director de la Escuela Firma

Fecha de entrega al Asistente del Superintendente

ELAC Presidente

Firma

Fecha

SSC Presidente

Firma

Fecha de entrega al Asistente del Superintendente

ANEXO E

South Monterey County Joint Union High School District

Calendario sugerido para los artículos requeridos de las agendas de las juntas de DELAC

MONTH	RESPONSIBILITY/ACTIVITY	MATERIALES/SUGERENCIAS
Octubre	<ul style="list-style-type: none"> • Establecer/revisar programas del distrito, metas, objetivos para programas EL /Servicios • Revisar las responsabilidades de DELAC 	
Noviembre	<ul style="list-style-type: none"> • Revisar/comentar sobre las notificaciones por escrito para los padres • Desarrollar/revisar el Plan Maestro para Aprendices de Inglés 	
Febrero	<ul style="list-style-type: none"> • Administración del censo anual del idioma • Aplicación Consolidada Parte II • Revisión / comentario sobre criterios para la reclasificación 	
Marzo	<ul style="list-style-type: none"> • CABE- no habrá junta 	
Abril	<ul style="list-style-type: none"> • Realización de una evaluación de las necesidades de todo el distrito • Revisión/comentarios sobre el reporte R-30 • Desarrollo/revisión del Plan Maestro para Aprendices de Inglés del Distrito • Aplicación Consolidada Parte I 	

ANEXO F

Guía de Decisiones para Evaluación y Asignación de Aprendices de Inglés

ANEXO G

Forma de Solicitud de los resultados del CELDT

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of the Surplus and Sale of 2005 Thomas School Bus

MEETING: May 13, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- | | |
|-------------------------------------|---|
| <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 checked="" type="checkbox"/> | Develop/Sustain Fiscal Crisis Long-Term Solution |
| <input type="checkbox"/> | Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings |
| <input type="checkbox"/> | Ensure that Facilities are Safe for Staff and Students |
| <input checked="" type="checkbox"/> | Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations |

Summary:

The District has a 2005 Thomas Bus – VIN# 1T7YL4C2461160290 which it no longer needs. This school bus has not been retrofitted to meet the new legal emission requirements. The cost to do so would range from \$15,000 to \$20,000.

See attached documents showing the value of a 2005 working school bus meeting current emission standards as well as the offer from the Greenfield Union School District, which we believe to be fair.

Greenfield Union School District has made an offer to purchase this bus for \$28,100

Board Policy AR 3270(5) states:

Without advertising for bids, the Board may sell or lease the property to agencies of federal, state or local government or to any other school district. In such cases, the price and terms of the sale or lease shall be fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

If approved by the Board – the District will be submitting the agreement of sale to the County Office of Education for approval before proceeding with the final sale.

Recommendation:

The recommendation is being made for the State Administrator to authorize the surplus and sale of this bus to the Greenfield Union School District.


Fiscal Impact:

The sale of the bus will provide one time additional funds.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



Greenfield Union School District

493 El Camino Real

Greenfield, CA 93927

FMOT Office (831) 674-6017, 6033 FMOT Office Fax (831) 674-2444

FMOT Office email: jcamacho@greenfield.k12.ca.us

INDEPENDENT PURCHASE AGREEMENT

VENDOR NAME(S): South Monterey County Joint School District SS# /Fed. I.D. _____

COMPANY NAME: _____ EIN# _____

ADDRESS: 800 Broadway St

CITY, STATE, ZIP: King City, CA 93927

PHONE NUMBER: 385-0606 Email: _____ FAX NUMBER: 385-0695

VENDOR AGREES TO PROVIDE THE FOLLOWING MATERIALS, PRODUCTS, AND SCOPE OF PURCHASE, EXHIBITS AND OTHER PERTINENT DOCUMENTS TO THE DISTRICT:

2005 Thomas Bus, Vin# 1T7YL4C2461160290 The value structured by comparable proposals attached.
This bus will have no warranty expressed or implied, sold as is.

(Use a separate sheet, if additional space is needed, and attach to this agreement.)

DATE(S) OF PURCHASE: TBD LOCATION(S): _____

FOR PURCHASES DESCRIBED ABOVE, IT IS AGREED:

THAT A CHECK IN THE AMOUNT OF: \$ 28,100, PAYABLE TO: South Monterey Joint School District

Within 30 days receipt of invoice and after services are satisfactory to the District. Alteration to the invoice not accepted without District approval.

- Vendor will not provide any additional equipment for the District unless such equipment is expressly authorized in a separate written Agreement for any additional equipment.
- Vendor acknowledges and agrees that the vendor is not an employee of the District.
- Vendor represents that the vendor has and will maintain during the course of delivery of equipment for the District, liability insurance that covers the equipment described above, which also covers the Errors and omissions of the vendor and vendor's agents, officers and/or employees during the performance of this transaction.
- Vendor agrees to comply with all applicable laws, regulations, and Board policies during the performance of transactions for the District
- District retains the right to cancel this contract in the event of funding shortage or for any other reason by written notice of not less than 30 calendar days. In such case, Vendor will be paid through the date of purchase any agreed fees.
- Addresses stated above will be used for notice purposes. SEE ATTACHMENT

Assistant Superintendent Bus. Services _____ DATE _____

Vendor _____ DATE _____
I agree to deliver equipment described above for the amount above.
Upon completion, please submit an invoice outlining completed purchase.

FMOT Director _____ DATE _____

FUND	RESOURCE	YR	GOAL	FUNCTION	OBJECT	SITE	L	Manager	Budget. Approval	Date
01	72300	0	0000	3600	4300	700				
		0								

BUSWEST

Helping you move people

Quote Prepared For:
 Company: Greenfield Union School
 Address: 493 El Camino Real
 Greenfield, CA 93927
 Contact: Jose L. Camacho
 Phone: 831-674-2840
 Fax: 831-674-3712
 Email: jcamacho@greenfield.k12.ca.us

Prepared By:
 BusWest Pre-owned
 13750 Valley Blvd
 Fontana, Ca. 92335
 Walter L Coon II
 (909) 510-5020
 (909) 510-4049
wcoon@buswest.com

Date:

	Description	Stock #	VIN#	Price \$
1	2005 International / AmTran Diesel Engine Automatic Transmission Spring Suspension Active DPF	TBD	TBD	\$ 62,500.00
	Air Brake Air Conditioning Front Loading Wheel Chair Lift			
1	2005 International / AmTran Diesel Engine Automatic Transmission Spring Suspension Active DPF	TBD	TBD	\$ 62,500.00
	Air Brake Air Conditioning Front Loading Wheel Chair Lift			
Sub Total				\$ 125,000.00
Doc Fee				\$ 430.00
License Fees				\$ 38.00
Sales Tax 8.5%				\$ 10,625.00
Total Due				\$ 136,093.00

Optional Powertrain Warranty Term: 60 months or 100,000 miles whichever comes first.

Optional Powertrain Warranty Covers: Engine, Automatic Transmission with Torque Converter, Turbo Charger, Fuel Injectors, Water pump

Accepted By: _____

Date: _____

Oops, the total is \$24,500 not what is stated below.

Thanks,
Louis

From: Louis Vallejo
Sent: Tuesday, March 25, 2014 9:04 AM
To: 'John sims'
Cc: Jose L. Camacho
Subject: FW: Follow up

Good Morning John,

We have investigated the value of your bus and propose the following based on the attached proposal from Bus West. I would return the difference for the grant for the exhaust trap if we qualify for the grant.

Bus West used 2005 Thomas' with 35k and 57k mileage(see attached) \$62,500

Your bus mileage is 70K, reduce by

-\$8,000

Current repairs pending on AC and heating system, estimate

-\$6,400

Exhaust trap installed (contingent on grant, return difference)

-\$20,000

Less rent at 400.00 per month (8 months August through July)

-3,600 Not billed or paid
\$25,500 \$24,500
+ 3,600
\$28,100

Proposed offer

Give me a call when you can.

Louis

From: Jose L. Camacho
Sent: Tuesday, March 25, 2014 8:43 AM
To: Louis Vallejo
Subject: FW: Follow up

From: Walter Coon (BWL) [mailto:wcoon@buswest.com]
Sent: Tuesday, March 18, 2014 1:55 PM
To: Jose L. Camacho
Cc: David Wronka (BWFO)
Subject: RE: Follow up

Jose

Please find a quote for a couple of used 2005 wheel chair units. These units will be coming in so I don't have any good pictures yet. I'll see if I can get a few shots and send them later. They have 51 to 72k on the odometers.

Kind Regards
Walter L Coon II

BUSWEST Pre-owned
helping you move people
13750 Valley Blvd
Fontana, CA 92335
O: 909-510-5020
C: 949-340-4457
F: 909-510-4049
E: wcoon@buswest.com

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Second Reading Board Policies

MEETING: May 13 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

-
- _____ 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 following Board Policies are presented as a second reading/revision for the Governing's Board Consideration:

BP 0410 Nondiscrimination in District Programs and Activities (revised)

BP 5145.3 Nondiscrimination Harassment (revised)

AR 5145.3 Nondiscrimination Harassment (new)

AR 6145.2 Athletic Competition (new)

BP 6173.1 Education for Foster Youth (revised)

AR 6173.1 Education for Foster Youth (revised)

BP 6176 Weekend Saturday Classes (revised)

BP 6177 Summer Learning Programs (revised)

BP 6179 Supplemental Instruction (revised)

BP 7214 General Obligation Bonds (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

BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans

Nondiscrimination In District Programs And Activities

The Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on *race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information*; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 6145.2 - Athletic Competition)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

Annually, the State Administrator/Superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The State Administrator/Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the State Administrator/Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The State Administrator/Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the State Administrator/Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, January 1999
Protecting Students from Harassment and Hate Crime, January 1999
Nondiscrimination in Employment Practices in Education, August 1991
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
2010 ADA Standards for Accessible Design, September 2010

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
California Safe Schools Coalition: <http://www.casafeschools.org>
Pacific ADA Center: <http://www.adapacific.org>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:
<http://www.ada.gov>

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

Students

Nondiscrimination/Harassment

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

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

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

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

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

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

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

Grievance Procedures

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

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

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

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member.

In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

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

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

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

(cf. 5145.7 - Sexual Harassment)

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

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

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6163.4 - Student Use of Technology)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

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

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

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

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

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

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

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

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

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

(3/12 4/13) 2/14

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

Students

Nondiscrimination/Harassment

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

Director of Curriculum and Instruction
800 Broadway
King City, CA
831 385 0606

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

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

(cf. 5145.6 - Parental Notifications)

4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Process for Initiating and Responding to Complaints

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

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

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Transgender and Gender-Nonconforming Students

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may

affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. Accessibility to Sex-segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

AR 6145.2 Instruction

Athletic Competition

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records.

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

When determining whether equivalent opportunities are available to both sexes in athletic programs, the Superintendent or designee shall consider, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes

The athletic program shall be considered to effectively accommodate the interests and abilities of both sexes if it meets one of the following criteria: (Education Code 230)

- a. The interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.
- b. When the members of one sex have been and are underrepresented among interscholastic athletes, the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex.

c. When the members of one sex are currently underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.

2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms and practice and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity
11. Provision of necessary funds

Health and Safety

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. (Education Code 49475)

The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.

The Superintendent or designee shall provide training to coaches, athletic trainers, and/or school nurses regarding concussion symptoms, prevention, and appropriate response.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

Parental Notifications

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)

2. Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

6. States the Governing Board's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

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

7. Includes a copy of the local California Interscholastic Federation (CIF) league rules

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

(3/07 11/11) 2/14

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

Instruction

Education For Foster Youth

***Note: Education Code 42238.02 and 42238.03, as added by AB 97 (Ch. 47, Statutes of 2013) and amended by SB 97 (Ch. 357, Statutes of 2013), provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, English learners, and/or eligible for free or reduced-price meals; see BP/AR 3100 - Budget. In addition, AB 97 added Education Code 52060-52077 requiring districts to develop a local control and accountability plan (LCAP) which must be aligned to specific state priorities and any additional local priorities, and which must contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan. AB 97 also amended the definition of "numerically significant" student subgroups in Education Code 52052 to include foster youth. ***

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the State Administrator/Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
 (cf. 3100 - Budget)
 (cf. 5131.6 - Alcohol and Other Drugs)
 (cf. 5147 - Dropout Prevention)
 (cf. 5149 - At-Risk Students)
 (cf. 6011- Academic Standards)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6145.2 - Athletic Competition)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6173 - Education for Homeless Children)
 (cf. 6179 - Supplemental Instruction)

The State Administrator/Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The State Administrator/Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

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

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The State Administrator/Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

To address the needs of foster youth and help ensure the maximum utilization of available funds, the State Administrator/Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The State Administrator/Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

At least annually and in accordance with the established timelines, the State Administrator/Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

(cf. 0500 - Accountability)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:
 EDUCATION CODE

32228-32228.5 Student safety and violence prevention
42238.01-42238.07 Local control funding formula
42920-42925 Foster children educational services
48645-48646 Juvenile court schools
48850-48859 Educational placement of students residing in licensed children's institutions
48915.5 Suspension and expulsion; students with disabilities, including foster youth
48918.1 Notice of expulsion hearing for foster youth
49061 Student records
49069.5 Foster care students, transfer of records
49076 Access to student records
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
52060-52077 Local control and accountability plan
56055 Rights of foster parents in special education
60851 High school exit examination
HEALTH AND SAFETY CODE
1522.41 Training and certification of group home administrators
1529.2 Training of licensed foster parents
120341 Foster youth: school placement: immunization records
WELFARE AND INSTITUTIONS CODE
300 Children subject to jurisdiction
309 Investigation and release of child
317 Appointment of legal counsel
361 Limitations on parental or guardian control
366.27 Educational decision by relative providing living arrangements
602 Minors violating law; ward of court
726 Limitations on parental or guardian control
727 Order of care, ward of court
16000-16014 Foster care placement
UNITED STATES CODE, TITLE 20
1415 Procedural safeguards; placement in alternative educational setting
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
670-679b Federal assistance for foster care programs
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the

Education Needs of Children in Foster Care, 2005

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

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

American Bar Association: <http://www.americanbar.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.calyouthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

(3/08 11/09) 12/13

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

AR 6173.1 Instruction

Education For Foster Youth

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602. (Education Code 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The State Administrator/Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Assistant Superintendent
800 Broadway - King City, CA 93930
(831) 385-0606

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain all academic and other records, within two business days of receiving the request. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5117 - Interdistrict Attendance)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

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

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

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

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

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

(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the State Administrator/Superintendent or designee and the Governing Board based on indicators identified in Board policy

The State Administrator/Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

(cf. 4115 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

Enrollment

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that:
 - a. He/she is aware that the student has a right to attend a regular public school in the least

restrictive environment.

- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

- 3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.
 - b. To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
 - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

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

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the State Administrator/Superintendent. The State Administrator/Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the State Administrator/Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation.

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

Transfer of Coursework and Applicability of Graduation Requirements

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

***Note: Previously, Education Code 51225.3 exempted any foster youth who transfers into the district or between district schools in grades 11-12 from locally established high school graduation requirements. However, AB 216 (Ch. 324, Statutes of 2013) deleted this provision from Education Code 51225.3 and included it in newly added Education Code 51225.1 with some modifications as specified below. This exemption does not apply to state graduation requirements for course completion or the high school exit examination. ***

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the State Administrator/Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The State Administrator/Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the State Administrator/Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

Grades/Credits

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

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

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

Eligibility for Extracurricular Activities

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(11/09 11/10) 11/11

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

BP 6176 Instruction

WEEKEND/SATURDAY CLASSES

The Governing Board desires to increase educational opportunities outside the regular school week in order to meet student needs and promote academic achievement. When staffing, facilities, and other resources are available, the Board may approve the provision of classes on Saturday and/or Sunday that support and are integrated with other learning opportunities.

(cf. 4113 - Assignment)

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

Any class offered on a Saturday or Sunday pursuant to Education Code 37223, except in regional occupational centers or programs (ROC/Ps), shall be one offered Monday through Friday during the regular school week. (Education Code 37223)

Weekend classes may include, but are not limited to:

1. Continuation classes

(cf. 6184 - Continuation Education)

2. Special day classes for mentally gifted minors

(cf. 6172 - Gifted and Talented Student Program)

3. Makeup classes for unexcused absences occurring during the week

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 6154 - Homework/Makeup Work)

4. The programs of a regional occupational center or regional occupational program

5. Supplemental instruction for students who need additional assistance to meet academic standards or requirements

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6179 - Supplemental Instruction)

6. Enrichment classes in core academic subjects

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

Except in ROC/Ps, weekend attendance shall not result in crediting any student with more than five days of attendance per week. (Education Code 37223)

Attendance at weekend classes offered pursuant to Education Code 37223 shall be voluntary, except that truants, as defined in Education Code 48260, may be required to attend classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

A student shall be excused from a weekend class if such attendance would be in conflict with his/her religious beliefs. Such students shall be given priority for enrollment in any other available supplemental instruction offered at a time other than during the weekend.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Unless the requirement is waived by the California Department of Education, the district shall provide at least one nutritionally adequate meal during the weekend session in accordance with Education Code 49550.

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

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 5030 - Student Wellness)

Legal Reference:

EDUCATION CODE

37223 Weekend classes

37252-37253 Supplemental instruction

41505-41508 Pupil Retention Block Grant

41601 Reports of average daily attendance

42239 Summer school attendance computation

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

49550 Meals for needy students

52060-52077 Local control and accountability plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Requesting a Summer School Meal Waiver and/or a Saturday School Meal Waiver, Nutrition Services Division Management Bulletin NSD-SNP-03-2013, February 2013

WEB SITES

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

(6/92 11/00) 12/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

Instruction

Summer Learning Programs

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills and make academic progress.

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

(cf. 0200 - Goals for the School District)
 (cf. 0460 - Local Control and Accountability Plan)
 (cf. 3552 - Summer Meal Program)
 (cf. 5030 - Student Wellness)
 (cf. 5141.6 - School Health Services)
 (cf. 5148 - Child Care and Development Program)
 (cf. 6011 - Academic Standards)
 (cf. 6142.7 - Physical Education and Activity)
 (cf. 6143 - Courses of Study)

Summer School

The State Administrator/Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

(cf. 5148.2 - Before/After School Program)
 (cf. 6171 - Title I Programs)
 (cf. 6175 - Migrant Education Program)

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

(cf. 6176 - Weekend/Saturday Classes)
 (cf. 6179 - Supplemental Instruction)

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

1. Need course credits in order to graduate from high school before the beginning of the

next school year

(cf. 5147 - Dropout Prevention)

(cf. 6146.1 - High School Graduation Requirements)

2. Have not made sufficient progress toward passing the state exit examination required for high school graduation

(cf. 6162.52 - High School Exit Examination)

3. Have been retained or are at risk of being retained at their grade level

(cf. 5123 - Promotion/Acceleration/Retention)

4. Demonstrate academic deficiencies in core curriculum areas

(cf. 0460 - Local Control and Accountability Plan)

5. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

The remaining openings shall be offered to other district students on a first-come first-served basis.

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)

(cf. 6154 - Homework/Makeup Work)

The State Administrator/Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population such as students from low-income families, students with disabilities, and English learners. In addition, he/she shall report on the extent to which students successfully achieved the academic outcomes established for the program.

Additional Summer Learning Opportunities

The State Administrator/Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

(cf. 1020 - Youth Services)

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

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

Strategies to support summer learning may include, but are not limited to:

1. Gathering and providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity

(cf. 1330.1 - Joint Use Agreements)

3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training programs that include an academic component

(cf. 3260 - Fees and Charges)

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals

(cf. 6020 - Parent Involvement)

5. Assigning summer homework in core curricular subject(s) that is due at the beginning of the school year for extra credit

6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subjects

7. Arranging opportunities for community service

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

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program
8484.7-8484.9 21st Century Community Learning Centers
37252-37254.1 Supplemental instruction
39837 Transportation to summer employment programs
41505-41508 Pupil Retention Block Grant
41976.5 Summer school programs, substantially disabled persons or graduating high school seniors
42238.01-42238.07 Local control funding formula
42238.8 Revenue limit per unit of average daily attendance
48070-48070.5 Promotion and retention
51210 Areas of study for elementary schools
51220 Areas of study for grades 1-6
51730-51732 Powers of governing boards (authorization for elementary summer school classes)
52060-52077 Local control and accountability plan
54444.3 Summer program for migrant students
56345 Extended-year program for special education students
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance
58806 Summer school apportionments
60851 Supplemental instruction toward exit examination
CODE OF REGULATIONS, TITLE 5
3043 Extended school year, special education students
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6311-6322 Improving basic programs for disadvantaged students
7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Summer Learning and Wellness Resource Guide
School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

Healthy Summers for Kids: Turning Risk into Opportunity, May 2012
New Vision for Summer School, 2010

RAND CORPORATION PUBLICATIONS

Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011

WEB SITES

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

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

National Summer Learning Association: <http://www.summerlearning.org>

Partnership for Children and Youth: <http://partnerforchildren.org>

RAND Corporation: <http://www.rand.org>

Summer Matters: <http://summermatters2you.net>

(7/05 4/13) 12/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

BP 6179 Instruction

Supplemental Instruction

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills.

The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5148.2 - Before/After School Programs)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. It may also be provided during the regular school day provided it does not supplant the student's instruction in the core curriculum areas or physical education.

Supplemental instruction shall be offered to:

1. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

2. Students who have been recommended for retention at their current grade level or are at risk of retention (Education Code 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

3. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation (Education Code 60851)

(cf. 6162.52 - High School Exit Examination)

"Sufficient progress" shall be determined based on a student's results on state assessments administered pursuant to Education Code 60640-60649 and the minimum levels of proficiency recommended by the State Board of Education.

(cf. 6162.51 - State Academic Achievement Tests)

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

The curriculum of the supplemental instructional program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit exam. (Education Code 60851)

In addition, contingent on the district budget and local control and accountability plan (LCAP), supplemental instruction may be offered to students who:

1. Based on state assessment results, grades, or other indicators, demonstrate academic deficiencies in core curriculum areas that may jeopardize their attainment of academic standards
2. Have not passed one or both parts of the high school exit exam by the end of grade 12
3. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

4. Desire enrichment in core academic areas, visual and performing arts, physical education, or other subjects as approved by the Board

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6143 - Courses of Study)

(cf. 6172 - Gifted and Talented Student Program)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in a supplemental instruction. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Required Student Participation

The State Administrator/Superintendent or designee may require participation in a supplemental instructional program for: (Education Code 37252.2, 37254.1)

1. Students in grades 9-12 who demonstrate insufficient progress toward the exit exam required for high school graduation pursuant to Education Code 37252
2. Students in grades 9-12 participating in enrichment programs in core academic subjects pursuant to Education Code 37253

The State Administrator/Superintendent or designee shall obtain written parent/guardian consent for a student's participation in the supplemental enrichment instructional program.

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

41505-41508 Pupil Retention Block Grant

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

Creating Strong Supplemental Educational Services Programs, May 2004

WEB SITES

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

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

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

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, California

BP 7214 Facilities

General Obligation Bonds

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued for school facilities.

(cf. 1160 - Political Processes)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities
3. The refunding of any outstanding debt issuance used for the purposes specified in items

#1-2 above

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)
3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

The State Administrator/Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

The State Administrator/Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

Bonds Requiring 66.67 Percent Approval by Local Voters

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), items #1-4 above and the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds shall be included in the resolution to be adopted by the Board. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds
3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 School district election

15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53506-53509.5 General obligation bonds

53580-53595.5 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

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

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

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

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

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

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

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BP 7214 (g)

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 13, 2014

King City, CA

