

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

Tuesday, January 7, 2014

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

BOARD OF EDUCATION

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

E. REPORT FROM STATE ADMINISTRATOR

F. STUDENT BOARD MEMBER REPORT

G. BOARD MEMBER COMMENTS

H. EMPLOYEE ORGANIZATIONS

I. CONSENT AGENDA

1. Approval of Minutes: December 11, 2013 (Pages 1-9)
2. Approval of Personnel Report Dated January 7, 2014 (*Daniel Moirao, Ed.D., State Administrator*)
3. Approval of Greenfield High School Prom on April 12, 2014 (Page 10)
4. Approval of Accounts Payable Warrants (*Duane Wolgamott, Business Manager*) (Pages 11-15)
5. Approval of Technology Plan (*Cristina Jimenez, Director of Technology*) (Pages 16-39)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. INFORMATION ITEMS

1. Cash Flow Report (*Duane Wolgamott, Business Manager*) (Pages 40-72)
2. Revenue and Expenditure Report (*Duane Wolgamott, Business Manager*) (Pages 73-79)
3. Food Service Program Update (*Duane Wolgamott, Business Manager*)
4. Common Core Update (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*)
5. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Business Manager*) (Pages 80-87)
6. Board Policies (First Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 88-142)
 - BP 0420.41 Charter School Oversight (new)
 - E 0420.41 Charter School Oversight (new)
 - BP 0500 Accountability (new)
 - BP 3100 Budget (revised)
 - AR 3100 Budget (revised)
 - BP 3110 Transfer of Funds (revised)

L. ACTION ITEMS

1. Approval of the Donation from the Guidry Foundation (*Daniel Moirao, Ed.D., State Administrator*) (Pages 143-144)
2. Approval of New Course Adoption: Math 2 (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 145-157)
3. Approval of Math Visions Project's Integrated Pathway Secondary Mathematics 2 Curriculum for the Math 2 Course (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 158-159)
4. Approval of Approval of Contract with MCOE for Common Core State Standards Professional Development in Mathematics (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 160-163)
5. Approval of New Course – The Art and History of Floral Design (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 164-165)

6. Approval of Advanced Floral Design Course (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 166-167)
7. Approval of Contract for Supplemental Educational Services to be Provided to Greenfield High School (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 168-177)
8. Approval of Contract for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School (*Wendy Pospichal, Ed.D., Assistant Superintendent, Administrative Services*) (Pages 178-189)
9. Board Policies (Second Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 190-261)
 - BP 0460 Local Control and Accountability Plan (new)
 - AR 0460 Local Control and Accountability Plan (new)
 - AR 3514 Environmental Safety (revised)
 - AR 3542 School Bus Drivers (revised)
 - BP 4112.42 Drug and Alcohol Testing for School Bus Drivers (new)
 - AR 4112.42 Drug and Alcohol Testing for School Bus Drivers (new)
 - AR 4161.8 Family Care and Medical Leave (new)
 - AR 4161.11 Industrial Accident Illness Leave (new)
 - BP 5131.61 Drug Testing (new)
 - BP 5141.27 Food Allergies/Special Dietary Needs (new)
 - AR 5141.27 Food Allergies/Special Dietary Needs (new)
 - BP 6144 Controversial Issues (new)
 - BP 6162.6 Use of Copyright Materials (new)
 - AR 6162.6 Use of Copyright Materials (new)

M. FUTURE AGENDA ITEMS/MEETING DATES

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

N. SIGNING OF PAPERS

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

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

Wednesday, December 11, 2013

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Alex Hernandez – KCHS – Excused Absence

OPEN SESSION:

Call to Order

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

Public Comment

There were not any comments from the public.

CLOSED SESSION: 5:30 PM

- A. Public Employment
- B. Public Employee Discipline/Dismissal/Release
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters
 - Recommendation to Expel Student #10:13/14
 - Recommendation to Expel Student #11:13/14
 - Recommendation to Expel Student #12:13/14
 - Recommendation to Expel Student #13:13/14
 - Recommendation to Expel Student #14:13/14
 - Recommendation to Expel Student #15:13/14

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster reported the acceptance of the Personnel Report. Mike Foster also reported acceptance of the stipulated agreements for students #10:13/14, #11:13/14, #12:13/14, #13:13/14, #14:13/14, and #15:13/14.

Approval of Agenda

Dr. Moirao said the only change to the agenda was the addition of student #15:13/14 recommended for expulsion.

Dr. Moirao approved the agenda with the change.

ANNUAL ORGANIZATIONAL MEETING

Swearing in of New and Re-elected Officials

Dr. Moirao administered the oath of office and swearing in of Paulette Bumbalough, Mike LeBarre, and Raul Rodriguez.

Acknowledge Past Board Member

Mike Foster said he and Debra McAlahney-Dodson met when they were members of the Community Coalition Action Committee. He said it has been an honor and privilege to have worked with her as a member of the Board of Education. Her input on board policies will be missed. She was always interested in any action plan listed in policies to make sure the plan was enforced.

Mike Foster presented a certificate to Ms. Debra McAlahney-Dodson as appreciation of her dedication as a member of the Board of Education.

Ms. McAlahney-Dodson thanked everyone for their support as a member of the Board. She also appreciated all of the work Dr. Moirao has done for the district.

Election of Board President

Paulette Bumbalough nominated Mike Foster as Board President, it was seconded and approved. Mike Foster accepted.

Election of Clerk of the Board

Paulette Bumbalough nominated Raul Rodriguez as the Clerk of the Board. It was seconded and approved. Raul Rodriguez accepted.

Election of Board Representative to ROP

Mike Foster nominated Mike LeBarre as the Board representative. Mr. LeBarre inquired how often the committee met. The information was provided. Mr. LeBarre accepted the Board Representative to ROP.

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

Raul Rodriguez nominated Paulette Bumbalough. It was seconded by Mike LeBarre. Paulette Bumbalough accepted the position.

Adoption of Board Policies and Bylaws for 2013

Dr. Moirao said as policies are updated by CSBA our policies need to be reviewed and updated. This is done annually at the organizational meeting of all the current policies.

Determine Dates, Times and Locations of the 2014 Regular Board Meetings.

Dr. Moirao distributed a revised listing of board meeting dates. He asked Board members to check their calendars for any conflicts and notify him as soon as possible.

Raul Rodriguez and Paulette Bumbalough said they liked having the meetings on a set day each month for scheduling purposes. Dr. Moirao said the adjustments were made because of a Board member work schedule.

Mike LeBarre said June 11 maybe the only date which may be an issue for him.

Public Comment

Karen Jernigan addressed the board. She has been a member of the King City City Council for a year now. She thanked the Board for their service, dedication and the amount of time devoted to the students and the community. She is the liason between the City Council and the Board of Education and would like to have open communication between the city and the school district.

She said the City Council has 4 basic goals: Restore safety, fiscal responsibilities, communication, and enhance the town toward beautification. The Council will be inviting conversations to discuss the direction the citizens would like them to work towards.

She spoke to the King City High School leadership class a few weeks ago to discuss the city goals and encourage anti-littering campaign in the community.

She said she would like to mention the high school is one of the first things people see when then come to town. She felt mowing, edging, and pulling weeds should be one of the main priorities at the high school. First impressions are lasting impressions to peopl

Ms. Jernigan said on February 8 there will be a Citizen of the Year dinner. The city is working on fundraisers to refurbish the pool heaters and the downtown development for the additional housing on the other side of the railroad tracks. She encouraged any comments or issues directed to the City Council.

Beatriz Diaz addressed the board. She thanked Dr. Moirao, Raul Rodriguez, and Lisa Mazza for meeting with her earlier in the week. She said she would like to mention the good things and staff who work for the district. She complimented Mike Onderko, Hortencia Lopez and the teachers at Portola-Butler, they are wonderful to work with. The communication between the parents and student is very good.

She said Ms. Lisa Mazza is a wonderful principal at GHS and feels she is a great asset to the high school. She always has a big smile and reaches out to the community and provides a lot of information during the parent meetings. She said she would like to acknowledge a few teachers, Mr. Garman, Ms. Campbell and Mr. Radcliff, they are wonderful teachers. She is very appreciative for the communication between the high school and the community.

Ms. Diaz said in July Dr. Moirao sent a welcome letter to parents. It talked about the changes in administration and the desire to increase the graduation rate and decrease the dropout rate. She was asking where the district might be with this information. She also noted on the board agenda there are 6 students recommended for expulsion. She inquired what we are doing to help address the expulsion issue.

She also heard that a teacher punched a student as well as another teacher who was observed drunk at a King City High School football game.

Mike Foster asked Dr. Moirao about the students who were recommended for expulsions. Dr. Moirao said the ones listed on the agenda tonight are all stipulated expulsions. The district is working with the parents and keeping the students in the district. A number of the students are behind on credits and the district is helping with their credit recovery. Dr. Moirao said even though they are listed on the agenda as a recommendation for expulsion we do not know the outcome until after the closed session of the board meeting. The idea is to keep the students and not refer them to MCOE. All of the students this year who have been recommended for expulsion, were granted a stipulated expulsion, which means they have a contract with our district to fulfill their requirements from the stipulated expulsion. Thus, for this year we have had no expulsions.

Report from State Administrator

Dr. Moirao congratulated Mike LeBarre for being recognized by the South County Republican Women. He also thanked him for his willingness to serve the student of the district.

Next week is finals and Wednesday is the end of the first semester. There will be limited office staff through January 6. He is approving the site offices to be closed during the winter break due to the limited staffing.

The district office will be open except for Christmas Eve Day, Christmas Day, New Year's Eve Day, and New Year's Day.

Dr. Moirao said he will have an administrative retreat on Tuesday, December 17 from 1:00 PM to 5:00 PM at the district office.

During the winter break the modernization will be taking place at the KCHS gym. The boys locker room, coaches restroom will be remodeled to meet the ADA requirements. New lockers will be installed. The wooden backboards on the basketball boards will be repaired on the main baskets. We are hoping to get as much done as possible during the winter break. The gym will be closed during that time.

John Sims said we will be able to accommodate the needs of the students for the tournament. The boy's locker room will be the only area out of service.

Dr. Moirao said on January 14 and January 15, Leslie DeMersermann, from CSBA had been scheduled to conduct a board study session. Since there is a conflict with that date he will be contacting her to have the session rescheduled.

Dr. Moirao distributed a folder of information to each Board member. Items included in the folder were: the bargaining units contracts, a reference documents which can be used when board members are approached by the community, the calendar for this year and next year, an organizational chart for the schools and district office, a copy of SB 130 authorizing the state loan to the district, communication plan, professional governance training, professional governance for a superintendent, and governance handbook which the Board created in 2011. Dr. Moirao said this should be a handy reference packet for the Board.

Paulette Bumbalough said this is exactly what she has wanted.

Student Board Member Report

Alex Hernandez was not in attendance to give a report.

Board Member Comments

Mike LeBarre said he is grateful for the opportunity to represent the community. His grandmother was a teacher; he is a big proponent of education. He would like the 11th and 12th graders to know they could earn an associate degree while attending high school. He wants every parent to know he is there for them. This will be his goal.

Language is less than a barrier today. If he is approached by a parent or community member and is asked a question he does not know the answer to, he will write it down and get back to them after he has researched the question. He felt it was important to work together.

Paulette Bumbalough welcomed Mike LeBarre to the Board and said we have an excellent Board. She assisted with the FFA speaking contest and was very impressed with the studentns. She was very impressed with the certificated team: Debbie Benson, Mr. Smith, and Jessica Sousa

Ms. Bumbalough thanked Karen Jernigan for attending the meeting and appreciated the connect with the city council and the district.

Ms. Bumbalough said she appreciated the comments Ms. Diaz had about the teachers and staff. It was great having positive information, we usually hear about the bad stuff.

Ms. Bumbalough said she appreciated Mike LeBarre's comment encouraging the 11th and 12 graders to get a college degree while still attending high school.

Raul Rodriguez said each month Greenfield Rotary honor students of the month. Students and parents are invited to attend the ceremony. He appreciated the efforts Lisa Mazza has done in having the students honored.

The Greenfield High School band played on Saturday for a Christmas celebration; it was nice to see them. Dr. Moirao thanked Greenfield Rotary for their donation allowing GHS to have a band.

Mr. Rodriguez said he met with Mr. McCarthy the lead commissioner for athletics. He is trying to get ideas so parents are involved more in athletics. He commented the coaches have a unique way to connect with students. We do not have the money to fully support athletics.

Employee Organizations

There were no comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: November 13, 2013
2. Approval of Personnel Report Dated December 11, 2013
3. Approval of Williams Quarterly Report
4. Approval of King City High School Senior Class Trip to Magic Mountain
5. Approval of Contract with CSBA for Masters in Governance Training

Dr. Moirao approved the items on the consent agenda.

Consent Items Removed for Comment/Questions

There were not any items removed for comments or questions.

INFORMATION ITEMS

DELAC Update

Dr. Moirao said this is an annual report for the Board.

Mr. Pablo Venegas said he is the DELAC President; he has 2 students attending King City High School. One of the purposes of the committee is to work with the district to establish a master plan for the EL students. This is a means to better serve our EL students and to help them to become proficient in English. The purpose of the committee is to advise the district. The committee discusses what will benefit the students. One suggestion was made to have Saturday school for the EL students. We are hoping to start this in January.

Mr. Venegas said King City High School has completed the PIQE sessions, they was very successful. Greenfield High School will be starting their meetings in January 2014. Parents work schedule is usually lighter during the winter months; therefore it was decided to have the meeting start in January anticipating there would be more parent involvement.

Mr. Venegas said for him the experience was good and he knows the importance of the committee to assist EL students. He said it was helpful to him, he gained information and he was encouraging his children in their schooling. He would like to see more parents attend any future PIQE meetings.

Mike Foster said he appreciated the parents interest and wanting quality education for their children.

Paulette Bumbalough said she was pleased to hear how he benefited from his involvement.

Mr. Venegas said it was a great opportunity to unite the parents and to be informed of the resources which are available. He felt it was important for every parent to be involved.

Dr. Moirao said some King City parents will shadow the next meeting at Greenfield High School.

Mike Foster asked if it was possible to have PIQE on the agenda for an update or have this as part of a study session. Mr. Foster said this is something the Board has wanted for a long time, he was pleased of the success and would like it to continue to grow.

Paulette Bumbalough suggested having information published in the local newspapers about the meetings, what is covered, and encourage parent participation.

Common Core Update

Dr. Wendy Pospichal, mentioned the PIQE meetings will be starting at Greenfield High School. The question was asked when the meeting would begin. Dr. Moirao said he would include the information in his Friday Update. It would be a 7 week course.

Dr. Pospichal distributed the professional learning modules for Common Core to the Board members. She said the Board can log on to their website; we have access along with all educators in California. The information is by content and grade level. An individual teacher can also go on line. The website is constantly being updated.

There has been an update in the Smarter Balance field test. We will be participating in a field test during the spring of 2014 in both English and Math. It is anticipated the testing will take 3 ½ hours.

Mike Foster inquired how many students will be tested. Ms. Pospichal said it is recommended the 11th grade will be tested and the 9th and 10th grade will be a scientific sampling. The final details are still not known. The state will determine the scientific samples. The testing will take place in a 6 week window starting in April and ending in May.

Mr. Foster also inquired what will happen with the test results. Dr. Pospichal said the state will be evaluating the test questions and determine if questions are too hard or too easy through calibration.

Paulette Bumbalough mentioned she has heard conversations at the elementary level talking about Common Core. Dr. Moirao said the high school district has been working on Common Core for several years.

King City High School Williams First Quarter Facilities Report

Dr. Moirao said Greenfield High School had been discussed at the November board meeting because it was the facility which was visited by the Williams team.

John Sims said a FIT report was completed for both comprehensive sites. The foundation for the report was done in April 2013. Since that time repairs have taken place. There will be an updated report next quarter.

School Enrollment, Attendance, and Referrals Statistics

Mike Foster commented that it appears there is an attendance percentage gap between Greenfield and King City High Schools.

Paulette Bumbalough said she was glad to see the discipline report go down.

Mike LeBarre inquired if the numbers on the discipline report were for single incidents. Dr. Moirao responded yes.

Update of King City High Gymnasium During Winter Break

John Sims gave Dr. Moirao a calendar of items being addressed during winter break. Mr. Sims said to keep in mind some of these dates are the worst case scenario. He is anticipating some of the items being completed earlier.

Mike Foster inquired about the funding for the repairs. Dr. Moirao said the monies had been part of a state allocation awarded the district prior to the state take over. There was money left over from that original allocation that is why the district wants to use the designated money before we lose the money.

John Sims said the district received an additional \$16,000 from the state.

Board Policies (First Reading)

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

Mike Foster inquired if the bus drivers are provided the training which is addressed in AR 3542. Dr. Moirao responded yes.

Paulette Bumbalough said on page 72 of the same policy, it addresses training the bus drivers and their responsibilities. She inquired if the employees need to sign anything after the training. Dr. Moirao said there are documents which are signed on an annual basis and others before a certificate is issued.

Paulette Bumbalough inquired about the finger printing which is done electronically and goes to the Department of Justice. Dr. Moirao said the individual goes to the police department for the finger print process and the results are emailed to the Human Resources Administrator.

Mike Foster said BP 6144 which addresses controversial issues is a great policy. This covers areas for teachers to be professional and this would be an opportunity to get the students involved in a good debate.

Paulette Bumbalough commented on AR 4161.11, 4361.1,1 page 112, the number of working days an employee is out due to an industrial accident is not listed. She asked if there is a limit to the number of days. Dr. Moirao said yes, he will include the correct number of days in the second reading.

Mike LeBarre commented in AR 4112.42, the allowable alcohol level listed was 0.2 to 0.04 requires the bus driver to be removed for 24 hours. He said he was surprised any level was allowed. Mike Foster said an individual who has a commercial license would have their license revoked if they were driving under the influence, no matter the reading.

Dr. Moirao said there are some reasons an alcohol level maybe detected, such as a medication the employee may be taking.

ACTION ITEMS

Approval of First Interim Report

Duane Wolgamott said with revamping of the funding and the Local Control Funding Formula LCFF the district will be receiving \$805,000 more money than they had anticipated from the state, but we are only being funded 71% of the state's targeted LCFF.

Paulette Bumbalough inquired if we would be receiving the money this year. Mr. Wolgamott responded yes, but we will continue to use the conservative figures.

Mr. Wolgamott said we have a larger carry over because all of the categorical funding was not used. The overall projected expenditures have increased by approximately \$2,000,000 since the adopted budget for current year. This is primarily due to budgeting expenditures in the deferred income federal programs for the current year as well as the categorical carryover funds.

Mike Foster asked if we can apply the roll over. Mr. Wolgamott said it is a one-time expenditure. We are not planning on using any remaining money from the loan.

Paulette Bumbalough inquired if we will have more than a 3% reserve. Dr. Moirao responded yes.

Dr. Moirao said it is very exciting we will have a positive certification for the next 3 years.

Mike Foster said this should help us with our next FCMAT review.

Mike Foster asked for a food service budget presentation at the next board meeting since it appears the encroachment is minimal compared to the last several years.

Dr. Moirao approved the first interim report.

Approval of Accounts Payable Warrants for November 2013

There were not any comments. Dr. Moirao approved the accounts payable warrants.

Approval of Resolution 06:13/14 Annual Accounting of Developer Fees

Paulette Bumbalough asked, depending on the project, does the district receive the money. The response was yes, we have a designated amount of time to use the money. The question was asked is there some type of tracking to make sure the money is used during the allowed time. Mr. Wolgamott said it was his understanding this information is tracked.

Dr. Moirao approve Resolution 06:13/14.

Approval of Resolution 07:13/14 Designation of Authorized Agent to Sign School Orders

Dr. Moirao said as a result of the organizational meeting a resolution designating authorized agents needs to be completed.

Dr. Moirao approved Resolution #07:13/14.

Approval of Payroll/Benefit Technician Job Description and Revised Alternative Ed Secretary Job Description

Dr. Moirao said FCMAT has informed the district we need to separate some of the duties in the HR and business services. With the reductions of staff at the district office last year, we can now justify this position. Linda Grundhoffer is now a consultant with the district and not a full time employee; therefore we have money to apply to this position from the savings. This is a new position to the district, we have been directed numerous time from FCMAT that this position is needed.

Mike Foster inquired if this will result in a fiscal impact to the budget. Dr. Moirao said even though this is a new position there will not be an encroachment due to the reduction of staff at the district office and Linda Grundhoffer is no longer an employee for the district.

Dr. Moirao said we have had to add responsibilities to the Alternative Ed Secretary due to the administrator also being responsible for Special Education. She has taken on extra duties as a result. She is now doing a lot of the duties as a site secretary; the work year will be increasing as well to 11 months. With the additional responsibilities it seem appropriate to upgrade the position.

Dr. Moirao approved the 2 job descriptions.

Approval of Supervised Teaching/Fieldwork Agreement Between the SMCJUHSD and Brandman University

Dr. Moirao said this is a typical agreement. Mike Foster inquired how the individual is selected. Dr. Moirao said the university would refer the teacher to the district.

Dr. Moirao approved the agreement with Brandman University.

Approval of Odysseyware Courses Including College Prep

Dr. Moirao said we have been using their services for several years; the courses have not been formally approved.

Mike Foster said he recalled there was a lot excitement at the beginning of the program, but the end result was a very low percentage of students who completed the course. Dr. Moirao said we have reduced the number of licenses. We discovered some students can work on line and others need the hands on instruction.

Mike Foster asked for the percentage of student who completed the course compared to the number of students who registered.

Dr. Moirao approved the Odysseyware courses.

Board Policies (Second Reading)

- BP 0520.2 Title I Program Improvement Schools (new)
- AR 0520.2 Title I Program Improvement Schools (new)
- E 0520.2 Title I Program Improvement Schools (new)
- BP 0520.3 Title I Program Improvement Districts (new)
- AR 0520.3 Title I program Improvement Districts (new)
- BP 1431 Waivers (revised)
- BP 3311 Bids (revised)
- AR 3311 Bids (revised)
- BP 3350 Travel Expenses (revised)
- BP 6183 Home and Hospital Instruction (new)
- AR 6183 Home and Hospital Instruction (revised)
- BB 9010 Public Statements (new)
- BB 9250 Remuneration, Reimbursement and Other Benefits (revised)
- E 9250 Remuneration, Reimbursement and Other Benefits (new)

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

Future Agenda Items/Meeting Dates

January 14 & 15, 2014 – Board Study Session at the District Office. Dr. Moirao said as a result of the date conflict, the board study session will be rescheduled.

Mike Foster reminded Board member of his goal for them to dedicate 100 hour per year in visiting classrooms. He said to be sure to schedule time with administrators for the visits.

Mike LeBarre said his goal is to meet each teacher at each site. Mike Foster said to keep in mind the administrator's time when scheduling visitation times.

Signing of Papers

Dr. Moirao signed appropriate papers.

Adjournment

The meeting was adjourned at 8:10 PM.

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

Date

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

SUBJECT: Approval of Greenfield High School Prom on
April 12, 2014

MEETING: January 7, 2014

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

Board Goals:

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

Summary:

GHS ASB/Leadership is requesting approval to host Prom 2014 on a Yacht in Mariner Square, Alameda California. The event is scheduled for Saturday, April 12, 2014. Students will meet at GHS, have their pictures taken from 1:00 -3:30 pm, board charter buses headed for Mariners Square in the bay area. Students will then go aboard a yacht where they will be served dinner while touring the San Francisco Bay for four hours. We will disembark at 11:00 pm and return home via charter bus, anticipated arrival time will be 1:00 a.m. Sunday morning. There will be 10 chaperones with 100 students anticipated participation.

Recommendation:

The recommendation is being made for the State Administrator to approve the Greenfield High School Prom.

Fiscal Impact:

There is no fiscal impact on the district. Fundraising and ticket sales are being managed by GHS ASB/Leadership. Ticket costs cover the expense of the yacht, dinner, dancing, and transportation to and from the event.

Submitted By:

Chrystene Allred GHS ASB Advisor
GHS ASB Advisor

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Accounts Payable Warrants

MEETING: January 7, 2014

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

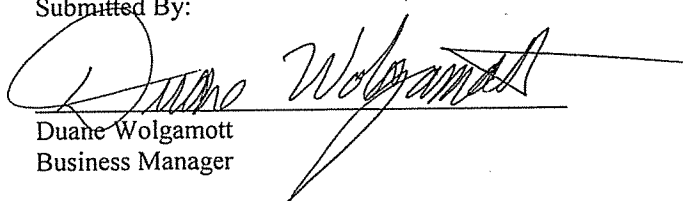
Attached is the Accounts Payable warrant for December 1 through 26, 2013.

Recommendation:

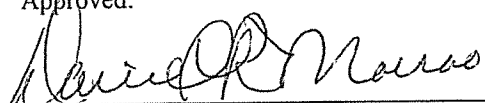
The recommendation is being made for the State Administrator to approve the accounts payable warrants.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 12/01/2013 through 12/26/2013

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12047068	12/03/2013	Alisal High School	01-5800	Alisal Boy's Basketball Fees		250.00
12047069	12/03/2013	ARAMARK UNIFORM SERVICES	01-5800	Open PO for Supplies and Materials	27.09	
			13-5800	Open PO for Supplies and Materials	134.74	161.83
12047070	12/03/2013	Campos, Natali	01-5800	Damian and Monica Trujillo Family Scholarship		500.00
12047071	12/03/2013	CCSESA	01-5200	CISC Conference for Site Admin		750.00
12047072	12/03/2013	Morro Bay High School	01-5800	Boys Basketball Tournament Fees		400.00
12047073	12/03/2013	Natl Fed of State HS Assn/NFHS	01-4300	Gate Receipts		15.06
12047074	12/03/2013	Notre Dame High School	01-5800	Girls JV Basketball Tournament Fee		300.00
12047075	12/03/2013	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	68.99	
			01-5520	Utilities	472.46	541.45
12047076	12/03/2013	Skills USA	01-5800	GHS Chapter Membership Dues for Students		160.00
12048237	12/10/2013	Roianne T. Benjamin	01-5200	Mileage Reimbursement		253.10
12048238	12/10/2013	David L. Daines	01-5200	Meal Reimbursement		111.41
12048239	12/10/2013	Jason P. Foslien	01-5200	Mileage Reimbursement		55.19
12048240	12/10/2013	Maria A. Argueta	01-5200	Mileage Reimbursement		29.38
12048241	12/10/2013	Paul W. Cavanagh	01-5200	Hotel Reimbursement		255.36
12048242	12/10/2013	Joseph R. Martin	01-5200	Mileage Reimbursement		135.11
12048243	12/10/2013	Megan L. Munoz	01-5200	Claim for Reimbursement		695.93
12048244	12/10/2013	Marilee S. Rianda	01-5200	Mileage Reimbursement	256.51	
				Symposium Sacramento	73.00	329.51
12048245	12/10/2013	Stefani D. Goldamer	01-4300	Supplies and Materials Reimbursement		48.44
12048246	12/10/2013	Jessica S. Mendoza	01-5200	Mileage Reimbursement		37.69
12048247	12/10/2013	Richard A. Harris	01-4300	Football Face Mask		264.44
12048248	12/10/2013	Joe A Velo	01-5200	MoCo Astn of Schl Psychlgst and Mntry Co SELPA		102.75
12048249	12/10/2013	A & G PUMPING, INC	01-5630	Rental of Portable Restrooms		514.75
12048250	12/10/2013	A T & T CALNET 2	01-5910	CALNET		2,371.48
12048251	12/10/2013	AMERICAN SUPPLY COMPANY	01-4300	Open PO for Paper towels and gloves		323.25
12048252	12/10/2013	ARAMARK UNIFORM SERVICES	01-5800	Open PO for Supplies and Materials	81.27	
			13-5800	Open PO for Supplies and Materials	91.10	172.37
12048253	12/10/2013	BATTERY SYSTEMS, INC	01-4300	Supplies and Materials		760.62
12048254	12/10/2013	BENSON PLUMBING INC	01-5620	Maintenance Repairs		152.00
12048255	12/10/2013	BUS WEST	01-4300	Materials and Supplies		797.12
12048256	12/10/2013	C.F. Educational Resources	01-5800	Consulting Services		3,000.00
12048257	12/10/2013	CA Assoc School Bus Off	01-5200	ADA & Income Study		215.00
12048258	12/10/2013	CA Department of Justice	01-5860	HR Fingerprints		96.00

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 12/01/2013 through 12/26/2013

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12048259	12/10/2013	CA Water Service Company	01-5530	KCHS Water		1,257.87
12048260	12/10/2013	Candace A. McCarthy	01-5800	Candace McCarthy		4,550.00
12048261	12/10/2013	CARMEL MARINA CORPORATION	01-5550	KCHS Garbage Fees		1,987.42
12048262	12/10/2013	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	Biology Lab Supplies		19.28
12048263	12/10/2013	Cascio Music Co., Inc	01-8699	Music Instruments		19.49
12048264	12/10/2013	CDW-G	01-4300	Technology Supplies		1,891.22
12048265	12/10/2013	CENTRAL COAST SYSTMS INC	01-5620	Repairs		315.00
12048266	12/10/2013	CITY OF GREENFIELD	01-5530	Water, Sewer, and Garbage	199.65	
			01-5540	Water, Sewer, and Garbage	809.75	
			01-5550	Water, Sewer, and Garbage	2,875.20	3,884.60
12048267	12/10/2013	Culligan Water Conditioning	13-5800	Water Conditioning		84.34
12048268	12/10/2013	Dannis Woliver Kelley / DWK	01-5810	Professional Services		181.89
12048269	12/10/2013	DATAFLOW BUSINESS SYSTEMS	01-5610	GE Capital Acct Sch 7519572002	1,551.35	
				Kyocera J3017592	684.75	
				Kyocera PPJ9913972	81.28	2,317.38
12048270	12/10/2013	EDD-CA Employment Dvlpmnt Dept	01-5800	Daily Interest Liabilities		4,464.90
12048271	12/10/2013	Fastenal Company	01-4300	Transportation		219.75
12048272	12/10/2013	FOLLETT LIBRARY RESOURCES	01-4100	French Books		397.17
12048273	12/10/2013	Foster Farms Dairy	13-4700	Cafeteria		2,262.31
12048274	12/10/2013	G-Sports Wrestling	01-4300	Wrestling Supplies		291.00
12048275	12/10/2013	GRAINGER INC,W W	01-4300	Maintenance Supplies		688.19
12048276	12/10/2013	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		126.95
12048277	12/10/2013	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Supplies	1,088.76	
				Open PO	549.46	1,638.22
12048278	12/10/2013	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	198.60	
				ROP Ag Mech	31.16	
				Technology Supplies	12.88	242.64
12048279	12/10/2013	KING CITY UNION SCHOOL DIST	13-4700	Food Service Contract		45,150.00
12048280	12/10/2013	Linda Grundhoffer	01-5800	Consultant Services		1,728.00
12048281	12/10/2013	Mail Finance	01-5630	Open for Monthly Lease		158.06
12048282	12/10/2013	Maria S. Monroy	01-5800	Mileage Reimbursement		968.70
12048283	12/10/2013	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Matranga	118.25	
				ROP Floral Class	184.90	303.15
12048284	12/10/2013	MCOE	01-5200	MVP Training		1,750.00
12048285	12/10/2013	Nixon Tire & Automotive Srvc	01-5620	Repairs		28.31
12048286	12/10/2013	North Monterey High School	01-5800	Early Bird Invitational		250.00
12048287	12/10/2013	O'Reilly Automotive Stores,Inc	01-4300	Open for Supplies and Materials		23.91

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 12/01/2013 through 12/26/2013

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12048288	12/10/2013	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket PO for Office Depot	219.33	
				Materials and Supplies	246.32	
				office supplies	413.52	
				Open PO for District Supplies	755.56	
				Open PO for Supplies	270.31	
				Open PO for Transportation	248.92	
				Technology Supplies	8.21	
			01-5800	Materials and Supplies	729.40	2,891.57
12048289	12/10/2013	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	2,292.80	
			01-5520	Utilities	11,668.11	13,960.91
12048290	12/10/2013	PARTS & SERVICE CENTER-NAPA	01-4300	Open PO for Supplies and Materials		52.01
12048291	12/10/2013	PEDIATRIC THERAPY CENTER INC	01-5800	Home School		528.00
12048292	12/10/2013	PRAXAIR DISTRIBUTION INC	01-4300	ROP Supplies for Ag Mech		418.93
12048293	12/10/2013	PURE WATER	01-5800	Drinking Water		137.75
12048294	12/10/2013	RG Fabrication, Inc	01-5620	Repairs to gate		224.22
12048295	12/10/2013	Riddell All American	01-4300	Athletic Uniforms		1,091.42
12048296	12/10/2013	SAFEWAY INC	01-4300	Blanket PO for Safeway- -PIQE Meeting		71.86
12048297	12/10/2013	SCHOOL SERVICES OF CA, INC	01-5200	Registration for Dr. Moirao & Claudia		350.00
12048298	12/10/2013	SchoolDude	01-5800	SchoolDude Facility Direct		2,728.80
12048299	12/10/2013	Shred-It San Francisco	01-5800	Fees for shredding		124.77
12048300	12/10/2013	Skills USA	01-5800	Skills USA Regional Dues for Competition.		135.00
12048301	12/10/2013	Sprint Solutions, Inc.	01-5940	District Communication		1,529.96
12048302	12/10/2013	STEPHENS REPAIR SHOP, INC	01-5620	Repairs		345.79
12048303	12/10/2013	Susan Brooks	13-5800	Food Service Consultant		1,500.00
12048304	12/10/2013	The Sign Guy	01-5620	Marquee Repair		275.00
12048305	12/10/2013	TORO PETROLEUM CORP	01-4310	Open PO for Supplies and Materials		3,082.25
12048306	12/10/2013	UC Davis	01-5200	Registration Conference for Dr. Moirao		145.00
12048307	12/10/2013	UNITED PARCEL SERVICE	01-5930	Open for fees		47.85
12048308	12/10/2013	Uretsky Security	01-5800	Security		3,664.50
12048309	12/10/2013	VERIZON WIRELESS SVCS LLC	01-5910	Wireless Modem		162.68
12048310	12/10/2013	William C Overfelt High School	01-5800	Athletic Fees		100.00
12049004	12/12/2013	Megan L. Munoz	01-5200	Accountability Leadership Conference	414.61	
				GHS MCOE	92.00	506.61
12049005	12/12/2013	Monika C. Myking	01-5200	Freshman Transition Redwood City	185.91	
				Mileage Reimbursement Redwood City	145.06	330.97
12049006	12/12/2013	Wendy J. Pospichal	01-5200	Accountability Leadership Institute	460.24	
				Conference for GHS teachers	300.00	760.24

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 12/01/2013 through 12/26/2013

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12049007	12/12/2013	Candace A. McCarthy	01-5800	Professional Services		3,250.00
12049008	12/12/2013	Lily Silva	01-4300	Athletics		531.37
12049009	12/12/2013	Sysco San Francisco	13-4300	Food Service	312.29	
			13-4700	Food Service	2,813.02	3,125.31
12050124	12/17/2013	Roianne T. Benjamin	01-5200	STEM Symposium Conference Parking		28.50
12050125	12/17/2013	David R. Croy	01-5200	Sacramento Burlingame Conference		418.85
12050126	12/17/2013	William J. Starling	01-5200	Travel Expense Claim		244.06
12050127	12/17/2013	Jessica S. Mendoza	01-5200	Travel Expense Claim		361.10
12050128	12/17/2013	Axiom Advisors/mandate timekpr	01-5800	Behavioral Intervention Plans		2,000.00
12050129	12/17/2013	The Bank of New York Mellon	01-5800	CMONTJUHGO12		636.00
12050130	12/17/2013	WESTAMERICA BANK	25-7438	Commercial Loan	20,235.21	
			25-7439	Commercial Loan	84,437.55	104,672.76
Total Number of Checks					96	241,433.03

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	90	84,412.47
13	Cafeteria Fund	7	52,347.80
25	Capital Facilities Fund	1	104,672.76
Total Number of Checks		96	241,433.03
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			241,433.03

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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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Technology Plan

MEETING: January 7, 2014

AGENDA SECTION: Consent

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 technology plan explains how information technology will be used to achieve educational goals. Having a current technology plan will ensure the district continues to receive discounts from E-rate on our telecommunication bills.

Recommendation:

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


Fiscal Impact:

None.

Submitted By:

Cristina Jimenez
Director of Technology

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Technology Plan



South Monterey County Joint Union High

July 1, 2013 - June 30, 2016

03/13/2013 (revised 05/30/2013)

This plan is for E-Rate.

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I. Plan Duration

July 1, 2013 - June 30, 2016

II. Goals and Strategies

List goals and realistic strategy for using telecommunications and information technology to improve education services.

Goal 1: Students will be prepared for technology based performance assessments as delivered by Smarter Balanced Assessment Consortium.

Objective 1.1: By June 30, 2016, 100% of students in English Language Arts will utilize standards aligned software, adopted program software to achieve the Proficient level on the Smarter Balanced Assessment Consortium.

Benchmarks:

- Year 1: 30% of students in English Language Arts will utilize standards aligned software, adopted program software, and research to achieve the Proficient level on the Smarter Balanced Assessment Consortium.
- Year 2: 60% of students in English Language Arts will utilize standards aligned software, adopted program software, and research to achieve the Proficient level on the Smarter Balanced Assessment Consortium.
- Year 3: All students in English Language Arts will utilize standards aligned software, adopted program software, and research to achieve the Proficient level on the Smarter Balanced Assessment Consortium.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will collect and review student reports, tests and scheduling logs during collaboration meetings. School wide committee will make recommendations to principals and staff for program improvement	Summer 2013	Director of Educational Services, Director of Technology, Teachers & Principals	Teachers and Administrators will review and discuss program effectiveness and make recommendations.	Smarter Balanced Assessment Consortium test results will be evaluated yearly, Program assessment tools, USA Test Prep, CELDT, Aeries, Read 180, Scholastic, SchoolPlan

Objective 1.2: By June 30, 2016, 90% of students in Math will utilize standards aligned software, adopted program software to achieve the Proficient level on the Smarter Balanced Assessment Consortium.

Benchmarks:

- Year 1: 30% of students in math will utilize research-based math software programs to achieve basic level on the Smarter Balanced Assessment Consortium.
- Year 2: 60% of students in math will utilize research-based math software programs to achieve basic level on the Smarter Balanced Assessment Consortium.
- Year 3: 90% of students in math will utilize research-based math software programs to achieve basic level on the Smarter Balanced Assessment Consortium.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Purchase and install software programs. Review software management data coordination with new programs.	September 2013	Director of Technology, principals, Director Educational Services & Teachers.	Teachers will collect and submit management and assessment reports to the administration/teacher collaboration meetings	Assessment reports, USA Test Prep, California Common Core State Standards results.

Objective 1.3: By June 30, 2016, 90% of students in Science will utilize standards aligned software, adopted program software to achieve the Proficient level on the Smarter Balanced Assessment Consortium

Benchmarks:

- Year 1: 25% of students in science will utilize standards aligned and adopted science program software to achieve proficient and above on the Smarter Balanced Assessment Consortium.
- Year 2: 75% of students in science will utilize standards aligned and adopted science program software to achieve proficient and above on the Smarter Balanced Assessment Consortium.
- Year 3: 90% of students in science will utilize standards aligned and adopted science program software to achieve proficient and above on the Smarter Balanced Assessment Consortium.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train students in use of regular classroom time for implementation of student computer use and assigned software	Fall of each year	Teachers	Teachers will collect and submit reports and program progress to the teacher/principal collaboration meetings.	Program assessment tools, California Common Core Standards results, Management Tools

Goal 2: Staff and students will use telecommunications technology to improve education services.

Objective 2.1: 100% of Students will acquire their Digital Citizenship through the use of internet access and other telecommunication tools.

Benchmarks:

- Year 1: 40 % of Students will acquire their Digital Citizenship through the use of internet access and other telecommunication tools.
- Year 2: 80 % of Students will acquire their Digital Citizenship through the use of internet access and other telecommunication tools.
- Year 3: 100 % of Students will acquire their Digital Citizenship through the use of internet access and other telecommunication tools.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide an internet connection at all the buildings for students and staff to use.	ongoing	Director of Technology, CBO	monitor the internet using monitoring tools to make sure it is active and functional	Periodically test the internet to ensure its availability

Objective 2.2: Staff will be proficient in Digital Age work and Learning through the use of telecommunication tools.

Benchmarks:

- Year 1: 40% of Staff will design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- Year 2: 70% of Staff will design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- Year 3: 100% of Staff will design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Research and purchase digital tools and resources to promote student learning and creativity	summer of each year and ongoing throughout the year	Director of Curriculum, Instruction & Assessment (CIA), Teachers, Site Administrators	Perform Classroom walkthroughs to monitor which digital tools and resources are being utilized	review student work and submitted assignments
Telecommunication tools will be purchased to support digital age work and learning	Summer of each year and ongoing	CIA, Technology Director, Site Administrators	monitor resources utilized during lesson plans	review student assignments

Objective 2.3: Staff will learn and model digital citizenship and responsibility.

Benchmarks:

- Year 1: 30% of teachers will understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Year 2: 60% of teachers will understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Year 3: 100% of teachers will understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide an in-service for staff on digital information and technology, including respect of copyright, intellectual property, and the appropriate documentation of sources	ongoing	CIA, Site Administrators	evaluate student work and submitted documents	review student work
Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources	ongoing	CIA, Site Administrators	Perform classroom walkthroughs to ensure all students have equitable access	student reports on digital tools

Goal 3: Teachers and administrators will use advanced functions of aeries analytics effectively to improve standars based instruction.

Objective 3.1: By June 30, 2016 100% of teachers and administrators will be using the advanced functions of aeries analytics effectively to improve standards based instruction.

Benchmarks:

- Year 1: By June 30, 2014 40% of teachers and all administrators will be using advanced functions of aeries analytics effectively to improve standards based instruction.
- Year 2: By June 30, 2015 70% of teachers and administrators will be using the advanced functions of aeries analytics effectively to improve standards based instruction.
- Year 3: By June 30, 2016 100 % of teachers and administrators will be using the advanced functions of aeries analytics effectively to improve standards based instruction.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Add grade level assessments into aeries analytics for all core subject areas.	July 2013	Director of Curriculum	Assessments are in aeries analytics	Aeries analytics assessments
Train teachers and administrators on using the advanced functions of aeries analytics.	Summer of 2013 and ongoing	Director of Curriculum, Director of Technology	Benchmark data is entered correctly in aeries analytics by the due date.	Core subject areas curriculum data, benchmark data, staff development sign in sheets, aeries analytics reports.
Change grade level assessments in aeries analytics as needed to align with Common Core standards.	July 2014	Director of Curriculum	New Common Core assessments are in aeries analytics.	Aeries analytics Assessments.

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Goal 1: South Monterey County Joint Union High School District will be Children’s Internet Protection Plan (CIPA) compliant and will ensure equal and appropriate access to all students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
District will ensure all teachers have an appropriate computer dedicated to their use available in their classrooms	June of 2013	Director of Technology	Yearly inventory results will show if adequate computers are in place for teacher	Inventory System
All staff and students will be provided with their own network accounts with secure log-ins.	August of Each Year	Director of Technology/ Technology Technician	Director of Technology will oversee acquisition of data servers at each school, and will monitor use of the accounts.	User account management tool

An Acceptable use Policy will be signed by staff and students before their network or e-mail accounts are created	August of each year	Director of Technology/ Site Secretaries/ Technology Technician	Director of technology will oversee all AUP's received and account creations. Site secretaries will maintain student accounts.	User account management tool
Research and adopt curriculum that coincides with the newly adopted common core standards..	Training will be provided to staff and students throughout the school year	Director of CIA, Director of Technology, Administrators	Teachers and Administrators will discuss knowledge gained through in service and whether further training is needed.	Teacher lesson plans, professional development agendas and sign-in sheet
A course of study will be offered for students to learn lawful from unlawful uses of copyrighted works, including: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.	July of 2013	Director of CIA, Administrators, Teachers	Monitor student reports and internet activity to make sure students understand ethical use.	Teacher lesson plans, professional development agendas, sign-in sheets.

List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 1: It is the goal of the South Monterey County Joint Union High School District to provide safe Internet browsing, including educating staff and students on how to protect online privacy and avoid online predators.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
A course of study will be offered for students to learn Internet safety, cyber bullying, and how to protect online privacy and avoid online predators. Students will also be informed of online safety as part of computer lab usage.	Monthly Starting August 2013	Director of Technology/ Technology Technicians	Monitor internet logs that show usage by student log in to make sure inappropriate content is not being accessed.	Internet Filter Logs

Staff and students are required to sign a CIPA-compliant Acceptable Use Policy (AUP) before their network account is created. The AUP states that the network usage is to be used for educational purposes only.	August 2013 and annually after	Teachers, Administrators, Director of Technology	Monitor the AUP and update agreement as new threats appear.	User accounts management tool
Teachers will receive professional development on Internet safety, cyber bullying, and how to protect online privacy and avoid online predators.	July 2013 and annually after	Human Resources Director, Director of Technology	Keenan completion reports	Keenan Website
Research and adopt a curriculum that coincides with the newly adopted common core.	ongoing	CIA, Site Administrators, CBO	Monitor student reports to make sure curriculum was understood	teacher lesson plans, sign in sheets, professional development agendas
All students will participate on in-service trainings, online training and staff will attend seminars related to online safety	ongoing throughout the year	CIA, Site Administrators, State Administrator, Human Resources Director	sign in sheets, agendas, material utilized in in-service trainings and seminars	Review student and staff submitted surveys and monitor activity to make sure it is consistent with the training received. Review online training reports for activity.

III. Professional Development

Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

Goal 1: Teachers will integrate technology into classroom teaching and learning to improve academic achievement.

Objective 1.1: By June 30, 2016, 100% of Teachers and Administrators will be proficient in Digital Age Work, Digital Age Learning, Student Learning and Digital Citizenship to improve delivery of curricular content and administrators will be proficient in using data to analyze site progress based on ISTE standards.

Benchmarks:

- Year 1: 40% of Teachers and Administrators will be proficient in Digital Age Work, Digital Age Learning, Student Learning and Digital Citizenship 40% of administrators will be proficient in using data to analyze site progress.
- Year 2: 70% of Teachers and Administrators will be proficient in Digital Age Work, Digital Age Learning, Student Learning and Digital Citizenship and 70% of administrators will be proficient in using data to analyze site progress.
- Year 3: 100% of Teachers and Administrators will be proficient in Digital Age Work, Digital Age Learning, Student Learning and Digital Citizenship 100% of administrators will be proficient in using data to analyze site progress.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide Teachers and Administrator training on Word Processing, e-mail and Internet use.	Fall of each year and ongoing throughout the year	Administrators, Director of Curriculum, Director of Technology	Review Microsoft Office training results and monitor e-mail and Internet usage in the classrooms	Microsoft IT Academy, Groupwise, Internet Filter

Objective 1.2: By June 30, 2016, All Teachers will be proficient in software data management tools to integrate programs into the curriculum and provide appropriate intervention activities for students such as Read 180.

Benchmarks:

- Year 1: 40% of teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.

- Year 2: 80% of teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.
- Year 3: All teachers will be proficient in software data management tools to integrate program into the curriculum and provide appropriate intervention activities for students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide Teachers training on data management tools and how they can be integrated into the curriculum.	Summer of each year and ongoing throughout the year	Director of Curriculum, Administrators.	Monitor classrooms to determine how software data management tools are used in the curriculum.	SchoolPlan

Objective 1.3: June 30, 2016, 100% of Teachers and Administrators will be proficient in creating and updating educational websites to increase communication with students and parents.

Benchmarks:

- Year 1: 60% of Teachers and Administrators will be proficient in creating and updating educational websites.
- Year 2: 90% of Teachers and Administrators will be proficient in creating and updating educational websites.
- Year 3: 100% of Teachers and Administrators will be proficient in creating and updating educational websites.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide training on using Aeries and updating teacher websites	Fall of each year and ongoing throughout the year	Administrators, Director of Technology	Review websites and contents to make sure they are up to date.	Aeries logs, Website analytics

Objective 1.4: By June 30, 2016, 100% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.

Benchmarks:

- Year 1: By June 30, 2016, 100% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.
- Year 2: 70% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.

- Year 3: 100% of Teachers and Administrators will be knowledgeable on Internet Safety, Copyright laws and ethical use.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide training on Internet Safety, Copyright laws and ethical use.	Fall of each year and ongoing throughout the year	Human Resources Director, Director of Technology, Administrator	Keenan progress reports	Keenan

IV. Infrastructure, Hardware, Technical Support, and Software

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Existing Hardware: King City High School

Location	Older Computers	Newer Computers	Software	Peripherals
Classroom	49	0	Microsoft Office, Adobe CS3, Scholastic, Reading 180 Suite, MicroType Pro	Printers, projectors, Digital cameras and camcorders
Computer Labs	264	0	Microsoft Office, Adobe CS3, Scholastic, Reading 180 Suite, MicroType Pro	Printers, projectors, scanners, document cameras
Library	37	0	Microsoft Office, Adobe CS3, Scholastic, Reading 180 Suite, MicroType Pro	Printers, projectors, scanners, document cameras
Admin	12	0	Microsoft Office, Adobe CS3, Aeries	Printers, projectors, scanners, document cameras

Servers	6	0	Novell 6.5, Linux, Windows Server 2003/2008, Aeries, Sophos, Destiny, Web, Read 180, DHCP/DNS	
Item Description	Quantity	Contract		
PBX Phone System	1	N/A		
Data Lines including Cell Phones	15	Month to Month		
Websites/web hosting	1	N/A		
Switches/Routers	25	Annual		

Greenfield High School

Location	Older Computers	Newer Computers	Software	Peripherals
Classroom	108		MS Office, Destiny, MicroPace , MLS, Read 180	Printers, projectors, scanners, document cameras
Computer Labs	66	50	MS Office, Destiny, MLS, MicroPace , Read 180	Printers, projectors, scanners, document cameras
Library	70	--	MS Office, Read 180, Destiny	Printers, projectors, scanners, document cameras

Admin Office/Site	8		MS Office , Aeries	Printers, projectors, scanners, document cameras
Servers	4		Novell 6.5, DHCP/DN S, Firewall, Web	
Item Description	Quantity	Contract		
PBX Phone System	1	N/A		
Data Lines including Cell Phones and P2T	15	Month to Month		
Websites/web hosting	1	N/A		
Switches/Routers	25	Annual		

Existing Internet Access: Currently, South Monterey County Joint Union High School District has a fiber optic Ethernet backbone with a minimum of 100MB speed with video conferencing capacity through MCOE for each comprehensive high school. There is also a fiber connection between the two comprehensive high schools.

Existing Electronic Learning Resources: Currently there are software programs to assist ELD students in attaining the skills necessary to succeed. A SIS and notification system are in place to keep track of student records and facilitate home to school communication. There are various other programs utilized in assisting students with typing, reading, math, science, CAHSEE preparation and credit recovery. The credit recovery software is aligned with the common core state standards. We will be researching and implementing other programs to support the implementation of CCSS.

Existing Technical Support: The district has one Director of Technology, one Technology Technician II and a part time Technology Assistant for all sites to maintain the network, respond to computer problems, and attend to miscellaneous technological repair needs. The Technology Technician's responsibility is to maintain and support equipment throughout the district and addressing items in the work order system. The Technology Assistant is responsible for responding to work orders. On-going training is required for the Director of Technology, Technology Technician as well as the Technology Assistant to keep current on new technologies.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Hardware Needed: Purchase additional computers to improve student ratio. Replace aging computers. Upgrade aging servers at each site. Recycle aging as well as failing computers. Replace critical switches, firewalls, UPS', intrusion detection system, firewall and phone system at each site. Upgrade e-mail and helpdesk systems as well as the LAN. Purchase peripherals such as cameras, projectors, scanners, document cameras, tablets, interactive white boards and accessories, etc. There is also a need to upgrade the infrastructure and fiber connections throughout the district to accommodate a higher bandwidth. Support and maintenance will need to be purchased with the hardware to ensure that it is operational at all times.

Electronic Learning Resources Needed: Review current software needs and recommend for purchase. Software programs for the core academic programs will need to be regularly upgraded and new programs purchased and installed. The focus will be on Digital Age Work, Digital Citizenship, Digital Age Learning and Student Learning in the CCSS. Maintenance and support plans will need to be purchased with the software to ensure that we are implementing the latest versions.

Networking and Telecommunications Infrastructure Needed: The district needs a more substantial fiber backbone. Standardized switches which will allow for the large bandwidth needed for video conferencing, video streaming, to serve software from local servers, and other current and future applications. Phone and voicemail systems need to be upgraded at each school site. The current Phone and voicemail systems are over nine years old and have limited functionalities. There is also a need to install a wireless system throughout the district that supports BYOD. Support and maintenance will need to be purchased with the hardware to ensure that it is operational at all times.

Physical Plant Modifications Needed: No plant modifications are foreseen to be needed during the term of this technology plan.

Technical Support Needed: A Site Lead Tech Teacher is needed in each school. Currently none of the high schools have a Site Lead Teacher. The role of the site Lead Technology Teacher can also include coaching in the area of using the supplementary extra support/intervention software, integrating the ELD software programs with the skills required for each language level, implementing curricular integration through technology in all content areas, and supporting project-based learning.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Year 1 Benchmark: By June 30, 2018 surplus 100% of aging/failing equipment. Replace 100% of aging/surplus computers, purchase additional computers and peripherals.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Surplus aging equipment, have it board approved then picked up by an ewaste company.	summer of each year	Director of Technology, Technology Technician
Use the money from the surplus equipment to purchase new computers and peripherals	summer of each year	Director of Technology

Year 2 Benchmark: By June 30, 2018 upgrade 100% of the LAN/WAN, switches and routers.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Apply for Erate discounts for wiring, switches and routers.	Fall of July 2013	Director of Technology

Year 3 Benchmark: By June 30, 2018 purchase and install new/additional software programs. Provide all teachers professional development on technical support and training using software.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Review and test needed software programs.	Fall of each year	Teachers, Administrators, Director of Technology

Provide teachers professional development on technical support and training using software.	Fall of each year	Director of Curriculum, Administrators
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V. Monitoring and Evaluation

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Each objective and outcome has corresponding evaluation methods, monitoring mechanism, and program modification and responsibilities for this technology plan. These activities will be used to measure the impact of technology use on student learning using teachers implementing and measuring instruction along with leadership teams. The Technology Committee will revisit and monitor the progress made on the Curricular Component of the South Monterey County Joint Union High School District Technology Plan annually. A written progress report will be presented to the Superintendent, the Assistant Superintendent of Business Services, and the Board of Trustees annually. Specific responsibilities, timelines and activities may be found in the Implementation Plan for each Curriculum Component. If goals are not made changes will be made accordingly.

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

The Technology committee will review reports and analysis annually. Included in the reports are district, site and teacher website statistics, student scores, student created documents, among several more. The technology committee will then prepare a brief report that summarizes the information to the state administrator and board of directors. During the annual review the technology committee will identify potential areas for change in program activities and their implementation, and will forward their recommendations to the state administrator for discussion and feedback.

The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

The South Monterey County Joint Union High School District will be reviewed annually through the tech committees. Our review will consist of compiling a summary of the goals met, a

summary of unexpected outcomes and goals not met or in progress and a plan to address and adapt the unmet goals and objectives. This will be done to ensure that we are continually progressing in meeting our goals and objectives. Through this evaluation process, modifications can be made to our goals. Evaluation will be documented through successful project implementation and adaptation to address unmet goals and objectives. The plan will be a living document that is updated and adapted to our changing technology needs

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

**Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 27 - 66068

School Code (Direct-funded charters only): _____

LEA Name: South Monterey County Joint Union High

*Salutation: Ms.

*First Name: Cristina

*Last Name: Jimenez

*Job Title: Director of Technology

*Address: 800 Broadway St.

*City: King City

*Zip Code: 93930-3326

*Telephone: 831-385-0606

Fax: (831) 385-0695

*E-mail: cjimenez@kingcity.k12.ca.us

Please provide backup contact information.

1st Backup Name: Maria Argueta

E-mail: margueta@kingcity.k12.ca.us

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS

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

SUBJECT: Monthly Cash Flow Report

MEETING: January 7, 2014

AGENDA SECTION:

- ACTION
 INFORMATION
 ACTION/CONSENT
-

Board Goals:

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

Summary:

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

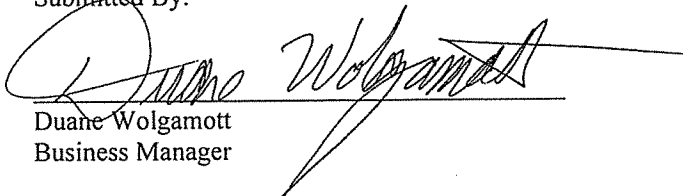
- Fund 01 – General Fund
Fund 09 – Charter School Fund
Fund 13 – Cafeteria Fund
Fund 14 – Deferred Maintenance
Fund 17 – Special Reserve Fund
Fund 25 – Capital Facilities Program
Fund 35 – School Facility Program
Fund 56 – Debt Service

Recommendation:

This is an information item only.

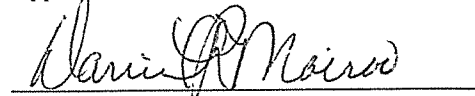
Fiscal Impact:

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - Actuals through June

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			
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	2,966,288.56	
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	14,918.48	
Utilities	5000-5999		174,238.54	102,491.18	119,667.58	185,146.40	188,571.89	74,206.82	
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	443,092.53	
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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through June

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-	2,543,817.39	
F. ENDING CASH (A + E)			1,600,939.80	1,347,845.74	1,707,901.79	1,536,844.35	616,352.39	3,160,169.78	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 01 - Actuals through June

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	3,160,169.78	2,348,567.66	2,348,567.66	2,348,567.66	2,348,567.66	2,348,567.66		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019							5,243,000.99	9,799,782.00
Property Taxes	8020-8079							2,917,369.42	4,802,118.00
Miscellaneous Funds	8080-8099								104,819.00-
Federal Revenues	8100-8299							307,770.05	1,322,830.00
Other State Revenues	8300-8599							581,755.62	1,299,059.00
Other Local Revenues	8600-8799							386,382.79	732,768.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	9,436,278.87	17,851,738.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	643,777.83						3,481,084.25	7,028,340.94
Classified Salaries	2000-2999							1,053,251.79	2,113,722.00
Employee Benefits	3000-3999	165,034.29						1,317,864.16	2,814,071.00
Books and Supplies	4000-4999							346,854.12	929,229.88
Grants	5000-5999	2,790.00						847,112.41	3,916,898.60
Capital Outlays	6000-6599							64,398.75	64,399.00
Other Outgo	7000-7499							963,723.57	1,566,845.00
Interfund Transfers Out	7600-7629								47,673.00
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		811,602.12	.00	.00	.00	.00	.00	8,074,289.05	18,481,179.42
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							95,211.56-	
Accounts Receivable	9200-9299							2,099,739.92	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330							2,711.00	
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	2,007,239.36	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 12, Use SACS? = Y, Restricted? = Y, Cash JE.Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through June							Fiscal Year 2013/14		
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							643,722.90-	
Due To Other Funds	9610							148,538.08-	
Current Loans	9640								
Deferred Revenues	9650							422,270.66-	
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	1,213,519.10-	
Nonoperating									
Suspense Clearing	9910							1,012.54	
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	793,720.26	
E. NET INCREASE/DECREASE B - C + D		811,602.12-	.00	.00	.00	.00	.00	2,155,710.08	629,441.42-
F. ENDING CASH (A + E)		2,348,567.66	2,348,567.66	2,348,567.66	2,348,567.66	2,348,567.66	2,348,567.66		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through June

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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 09 - Actuals through June

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 June **Fiscal Year 2013/14**

	Object	January	February	March	April	May	June	Total	Budget
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								
Utilities	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							1,884.57	
Due From Other Funds	9310								
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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE [ONLINE](#)

Fund 09 - Actuals through June							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	.00	.00		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through June

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	50,537.62	
Grants	5000-5999			84.34	2,045.63	3,921.99	5,238.13	1,810.18	
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	62,050.46	
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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 13 - Actuals through June		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	37,455.26	
F. ENDING CASH (A + E)			150,507.63-	167,055.99-	43,592.72-	171,943.08-	104,536.40-	67,081.14-	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through June **Fiscal Year 2013/14**

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	67,081.14-	67,081.14-	67,081.14-	67,081.14-	67,081.14-	67,081.14-		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299							141,091.15	375,000.00
Other State Revenues	8300-8599							10,996.60	35,000.00
Other Local Revenues	8600-8799							42,629.76	79,500.00
Interfund Transfers In	8910-8929								47,673.00
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	194,717.51	537,173.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999							40,010.50	77,878.00
Employee Benefits	3000-3999							22,293.01	49,937.00
Books and Supplies	4000-4999							175,511.68	399,858.00
Utilities	5000-5999							13,100.27	9,500.00
Capital Outlays	6000-6599							10,831.70	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	261,747.16	537,173.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							203.08	
Accounts Receivable	9200-9299							3,599.55	
Due From Other Funds	9310							146,653.51	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	150,456.14	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 13 - Actuals through June **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		.00	.00	.00	.00	.00	.00	83,257.47	.00
F. ENDING CASH (A + E)		67,081.14-	67,081.14-	67,081.14-	67,081.14-	67,081.14-	67,081.14-		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 14 - Actuals through June

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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 14 - Actuals through June **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			.00	.00	.00	.00	.00	.00	
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 June

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
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								
Utilities	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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 14 - Actuals through June								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	.00	.00		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 17 - Actuals through June

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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through June **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			.00	.00	3,739.98	.00	3,248.74	.00	
B - C + D									
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 June

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	2,977,347.40	2,977,347.40	2,977,347.40	2,977,347.40		
3. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							6,988.72	14,800.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	6,988.72	14,800.00
3. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
ces	5000-5999								
al 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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

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

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Fund 25 - Actuals through June

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	24,559.05	
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	24,559.05	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Utilities	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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through June **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	80,113.71-	
F. ENDING CASH (A + E)			453,681.54	458,987.22	459,658.23	460,438.19	475,700.09	395,586.38	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 25 - Actuals through June

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
1. BEGINNING CASH	9110	395,586.38	395,586.38	395,586.38	395,586.38	395,586.38	395,586.38		
2. 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							46,577.60	10,000.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	46,577.60	10,000.00
3. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
ces	5000-5999								
al Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	104,674.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	104,672.76	104,674.00
4. 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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through June

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	58,095.16-	94,674.00-
F. ENDING CASH (A + E)		395,586.38	395,586.38	395,586.38	395,586.38	395,586.38	395,586.38		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 35 - Actuals through June **Fiscal Year 2013/14**

	Object	Beginning Balance	July	August	September	October	November	December	
1. BEGINNING CASH	9110		571,259.63	564,451.23	564,451.23	559,741.39	558,241.39	558,841.21	
3. 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	
2. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
ices	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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE 

Fund 35 - Actuals through June **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									

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Fund 35 - Actuals through June **Fiscal Year 2013/14**

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	558,841.21	558,841.21	558,841.21	558,841.21	558,841.21	558,841.21		
3. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							1,348.71	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	1,348.71	3,300.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
-67-ces	5000-5999							1,500.00	
- al Outlays	6000-6599							5,458.73	
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	6,958.73	
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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 35 - Actuals through June **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-	
3. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	12,418.42-	3,300.00
4. ENDING CASH (A + E)		558,841.21	558,841.21	558,841.21	558,841.21	558,841.21	558,841.21		
5. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 56 - Actuals through June

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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through June		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 June

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
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								
Utilities	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 = 12, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through June		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	
3. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
4. ENDING CASH (A + E)		.00	.00	.00	.00	.00	.00	.00	
5. Ending Cash, Plus Cash Accruals and Adjustments									

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

SUBJECT: Revenue and Expenditures Report

MEETING: January 7, 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:

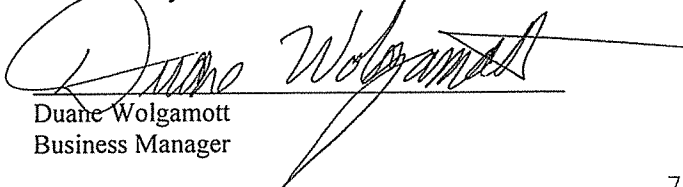
Included is the Fiscal Year to date Revenues and Expenditures Report for each fund.

Recommendation:


This is an information item only.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - General Fund		Fiscal Year 2014 through 06/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	14,497,081.00	8,160,370.41		6,336,710.59	44%
Federal Revenue	(8100-8299)	1,322,830.00	307,770.05		1,015,059.95	77%
Other State Revenue	(8300-8599)	1,299,059.00	581,755.62		717,303.38	55%
Other Local Revenue	(8600-8799)	732,768.00	386,382.79		346,385.21	47%
Total Revenue		17,851,738.00	9,436,278.87		8,415,459.13	47%
EXPENSES						
Certified Salaries	(1000-1999)	7,028,340.94	3,481,084.25	3,309,598.41	237,658.28	3%
Classified Salaries	(2000-2999)	2,113,722.00	1,053,251.79	890,450.57	170,019.64	8%
Employee Benefits	(3000-3999)	2,814,071.00	1,317,864.16	1,348,779.17	147,427.67	5%
Supplies and Services	(4000-4999)	929,229.88	346,854.12	406,580.78	175,794.98	19%
Services & Operating Expenses	(5000-5999)	3,916,898.60	847,112.41	628,301.96	2,441,484.23	62%
Capital Outlays	(6000-6999)	64,399.00	64,398.75	.00	0.25	0%
Other Outgo	(7100-7299, 7400-7499)	1,566,845.00	963,723.57	.00	603,121.43	38%
Total Expenses		18,433,506.42	8,074,289.05	6,583,710.89	3,775,506.48	20%
Operating Surplus/(Deficit)		(581,768.42)	1,361,989.82	(5,221,721.07)		
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)		(629,441.42)	1,361,989.82	(5,221,721.07)		
Beginning Fund Balance		2,149,955.00	2,149,947.34	2,149,947.34		
Net Ending Fund Balance		\$1,520,513.58	\$3,511,937.16	(\$3,071,773.73)		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		1,520,513.58	.00			
Ending Fund Balance		1,520,513.58	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2014 through 06/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Federal Revenue	(8100-8299)	375,000.00	141,091.15		233,908.85	62%
Other State Revenue	(8300-8599)	35,000.00	10,996.60		24,003.40	69%
Other Local Revenue	(8600-8799)	79,500.00	42,629.76		36,870.24	46%
Total Revenue		489,500.00	194,717.51		294,782.49	60%
EXPENSES						
Classified Salaries	(2000-2999)	77,878.00	40,010.50	29,981.90	7,885.60	10%
Employee Benefits	(3000-3999)	49,937.00	22,293.01	14,332.90	13,311.09	27%
Supplies and Services	(4000-4999)	399,858.00	175,511.68	34,681.40	189,664.92	47%
Services & Operating Expenses	(5000-5999)	9,500.00	13,100.27	4,572.09	(8,172.36)	(86)%
Capital Outlays	(6000-6999)	.00	10,831.70	.00	(10,831.70)	0%
Total Expenses		537,173.00	261,747.16	83,568.29	191,857.55	36%
Operating Surplus/(Deficit)		(47,673.00)	(67,029.65)	(150,597.94)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8910-8929)	47,673.00	.00		47,673.00	100%
Total Other Financing Sources		47,673.00	.00		47,673.00	100%
Net Surplus/(Deficit)		.00	(67,029.65)	(150,597.94)		
Net Ending Fund Balance		\$.00	(\$67,029.65)	(\$150,597.94)		
*** calculated ***						

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2014 through 06/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	14,800.00	6,988.72		7,811.28	53%
Total Revenue		14,800.00	6,988.72		7,811.28	53%
Operating Surplus/(Deficit)		14,800.00	6,988.72	6,988.72		
Net Surplus/(Deficit)		14,800.00	6,988.72	6,988.72		
Beginning Fund Balance		2,970,359.00	2,970,358.68	2,970,358.68		
Net Ending Fund Balance		\$2,985,159.00	\$2,977,347.40	\$2,977,347.40		
	<i>*** calculated ***</i>					
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 06/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	10,000.00	46,577.60		(36,577.60)	(366)%
Total Revenue		10,000.00	46,577.60		(36,577.60)	(366)%
EXPENSES						
Other Outgo	(7100-7299, 7400-7499)	104,674.00	104,672.76	.00	1.24	0%
Total Expenses		104,674.00	104,672.76	.00	1.24	0%
Operating Surplus/(Deficit)		(94,674.00)	(58,095.16)	(58,095.16)		
Net Surplus/(Deficit)		(94,674.00)	(58,095.16)	(58,095.16)		
Beginning Fund Balance		453,682.00	453,681.54	453,681.54		
Net Ending Fund Balance		\$359,008.00	\$395,586.38	\$395,586.38		
<i>*** calculated ***</i>						
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 06/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	3,300.00	1,348.71		1,951.29	59%
Total Revenue		3,300.00	1,348.71		1,951.29	59%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	1,500.00	.00	(1,500.00)	0%
Capital Outlays	(6000-6999)	.00	5,458.73	.00	(5,458.73)	0%
Total Expenses		.00	6,958.73	.00	(6,958.73)	0%
Operating Surplus/(Deficit)		3,300.00	(5,610.02)	(5,610.02)		
Net Surplus/(Deficit)		3,300.00	(5,610.02)	(5,610.02)		
Beginning Fund Balance		564,452.00	564,451.23	564,451.23		
Net Ending Fund Balance		\$567,752.00	\$558,841.21	\$558,841.21		
<i>*** calculated ***</i>						
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 06/30/2014			
	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		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Site Enrollment, Attendance, and Referral Statistics

MEETING: January 7, 2014

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

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

Recommendation:

This is an informational item only.

Fiscal Impact:

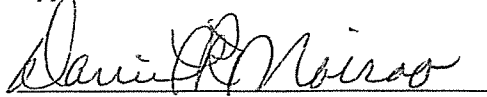
None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High School

12/26/2013

7:53:08 AM

2013-2014

Daily Apportionment for Month 5

Page 1

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
81	11/25/2013		936	845	91	90.28%
82	11/26/2013		935	869	66	92.94%
83	11/27/2013	@	0	0	0	
84	11/28/2013	#	0	0	0	
85	11/29/2013	@	0	0	0	
86	12/2/2013		934	866	68	92.72%
87	12/3/2013		935	892	43	95.40%
88	12/4/2013		935	899	36	96.15%
89	12/5/2013		936	885	51	94.55%
90	12/6/2013		936	890	46	95.09%
91	12/9/2013		936	860	76	91.88%
92	12/10/2013		935	873	62	93.37%
93	12/11/2013		938	876	62	93.39%
94	12/12/2013		937	880	57	93.92%
95	12/13/2013		937	895	42	95.52%
96	12/16/2013		937	908	29	96.91%
97	12/17/2013		937	902	35	96.26%
98	12/18/2013		936	897	39	95.83%
99	12/19/2013	@	0	0	0	
100	12/20/2013	@	0	0	0	
Month 5 Average:			936.00	882.47		94.28%

Greenfield High School

12/26/2013

2013-2014

Discipline Distribution Report from 12/1/2013 to 12/18/2013

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
		9	10	11	12	F	M	Y	100	200	300	400	600	700
36 Behavior, Defiance (E) 489	2	-	2	-	-	-	2	2	-	-	-	-	-	-
37 Behavior, Disobedience (E)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
39 Behavior, Inappropriate (E)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	1	1	-	-	-	-	1	-	-	-	-	-	-	1
71 Off Limits	1	-	1	-	-	-	1	1	-	-	-	-	-	-
92 Other	2	1	-	-	1	1	1	2	-	-	-	-	-	-
Totals:	8	2	5	-	1	1	7	7	-	-	-	-	-	1

King City High School

12/26/2013

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2013-2014

Daily Apportionment for Month 5

Page 1

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
81	11/25/2013		916	871	45	95.09%
82	11/26/2013		916	856	60	93.45%
83	11/27/2013	@	0	0	0	
84	11/28/2013	#	0	0	0	
85	11/29/2013	@	0	0	0	
86	12/2/2013		915	873	42	95.41%
87	12/3/2013		915	881	34	96.28%
88	12/4/2013		916	897	19	97.93%
89	12/5/2013		916	879	37	95.96%
90	12/6/2013		916	883	33	96.40%
91	12/9/2013		915	877	38	95.85%
92	12/10/2013		915	879	36	96.07%
93	12/11/2013		915	876	39	95.74%
94	12/12/2013		915	875	40	95.63%
95	12/13/2013		915	884	31	96.61%
96	12/16/2013		915	901	14	98.47%
97	12/17/2013		915	903	12	98.69%
98	12/18/2013		915	900	15	98.36%
99	12/19/2013	@	0	0	0	
100	12/20/2013	@	0	0	0	
Month 5 Average:			915.33	882.33		96.39%

King City High School

12/26/2013

2013-2014

Discipline Distribution Report from 12/1/2013 to 12/18/2013

Page 1

Code # and Name	Total	Grade					Sex		Hispanic/Latino?	Race (Not Hispanic)					
		8	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	-	1	-	-	1	-	2	1	-	-	-	-	-	1
47 Disruption of School Activiti	2	-	-	2	-	-	2	-	2	-	-	-	-	-	-
Totals:	5	-	1	3	-	1	2	3	4	-	-	-	-	-	1

Portola-Butler Contin. High School

12/26/2013

2013-2014

Discipline Distribution Report from 12/1/2013 to 12/18/2013

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	
47 Disruption of School Activiti	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-
Totals:	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-

Portola-Butler Contin. High School

12/26/2013

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2013-2014

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 5 - From 11/25/2013 Through 12/20/2013

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)
11 TOTAL	15	15	1	16	0	16	10	690.00	634.75	14.50	649.25	14.43
12 TOTAL	15	60	0	60	18	42	58	2526.00	2014.58	32.50	2047.08	45.49
PROGRAM TOTAL	15	75	1	76	18	58	68	3216.00	2649.33	47.00	2696.33	59.92

Program F From Charter End of Year												
	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)
12 TOTAL	15	3	0	3	1	2	0	135.00	118.50	1.25	119.75	2.66
PROGRAM TOTAL	15	3	0	3	1	2	0	135.00	118.50	1.25	119.75	2.66

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)
12 TOTAL	15	5	0	5	0	5	0	225.00	33.00	0.00	33.00	0.73
PROGRAM TOTAL	15	5	0	5	0	5	0	225.00	33.00	0.00	33.00	0.73

Portola-Butler Contin. High School

12/26/2013

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Page 2

2013-2014

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Month 5 - From 11/25/2013 Through 12/20/2013

Program X Fifth year senior												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	15	5	0	5	2	3	13	186.00	92.92	0.50	93.42	2.08
PROGRAM TOTAL	15	5	0	5	2	3	13	186.00	92.92	0.50	93.42	2.08

Preparer's Signature _____

Date _____

Principal's Signature _____

Date _____

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

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

SUBJECT: First Reading Board Policies

MEETING: January 7, 2014

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:

BP 0420.4 Charter School Authorization (new)
AR 0420.4 Charter School Authorization (new)

BP 0420.41 Charter School Oversight (new)
E 0420.41 Charter School Oversight (new)

BP 0500 Accountability (new)

BP 3100 Budget (revised)
AR 3100 Budget (revised)

BP 3110 Transfer of Funds (revised)


Recommendation:

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

Fiscal Impact:


No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Authorization

~~***Note: The following optional policy may be revised to reflect district practice. Education Code 47600 47616.7 authorize the establishment of a capped number of public charter schools, which are generally exempt from Education Code provisions governing school districts unless otherwise specified in law. To establish a charter school, petitioners must submit to the Governing Board for approval a petition which includes all components required by law as described in the accompanying administrative regulation.***~~

~~***Note: Charter petitions also may be submitted to other entities under certain circumstances. Education Code 47605.5 47605.6 authorize petitioners to submit a petition directly to the County Board of Education when (1) the charter school will serve students for whom the county office of education would otherwise be responsible for providing direct education and related services or (2) the countywide program will provide educational services to a student population that cannot be served as well by a charter school operating in only one district in the county.***~~

~~***Note: In addition, Education Code 47605.8 authorizes petitioners to submit a petition directly to the State Board of Education (SBE) to approve a "statewide benefit charter school" that may operate at multiple sites throughout the state. 5 CCR 11967.6.1 requires the petitioner to provide prior written notice to the board of each district where the petitioner proposes to locate a school site and to notify the board of the date that the SBE will meet to consider the petition.***~~

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

~~***Note: Education Code 47605 allows for the conversion of an existing public school into a charter school, provided that the school adopts and maintains a policy giving admission preference to students who reside within the former attendance area of that public school. In addition, whenever a school receiving Title I funds has failed to make "adequate yearly progress" for five consecutive years, the federal No Child Left Behind Act (20 USC 6316) requires that the district create a plan for restructuring the school, one option of which is to reopen it as a public charter school. Furthermore, when a school is identified by the California Department of Education (CDE) as meeting certain criteria specified in Education Code 53300 (the Parent Empowerment Act), parents/guardians may petition the district, in accordance with 5 CCR 4800 4808, as added by Register 2011, No. 43, to convert the school or close and reopen it as a charter school.***~~

~~***Note: The Board also may create a start-up charter school. A start-up or conversion charter school that is created by the Board and operates in a close relationship with the district is often~~

~~described as a "dependent" charter school, although that term does not appear in law. A dependent charter school is subject to the same petition requirements and approval process as an "independent" charter school, which is typically formed by parents/guardians, teachers, community members, or a charter management organization. ***~~

~~***Note: Pursuant to Education Code 47606, a district may petition the Superintendent of Public Instruction and the SBE to convert all its schools to charter schools, provided that 50 percent of the district's teachers sign the petition, the petition contains all specified components, and arrangements are made for alternative attendance of students residing within the district who choose not to attend charter schools. ***~~

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community or when state or federal law requires restructuring of the school because of low performance.

(cf. 0520.2 - Title I Program Improvement Schools)

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board.

The State Administrator/Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational

practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

~~***Note: The following optional paragraph may be revised to reflect district practice. Although not required by law, CSBA's publication Charter Schools: A Manual for Governance Teams recommends one or more memoranda of understanding (MOUs) to address matters that are related to the charter petition but are not included in the petition, and to establish expectations for which the charter school can be held accountable. CSBA's manual provides examples of issues pertaining to business operations, administrative and support services, special education, and student assessment that might be addressed in an MOU. ***~~

~~***Note: A sample MOU between the SBE and a state approved charter school, available on CDE's web site, may be adapted for use by districts. ***~~

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

~~***Note: Education Code 47605 provides that a district cannot approve a charter school~~

~~servicing students in a grade level not offered by the district unless the charter school also serves all the grade levels offered by the district. Thus, an elementary district cannot approve a charter for a high school, but may approve a charter for a K-12 school since it includes all grade levels served by the district. ***~~

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; 5 CCR 11965)

~~***Note: Pursuant to Education Code 47605, a charter petition can be denied only if certain factual findings are made, as specified in items #1-5 below. ***~~

~~***Note: 5 CCR 11967.5.1, which contains criteria that the SBE must consider in reviewing charter petitions, may be useful to the district in determining how it might evaluate whether a petition meets the conditions specified in items #1-5 below. ***~~

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 - Comprehensive Local Plan for Special Education)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code

47605)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

41365 Charter school revolving loan fund

42238.51-42238.53 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

51745-51749.3 Independent study

52052 Numerically significant student subgroup, definition

53300-53303 Parent Empowerment Act

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 5

4800-4808 Parent Empowerment Act

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

6316 Program improvement

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

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

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

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

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

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

(11/03 3/06) 3/12

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 7, 2014

Adopted:

King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Authorization

~~***Note: The following administrative regulation is optional.***~~

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - Permanent/Probationary Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Advisory Committee

~~***Note: The following optional section may be revised to reflect district practice. CSBA's publication Charter Schools: A Manual for Governance Teams suggests that a petition review team is one method that may be used to obtain input on proposed charters. Such a committee might include representatives of the district's human resources, fiscal services, risk management, student services, curriculum, special education, facilities, and other departments.***~~

At his/her discretion, the State Administrator/Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a petition or the merits of a proposed educational program and to identify any concerns that should be addressed by the petitioners. The State Administrator/Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

(cf. 2230 - Representative and Deliberative Groups)

Components of Charter Petition

~~***Note: CSBA's publication Charter Schools: A Manual for Governance Teams recommends specific content that might be included in the descriptions of each component listed in items #1-16 below. ***~~

The charter petition shall include affirmations of the conditions described in Education Code 47605(d) as well as reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

~~***Note: Education Code 47605, as amended by AB 97 (Ch. 47, Statutes of 2013), requires the charter petition to include annual goals for all students and for each subgroup of students identified pursuant to Education Code 52052 and specific actions to achieve those goals, similar to the local control and accountability plan that is required for districts and county offices of education pursuant to Education Code 52060-52077. Pursuant to Education Code 52052, as amended by AB 97, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when there are at least 30 students in the subgroup (or at least 15 foster youth) in the school. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education (SBE). ***~~

~~***Note: As amended by AB 97, Education Code 47605 requires that these annual goals be aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and (8) student outcomes in the specified course of study. See BP/AR 0460 Local Control and Accountability Plan. ***~~

~~***Note: Unlike districts, charter schools are exempt from the requirements to solicit public comment, hold public hearings, and have their plans approved by the county office of education. ***~~

~~***Note: Education Code 47606.5, as added by AB 97, requires the charter school to annually update its goals and the specific actions identified to achieve the goals; see AR/E 0420.41~~

~~Charter School Oversight. ***~~

The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established by the charter school, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. 0420.41 - Charter School Oversight)
(cf. 0460 - Local Control and Accountability Plan)

If the proposed school will serve high school students, the petition shall describe the manner in which the charter school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

~~***Note:—Education Code 47605 requires that the petition identify student outcomes that the charter school intends to use, including those that address increases in student achievement both schoolwide and for all groups of students served by the charter school, as defined in Education Code 47607. Education Code 47607 defines "all groups of students served by the charter school" to mean all numerically significant subgroups of students served by the charter school, as defined in Education Code 52052.***~~

2. The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

~~***Note:—As amended by AB 97 (Ch. 47, Statutes of 2013), Education Code 47605 requires that, to the extent practicable, the methods of measuring student outcomes for state priorities be consistent with the way information is reported on a school accountability report card pursuant to Education Code 33126.***~~

3. The method by which student progress in meeting the identified student outcomes is to be

measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(cf. 0510 - School Accountability Report Card)

4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.
8. Admission requirements, if applicable.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Governing Board's satisfaction.
10. The procedures by which students can be suspended or expelled.
11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.
13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

~~***Note: Education Code 47605 requires charter petitions to contain the declaration specified in item #15 below regarding responsibilities for collective bargaining. If the charter school is not deemed the public school employer for purposes of collective bargaining under Government~~

~~Code 3540-3549.3, the district where the charter school is located shall be deemed the public school employer for these purposes, pursuant to Education Code 47611.5. Education Code 47611.5 further provides that, if the charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees. ***~~

15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

~~***Note: Education Code 47605 and 5 CCR 11962 require the charter petition to include procedures to be used in the event that the charter school closes for any reason, as provided in item #16 below. Duties of the district pertaining to charter school closures include notification requirements pursuant to Education Code 47604.32 and 5 CCR 11962.1; see BP 0420.41—Charter School Oversight. ***~~

16. The procedures to be used if the charter school closes, including, but not limited to: (5 CCR 11962)

- a. Designation of a responsible entity to conduct closure-related activities
- b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
 - (1) The effective date of the closure
 - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - (3) The students' districts of residence
 - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above
- d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be

transferred to a different entity

- e. Transfer and maintenance of personnel records in accordance with applicable law
- f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school
- g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962
- h. Completion and filing of any annual reports required pursuant to Education Code 47604.33
- i. Identification of funding for the activities identified in item #16a-h above

~~***Note: Education Code 47605 requires that petitioners provide to the Governing Board the information listed in items #1-4 below. The Board may require additional information. For example, U.S. Department of Education nonregulatory guidance, The Impact of New Title I Requirements on Charter Schools, suggests that districts may, at their discretion, choose to incorporate in the charter the state's definition of "adequate yearly progress" to assist charter schools in understanding their accountability requirements; see the accompanying Board policy and BP/AR 0520.2 Title I Program Improvement Schools. ***~~

~~***Note: As outlined in CSBA's publication Charter Schools: A Manual for Governance Teams, some districts request a school calendar, information regarding transportation arrangements, staff development plans, assurances that the school will provide appropriate services for English language learners and students with disabilities, or any other information that will assist the Board in understanding the proposal. Districts that wish to require additional information in the charter may list those items below. ***~~

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

~~***Note: Education Code 47605 requires that information on school facilities, listed in item #1 below, must specify where the school intends to locate. Unless otherwise exempted, the school must be located within the geographic boundaries of the chartering district; see section "Location of Charter School" below. ***~~

- 1. The facilities to be used by the school, including where the school intends to locate

(cf. 7160 - Charter School Facilities)

2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

Location of Charter School

~~***Note: Education Code 47605 and 47605.1 establish geographic and site requirements for charter schools. Pursuant to Education Code 47605, a charter school granted by either the County Board of Education or the SBE following initial denial by the district also must locate within the geographic boundaries of the district that denied the petition.***~~

~~***Note: The Attorney General has opined, in 89 Ops.Cal.Atty.Gen. 166 (2006), that online charter schools are subject to the restrictions and conditions placed upon independent study programs, including the requirement that students reside in the charter school's home county or an adjacent county.***~~

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)

1. The district is notified prior to approval of the petition.
2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.
3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.

2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

(3/12 11/12) 10/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 7, 2014

Adopted:

King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Oversight

~~***Note: The following optional policy may be revised to reflect district practice. The Governing Board is obligated to monitor the performance of any charter school it authorizes in order to ensure the school's compliance with legal requirements and progress toward meeting measurable outcomes specified in the charter. Information about the school's performance will be needed when determining whether or not to grant a renewal of the charter or whether a revocation of the charter is warranted; see BP 0420.42 Charter School Renewal and BP 0420.43 Charter School Revocation. In addition, pursuant to Education Code 47604, if the district complies with all oversight responsibilities required by law, it will not be liable for the debts or obligations of any charter school that operates as or is operated by a nonprofit public-benefit corporation pursuant to Corporations Code 5110-6910.***~~

~~***Note: Pursuant to Education Code 47605, if the State Board of Education (SBE) approves a petition upon appeal after the Board and County Board of Education have denied the petition, the SBE may, by mutual agreement, designate its supervisory and oversight responsibilities to the Board or to any local educational agency in the county in which the charter school is located.***~~

The Governing Board recognizes its ongoing responsibility to ensure that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0500 - Accountability)

The State Administrator/Superintendent or designee shall identify at least one staff member to serve as a contact for each charter school. (Education Code 47604.32)

~~***Note: Education Code 47604.32 requires the district to visit each charter school at least once every year. CSBA's publication Charter Schools: A Manual for Governance Teams recommends more frequent visits, perhaps two or three times during the school year, in order to monitor school operations more closely and develop relationships with the staff at the charter school.***~~

The Board and State Administrator/Superintendent or designee may inspect or observe any part of the charter school at any time. The State Administrator/Superintendent or designee shall visit each charter school at least annually. (Education Code 47604.32, 47607)

~~***Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 47604, if a charter school operates as or is operated by a nonprofit public-benefit corporation, the Board is entitled to a single representative on the board of directors of the nonprofit public-benefit corporation. CSBA's publication Charter Schools: A Manual for~~

~~Governance Teams recommends that the district consult with legal counsel and consider any potential conflict of interest that may arise from having an individual Board member vote as a member of the charter board of directors on issues on which the Board will need to provide oversight. CSBA's manual suggests that an alternative may be for the district to designate its charter school contact appointed pursuant to Education Code 47604.32 to sit on the charter board.***~~

Whenever a charter school operates as or is operated by a nonprofit public benefit corporation as authorized by Education Code 47604, the State Administrator/Superintendent shall recommend and the Board shall appoint a district representative, who may be the district's charter school contact, on the corporation's board of directors.

Waivers

~~***Note: A charter school is not authorized to submit general waiver requests to the SBE on its own behalf. Rather, the district must submit the waiver request for the charter school. A general waiver request form is available on the California Department of Education's (CDE) web site. Exceptions for which the charter school may directly apply for a waiver include a federal waiver of the Carl Perkins Career and Technical Education Act and a specific waiver of instructional time penalties.***~~

If the charter school wishes to request a general waiver of any state law or regulation, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the State Administrator/Superintendent or designee shall apply for the waiver.

(cf. 1431 - Waivers)

Provision of District Services

~~***Note: The following optional section may be revised to reflect district practice. A charter school may elect to receive its funding directly from the County State Administrator/Superintendent of Schools pursuant to Education Code 47651 and be directly responsible for the provision of payroll, human resources, maintenance and operations, legal services, and other administrative operations. Alternatively, a charter school may receive its funding through the district that granted its charter, as is the case with most "dependent" charter schools. CSBA's publication Charter Schools: A Manual for Governance Teams recommends one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school, including any services that will be provided by the district; see BP 0420.4 Charter School Authorization.***~~

The charter school may purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the district and charter school.

At the request of a charter school, the State Administrator/Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The charter school may be charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

Material Revisions to Charter

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to expand operations to one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision.

Monitoring Charter School Performance

~~***Note: The district has a responsibility to ensure that the charter school complies with all applicable legal requirements. Violation of any law may subject the charter school to revocation pursuant to Education Code 47607. See the accompanying Exhibit for a list of legal requirements pertaining to the operation of charter schools.***~~

The State Administrator/Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

~~***Note: Education Code 47605 requires that measurable student outcomes for "all groups of students served by the charter school" be included in the school's charter petition; see AR 0420.4-Charter School Authorization. Pursuant to Education Code 47607, "all groups of students served by the charter school" means all numerically significant subgroups of students served by the charter school, as defined in Education Code 52052. Education Code 52052, as amended by~~

~~AB 97 (Ch. 47, Statutes of 2013), provides that a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when there are at least 30 students in the subgroup (or at least 15 foster youth) in the school. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the SBE.***~~

~~***Note: In addition, Education Code 47605 requires that the charter petition include methods for measuring the charter school's progress toward achieving student outcomes. Although these methods may vary, Education Code 47605 requires that charter schools conduct any statewide assessments applicable to other public schools. At a minimum, the charter school must demonstrate that it is meeting its Academic Performance Index growth targets pursuant to Education Code 52051.5-52052 and, if the school receives federal Title I funding, that it is making "adequate yearly progress" (AYP) as defined by the SBE in accordance with 20 USC 6311.***~~

The Board shall monitor each charter school to determine whether it is achieving, both schoolwide and for all groups of students served by the school, the measurable student outcomes set forth in the charter. This determination shall be based on the measures specified in the approved charter and shall include, at a minimum, a consideration of whether the school is meeting its Academic Performance Index growth targets established pursuant to Education Code 52052 and is making "adequate yearly progress" (AYP) pursuant to 20 USC 6311, as applicable.

~~***Note: As amended by AB 97 (Ch. 47, Statutes of 2013), Education Code 47604.32 requires the district to ensure that the charter school submits an annual update of school goals and actions to achieve those goals as required by Education Code 47606.5. Pursuant to Education Code 47606.5, as added by AB 97, this annual update must be developed using the template adopted by the SBE pursuant to Education Code 52064.***~~

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget; an annual update, aligned to the template adopted by the SBE, of school goals, actions, and related expenditures; first and second interim financial reports; and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

~~***Note: Education Code 47613 authorizes the district to charge the charter school, within specified limits, for the costs of supervisory oversight of the school. As amended by AB 97 (Ch. 47, Statutes of 2013), Education Code 47613 provides that the costs of supervisory oversight include, but are not limited to, costs incurred for technical assistance or intervention pursuant to Education Code 47607.3; see the section "Technical Assistance/Intervention" below. Although no other examples are provided in law, CSBA's publication Charter Schools: A Manual for Governance Teams suggests that supervisory oversight activities also might include site visits, reviews of performance data and financial reports, and legal auditing. The actual provision of administrative or support services would not likely be considered supervisory~~

~~oversight for purposes of charging supervisory oversight costs to the charter school.***~~

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs of supervisory oversight up to three percent of the charter school's revenue. (Education Code 47613)

(cf. 7160 - Charter School Facilities)

Technical Assistance/Intervention

~~***Note: Pursuant to 20 USC 6311, if a charter school receiving Title I funds fails to make AYP for two or more consecutive years, the school will be identified for program improvement pursuant to 20 USC 6316; see BP/AR 0520.2 Title I Program Improvement Schools. U.S. Department of Education nonregulatory guidance, The Impact of the New Title I Requirements on Charter Schools, clarifies that the entity which authorizes the charter is responsible for ensuring that the school complies with accountability provisions.***~~

If a charter school receiving federal Title I funding fails to make AYP, as defined pursuant to 20 USC 6311, for two or more consecutive years, the school shall be identified for program improvement and shall implement improvement strategies in accordance with 20 USC 6316.

(cf. 0520.2 - Title I Program Improvement Schools)

~~***Note: Education Code 47607.3, as added by AB 97 (Ch. 47, Statutes of 2013), requires the provision of technical assistance to a charter school under the circumstances described below.***~~

If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more student subgroups identified in Education Code 52052, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

1. Shall provide technical assistance to the charter school using an evaluation rubric adopted by the SBE pursuant to Education Code 52064.5
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

~~***Note: Education Code 47607 requires the Board to consider specified criteria of academic performance when determining whether to deny a petition for charter renewal or to revoke a charter, with achievement of all student subgroups served by the charter school being the most important factor; see BP 0420.42 Charter School Renewal and BP 0420.43 Charter School~~

~~Revocation.— In addition, Education Code 47607.3, as added by AB 97 (Ch. 47, Statutes of 2013), requires the Board to consider revocation of a charter whenever it finds that the charter school failed to implement the recommendations of the California Collaborative for Educational Excellence or continues to demonstrate persistent or acute inadequate performance. ***~~

In accordance with law, the Board may deny a charter's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regards to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

Complaints

~~***Note:— Pursuant to Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), charter schools are required to establish policies and procedures, on or before June 30, 2014, addressing complaints of noncompliance with Education Code 47606.5 (annual update of school goals, actions, and related expenditures) or 47607.3 (technical assistance or intervention based on the school's failure to improve student outcomes).— See AR 1312.3— Uniform Complaint Procedures for applicable procedures. ***~~

Each charter school shall maintain processes to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4687, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

~~***Note:— Pursuant to Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), a complainant may appeal the charter school's decision to the SPI and will receive a written appeal decision within 60 days of the SPI's receipt of the appeal. ***~~

A complainant who is not satisfied with the decision may appeal the decision to the SPI.
(Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

School Closure

~~***Note:— The following optional section may be revised to reflect district practice.— Pursuant to Education Code 47605, procedures to be followed in the event a charter school ceases operation for any reason must be specified in the charter; see AR 0420.4— Charter School Authorization.— 5 CCR 11962 lists components that must be included in these procedures, including (1) designation of a responsible entity to conduct closure-related activities; (2) notifications to—~~

~~specified persons and entities; (3) provision of information about students' grade level, course completion, and district of residence; (4) transfer and maintenance of student and personnel records; (5) completion of an independent final audit; and (6) disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. ***~~

~~***Note: Depending on the terms of the charter, these duties may be performed by the charter school, the district, or another specified entity. However, Education Code 47604.32 specifies that it is the responsibility of the district to notify the CDE when a charter school ceases operation for any reason. The CDE's web site also recommends that, in addition to the notifications required by 5 CCR 11962, either the district or the charter school should announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. ***~~

~~***Note: The CDE's web site recommends that charter school closures occur at the end of a school year if it is feasible to maintain a legally compliant program until then. ***~~

In the event that the Board revokes or denies renewal of a charter or the school closes for any other reason, the State Administrator/Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The State Administrator/Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days, if the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

35330 Field trips and excursions; student fees

38080-38086 School meals

42100 Annual statement of receipts and expenditures

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992
47634.2 Nonclassroom-based instruction
47640-47647 Special education funding for charter schools
48000 Minimum age of admission for kindergarten; transitional kindergarten
48010-48011 Minimum age of admission (first grade)
48907 Students' exercise of free expression; rules and regulations
48950 Student speech and other communication
49061 Student records
49110 Authority of issue work permits
49475 Health and safety, concussions and head injuries
51745-51749.3 Independent study
52051.5-52052 Academic performance index, applicability to charter schools
52060-52077 Local control and accountability plans
52075 Uniform complaint procedures
56026 Special education
56145-56146 Special education services in charter schools
60600-60649 Assessment of academic achievement
60850-60859 High school exit examination
CORPORATIONS CODE
5110-6910 Nonprofit public benefit corporations
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
54950-54963 The Ralph M. Brown Act
LABOR CODE
1198.5 Personnel records related to performance and grievance
PENAL CODE
667.5 Definition of violent felony
1192.7 Definition of serious felony
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
11700.1-11705 Independent study
11960-11969 Charter schools
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code
UNITED STATES CODE, TITLE 20
6311 Adequate yearly progress
6319 Qualifications of teachers and paraprofessionals
7223-7225 Charter schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.78 Accountability
300.18 Highly qualified special education teachers
COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986
ATTORNEY GENERAL OPINIONS
89 Ops.Cal.Atty.Gen. 166 (2006)
80 Ops.Cal.Atty.Gen. 52 (1997)
78 Ops.Cal.Atty.Gen. 297 (1995)
CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS
Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Sample Copy of a Memorandum of Understanding

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program: Title V, Part B of the ESEA, April 2011

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

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

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

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

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

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

(3/12) 10/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 7, 2014

Adopted:

King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Oversight

REQUIREMENTS FOR CHARTER SCHOOLS

~~***Note: The following Exhibit lists some, but not necessarily all, legal requirements that apply to charter schools. Pursuant to Education Code 47610, charter schools are generally exempt from Education Code provisions governing school districts unless otherwise specified in law. Districts should consult with legal counsel regarding the applicability of state law other than the Education Code to charter schools.***~~

Charter schools are generally exempt from provisions of the Education Code unless they are expressly included in the law. However, charter schools are subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements including, but not limited to, requirements that each charter school:

1. Comply with the state and federal constitution and applicable federal laws
2. Comply with state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963
3. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
4. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
5. Not charge tuition (Education Code 47605)

~~***Note: Education Code 47605 specifically prohibits a charter school from charging tuition, but does not mention fees or other charges. As clarified in the California Department of Education's (CDE) advisory Pupil Fees, Deposits, and Other Charges, charter schools are subject to the California Constitution, and therefore the free school guarantee of the California Constitution, Article IX, Section 5, applies to charter schools. Charter schools may only charge fees authorized by those Education Code sections that have been made explicitly applicable to charter schools. For example, charter schools may charge fees for meals and field trips pursuant to Education Code 35330, 38082, and 38084 because those provisions apply to charter schools. However, charter schools may not charge other fees authorized by law for school districts, except to the extent that any such fees do not relate to an activity that is an integral component of public education.***~~

6. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools

7. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)

8. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

~~***Note: Education Code 56145 requires charter schools to serve students with disabilities in the same manner as other public schools. Pursuant to Education Code 47646, districts must ensure that each charter school receives an equitable share of state and federal special education funding and/or any necessary special education services provided by the district on behalf of disabled students in the charter school. ***~~

~~***Note: If a charter school is operating as a public school of the district for purposes of providing special education, the district retains responsibility and must determine how best to ensure that all special education students receive a free appropriate public education (FAPE). However, the California Office of Administrative Hearings has ruled (Student v. Horizon Instructional Systems Charter School) that a charter school operating as its own local educational agency for purposes of special education, including a charter school offering an independent study program, is solely responsible for providing special education students with FAPE. ***~~

9. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

10. Admit all students who wish to attend the school, according to the following criteria and procedures:

a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)

c. Other admissions preferences may be established on an individual school basis as consistent with law.

11. If the school offers a kindergarten program, offer a transitional kindergarten program to eligible students who do not yet meet the age criterion for entry into kindergarten (Education Code 48000)

12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

~~***Note: According to U.S. Department of Education (USDOE) nonregulatory guidance, The Impact of the New Title I Requirements on Charter Schools, teachers who teach core academic subjects in charter schools, in addition to meeting state charter school laws regarding teacher qualifications, must meet the requirements for "highly qualified" teachers pursuant to 20 USC 6319; see BP/AR/E 4112.24 Teacher Qualifications Under the No Child Left Behind Act. 34 CFR 300.18 clarifies that, with regard to special education teachers in a charter school, "highly qualified" means that the teacher meets the certification requirements set forth in the state's charter school law. ***~~

13. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education (SBE) (20 USC 6319; 34 CFR 300.18)

~~***Note: Education Code 44830.1 and 45122.1 prohibit charter schools from hiring any person who has been convicted of a violent or serious felony as defined in Penal Code 667.5 and 1192.7, unless that person has received a certificate of rehabilitation and a pardon. Schools also may not retain in employment any temporary, substitute, or probationary employee who has been convicted of a violent or serious felony. See AR 4112.5/4312.5 Criminal Record Check and AR 4212.5 Criminal Record Check. ***~~

14. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

15. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

16. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

~~***Note: According to USDOE nonregulatory guidance, The Impact of the New Title I Requirements on Charter Schools, charter schools that receive Title I funds and have paraprofessionals working in programs supported by Title I funds must comply with~~

~~requirements of 20 USC 6319 regarding paraprofessional qualifications; see BP/AR/E 4222—
Teacher Aides/Paraprofessionals. ***~~

17. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

18. Meet all statewide standards and conduct the student assessments required by Education Code 60605 and 60851 and any other statewide standards or assessments applicable to noncharter public schools (Education Code 47605, 47612.5)

~~***Note: Education Code 47612.5 specifies, by grade level, the minimum number of instructional minutes that must be offered each fiscal year. Any charter school that fails to meet the requirement will have its state apportionment reduced in proportion to the percentage of instructional minutes that the school fails to offer. Education Code 47612.5 and 47612.6 provide that neither the State Board of Education (SBE) nor the Superintendent of Public Instruction (SPI) may waive the required number of instructional minutes but may waive the fiscal penalties under specified conditions. ***~~

~~***Note: However, Education Code 46201.2, as amended by AB 97 (Ch. 47, Statutes of 2013), provides that, for the 2013-14 and 2014-15 school years, a charter school may reduce the equivalent of up to five days of instruction or the equivalent number of instructional minutes without incurring fiscal penalties. ***~~

19. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 46201.2, 47612.5)

~~***Note: Education Code 47612.5 provides that charter schools offering independent study are subject to Education Code 51745-51749.3. Education Code 51745 requires that no course included among the courses required for graduation may be offered solely through independent study. However, pursuant to 5 CCR 11705, a charter school offering grades 9-12 shall be deemed to be an "alternative school" for purposes of independent study and thus, according to the CDE, would comply with this provision because students in such alternative schools are enrolled voluntarily and, if they wished, could attend any other district high school in which the courses were offered via classroom instruction. ***~~

20. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

21. Identify and report to the State Administrator/Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)

~~***Note: AB 588 (Ch. 423, Statutes of 2013) amended Education Code 49475 to extend the following requirement to charter schools.***~~

22. If the school offers an athletic program, annually provide an information sheet about concussion and head injury to athletes and their parents/guardians before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to return to the activity. (Education Code 49475)

23. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)

~~***Note: Education Code 48907 requires charter schools to establish a written "publications code" related to students' rights to freedom of speech and of the press. These written rules and regulations must include reasonable provisions for the time, place, and manner in which free expression may take place within the charter school's jurisdiction.***~~

24. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

25. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

26. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the State Administrator/Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

27. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.

b. The facility is exclusively owned or controlled by an entity that is not subject to the

California Building Standards Code, including, but not limited to, the federal government.

28. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

29. Annually prepare and submit financial reports to the Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:

a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)

~~***Note: AB 97 (Ch. 47, Statutes of 2013) amended Education Code 47604.33 and added Education Code 47606.5 to require charter schools to submit, on or before July 1, 2015, and each year thereafter, an update of school goals, actions for achieving those goals, and related expenditures classified using the California School Accounting Manual. Pursuant to Education Code 47605, as amended by AB 97, the school goals and actions must address specified state priorities and be included in the school's charter; see AR 0420.4 Charter School Authorization.***~~

~~***Note: When updating the goals and actions, Education Code 47606.5 authorizes the governing body of the charter school to consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052, as amended by AB 97, authorizes the SPI, with approval of the SBE and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.***~~

b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the SBE template in accordance with Education Code 47606.5. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5)

When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)

- c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
- d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
- e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)
- f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the California Department of Education. (Education Code 47605)

(3/12) 10/13

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: January 7, 2014
Adopted: King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Accountability

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

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 2140 - Evaluation of the Superintendent)
- (cf. 3460 - Financial Accountability and Reports)
- (cf. 4115 - Evaluation/Supervision)
- (cf. 4215 - Evaluation/Supervision)
- (cf. 4315 - Evaluation/Supervision)
- (cf. 6011 - Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 9400 - Board Self-Evaluation)

~~***Note: California's accountability system is based on both state and federal requirements, including the calculation of an Academic Performance Index (API) pursuant to Education Code 52052-52052.1 and a determination as to whether schools and districts make "adequate yearly progress" (AYP) pursuant to 20 USC 6311. Both the API and AYP incorporate multiple measures, including, but not limited to, student performance on statewide assessments. However, as amended by AB 484 (Ch. 489, Statutes of 2013), Education Code 52052 authorizes the State Board of Education to suspend the API in the 2013-14 and 2014-15 school years while the state assessment system is transitioning from the Standardized Testing and Reporting program to the California Measurement of Academic Performance and Progress.***~~

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability

system established by the Superintendent of Public Instruction. (Education Code 52052)

~~***Note: Education Code 52052 requires that schools and districts demonstrate comparable improvement in academic achievement by all numerically significant student subgroups, as defined below. AB 97 (Ch. 47, Statutes of 2013) amended Education Code 52052 to add foster youth to the list of student subgroups and to change the definition of "numerically significant."***~~

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

~~***Note: The following optional paragraph may be revised to reflect district practice. AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 52056, which had required an annual discussion of the results of each school's API ranking at a regularly scheduled Governing Board meeting. Nevertheless, reporting to the public and receiving input from the public are key components of accountability.***~~

~~***Note: Education Code 52060, as added by AB 97 and amended by SB 97 (Ch. 357, Statutes of 2013), requires that the district consult with parents/guardians, students, teachers, principals, administrators, other school personnel, and employee bargaining units in the development of the district's local control and accountability plan (LCAP); see BP 0460 Local Control and Accountability Plan.***~~

The State Administrator/Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
 (cf. 0510 - School Accountability Report Card)
 (cf. 1100 - Communication with the Public)
 (cf. 1112 - Media Relations)
 (cf. 1220 - Citizen Advisory Committees)
 (cf. 6020 - Parent Involvement)

~~***Note: Schools are subject to intervention and support based on their API and their ability to meet growth targets established by the State Board of Education; see BP 0520.4 Quality Education Investment Schools. In addition, a school or district that receives federal Title I funds may be identified for program improvement if it does not meet AYP criteria for two consecutive~~

~~years within specific areas; see BP/AR 0520.2 Title I Program Improvement Schools and BP/AR 0520.3 Title I Program Improvement Districts. ***~~

~~***Note: Pursuant to Education Code 52071, as added by AB 97 (Ch. 47, Statutes of 2013), a district will receive technical assistance whenever the County Superintendent of Schools does not approve the district's LCAP or annual update to the LCAP, the district fails to improve student achievement across more than one state priority identified in Education Code 52060, or the district requests technical assistance. AB 97 also added Education Code 52072 which provides that, under specified conditions, the Superintendent of Public Instruction may intervene to revise the district's LCAP or budget and/or to stay or rescind any district action that is preventing the district from improving outcomes for all student subgroups and is not required by a collective bargaining agreement. See BP/AR 0460 Local Control and Accountability Plan. ***~~

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

- (cf. 0400 - Comprehensive Plans)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 0520.4 - Quality Education Investment Schools)
- (cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

- 33127-33129 Standards and criteria for fiscal accountability
- 33400-33407 California Department of Education evaluation of district programs
- 44660-44665 Evaluation of certificated employees
- 51041 Evaluation of the educational program
- 52052-52052.1 Academic Performance Index
- 52055.57-52055.59 Districts identified or at risk of identification for program improvement
- 52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

- 1068-1074 Alternative schools accountability model, assessments
- 15440-15463 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

- 6311 Accountability, adequate yearly progress
- 6312 Local educational agency plan

6316 School and district improvement
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.53 Program improvement

Management Resources:

WEB SITES

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

California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>

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

(7/99 3/06) 10/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 7, 2014

Adopted:

King City, California

BP 3100 Business and Noninstructional Operations

Budget

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 3000 - Concepts and Roles)
(cf. 3300 - Expenditures and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

~~***Note: Pursuant to Education Code 42127, as amended by AB 97 (Ch. 47, Statutes of 2013), prior to adopting the district budget for the 2014-15 fiscal year, the Governing Board must adopt a local control and accountability plan (LCAP). Each fiscal year thereafter, the Board must not adopt the district budget until it has an approved LCAP or update to the LCAP that is effective for the budget year. Education Code 52062, added by AB 97, requires that the LCAP or annual update be adopted at the same public meeting during which the Board adopts the budget. See BP/AR 0460 - Local Control and Accountability Plan.***~~

Beginning with the 2014-2015 fiscal year, the Board shall adopt the budget only after a local control and accountability plan (LCAP) developed pursuant to Education Code 52060-52077 or an annual update to the LCAP is in place for the budget year. Expenditures necessary to implement the LCAP or the annual update during the subsequent fiscal year shall be included in the budget. (Education Code 42127)

(cf. 0460 - Local Control and Accountability Plan)

Budget Development and Adoption Process

The State Administrator/Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The **State Administrator**/Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The **State Administrator**/Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Budget Advisory Committee

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the **State Administrator**/Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3350 - Travel Expenses)
(cf. 9130 - Board Committees)
(cf. 9140 - Board Representatives)

Budget Criteria and Standards

~~In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)~~

~~***Note: Education Code 33129 requires the district to develop its budget and manage its expenditures in keeping with criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are delineated in Education Code 33128 and 5 CCR 15440-15451.***~~

~~***Note: Pursuant to Education Code 33128.3, by the 2013-14 fiscal year, districts are required to restore their reserve for economic uncertainty to the level specified in 5 CCR 15450. The CDE's New Requirements for Reporting Fund Balance in Governmental Funds suggests that districts may find it prudent to maintain reserves above the minimum required level; see the section "Fund Balance" below.***~~

~~***Note: AB 97 (Ch. 47, Statutes of 2013) amended Education Code 33127 to require the SBE to revise the state standards and criteria, on or before January 1, 2014, to reflect the requirements of the LCAP pursuant to Education Code 52060-52077. The updated standards and criteria will be applicable to district budgets starting in the 2014-15 school year.***~~

The State Administrator/Superintendent or designee shall develop a district budget in accordance with criteria and standards adopted by the State Board of Education (SBE). (Education Code 33127, 33128, 33128.3, 33129; 5 CCR 15440-15451)

~~***Note: Education Code 42238.02 and 42238.03, as added by AB 97 (Ch. 47, Statutes of 2013), provide supplemental and concentration grants within the local control funding formula for some districts based on the number and concentration of unduplicated counts of students who are eligible for free or reduced-price meals, English learners, and foster youth. Pursuant to Education Code 42238.07, as added by AB 97, the SBE is required to adopt regulations on or before January 31, 2014, governing the expenditure of supplemental and concentration grant funds and requiring districts to increase or improve services for targeted student groups in proportion to the increase in funds through these grants.***~~

The budget shall provide that funding received through state supplemental and concentration grants pursuant to Education Code 42238.02 and 42238.03 shall be used in accordance with regulations adopted by the SBE for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the district's revenue generated from such funds. (Education Code 42238.07)

**(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)**

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the

budget is a realistic plan for district revenues and expenditures.

**(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)**

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan **for district revenues and expenditures.**

*(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)*

Fund Balance

~~The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:~~

- ~~1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint~~
- ~~2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds~~
- ~~3. Establish the order in which fund balances will be spent when multiple fund balance types are available for expenditure~~
- ~~4. Address the minimum fund balance in the general fund by establishing an appropriate level of unrestricted fund balance that will be maintained in the general fund, the circumstances under which the unrestricted fund balance can be spent down, and the procedure for replenishing deficiencies~~

~~The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district needs.~~

~~***Note: The following optional section should be revised to reflect district practice. Governmental Accounting Standards Board (GASB) Statement 54 addresses the way fund balances (i.e., the gross differences between assets and liabilities reflected on the balance sheet) in governmental funds are reported in external financial reports. Fund balances must be classified as nonspendable, restricted, committed, assigned, and unassigned in accordance with GASB 54~~

~~definitions; also see AR 3460—Financial Reports and Accountability. Pursuant to GASB 54, the Board has sole authority to specify purposes of funds classified as "committed" and also must express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance. The Board may modify the following section to reflect its fund balance policy or may adopt a formal resolution containing the required components.***~~

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

- 1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.**
- 2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.**
- 3. Committed fund balance includes amounts constrained to specific purposes by the Board.**

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

- 4. Assigned fund balance includes amounts which the Board or its designee intends to use for a specific purpose.**

The Board delegates authority to assign funds to the assigned fund balance to the State Administrator/Superintendent or designee and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements.

- 5. Unassigned fund balance includes amounts that are available for any purpose.**

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

~~***Note: The remainder of this section is optional. Although not required by GASB 54, the Government Finance Officers Association (GFOA) recommends that public agencies adopt a minimum fund balance policy that establishes an appropriate level of unrestricted fund balance that will be maintained in the general fund. The GFOA's Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund describes a variety of factors that should be considered when developing a minimum fund balance policy, such as the predictability of its revenue and volatility of its expenditures, perceived exposure to significant one-time outlays,~~

~~potential drain upon the general fund from other funds as well as the availability of resources in other funds, liquidity of resources, and portion of unrestricted fund balance already committed or assigned for a specific purpose. According to the GFOA, a public agency may deem it appropriate to exclude committed and assigned resources and focus on unassigned fund balance rather than unrestricted fund balance. ***~~

~~***Note: The CDE's New Requirements for Reporting Fund Balance in Governmental Funds suggests that a district's fund balance policy should not be limited to the reserve for economic uncertainty and that many districts find it prudent to maintain reserves above the minimum level specified in 5 CCR 15450. The following optional paragraph is based on sample language for non-basic aid districts provided on the CDE's web site and should be revised to reflect district practice. Basic aid districts may choose to adopt the CDE's recommendation that basic aid districts maintain a minimum unassigned fund balance of not less than 15 percent of budgeted general fund expenditures and other financing uses as a reserve for economic uncertainties. ***~~

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least two months of general fund operating expenditures.

~~***Note: The GFOA recommends that the minimum fund policy address both the circumstances under which the unrestricted fund balance can be spent down and the procedure for replenishing deficiencies. The district may revise the following optional paragraph to specify the rate at which the district will attempt to recover the fund balance (e.g., the Board shall develop a plan to recover the fund balance at a rate of at least one percent each year). ***~~

If the unassigned fund balance falls below this level due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

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

(cf. 7210 - Facilities Financing)

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

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the **State Administrator**/Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the State Administrator/Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the State Administrator/Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

~~33127-33131 Standards and criteria for local budgets and expenditures~~
~~35035 Powers and duties of superintendent~~
~~35161 Powers and duties, generally, of governing boards~~
~~42103 Public hearing on proposed budget; requirements for content of proposed budget~~
~~42122-42129 Budget requirements~~
~~42130-42134 Financial certifications~~
~~42140-42141 Disclosure of fiscal obligations~~
~~42602 Use of unbudgeted funds~~
~~42605 Tier 3 categorical flexibility~~
~~42610 Appropriation of excess funds and limitation thereon~~
~~44518-44519.2 Chief business officer training program~~
~~45253 Annual budget of personnel commission~~
~~45254 First year budget of personnel commission~~
GOVERNMENT CODE
~~7900-7914 Appropriations limit~~
CODE OF REGULATIONS, TITLE 5
~~15060 Standardized account code structure~~
~~15440-15451 Criteria and standards for school district budgets~~

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Governance: Budget Planning and Adoption, 2006~~
~~Maximizing School Board Governance: Understanding District Budgets, 2006~~
~~School Finance CD-ROM, 2005~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~California School Accounting Manual~~

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

~~Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006~~

GOVERNMENT FINANCE OFFICERS ASSOCIATION

~~Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009~~

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

~~Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009~~

~~Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004~~

~~Statement 34, Basic Financial Statements and Management's Discussion and Analysis For State and Local Governments, June 1999~~

WEB SITES

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

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

~~California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>~~

~~California Department of Finance: <http://www.dof.ca.gov>~~

~~Fiscal Crisis and Management Assistance Team: <http://www.femat.org>~~

Government Finance Officers Association: <http://www.gfoa.org>
Governmental Accounting Standards Board: <http://www.gasb.org>
Legislative Analyst's Office: <http://www.lao.ca.gov>
School Services of California, Inc.: <http://www.sscal.com>
(11/08-11/09) 7/10

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools
33127-33131 Standards and criteria for local budgets and expenditures
35035 Powers and duties of superintendent
35161 Powers and duties, generally, of governing boards
42103 Public hearing on proposed budget; requirements for content of proposed budget
42122-42129 Budget requirements
42130-42134 Financial certifications
42140-42141 Disclosure of fiscal obligations
42238-42251 Apportionments to districts, especially:
42238.01-42238.07 Local control funding formula
42602 Use of unbudgeted funds
42605 Tier 3 categorical flexibility
42610 Appropriation of excess funds and limitation thereon
45253 Annual budget of personnel commission
45254 First year budget of personnel commission
52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure
15440-15451 Criteria and standards for school district budgets

Management Resources:

CSBA PUBLICATIONS

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

School Finance CD-ROM, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

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

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

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

(7/10 7/11) 10/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 7, 2014

Adopted:

King City, California

AR 3100 Business and Noninstructional Operations

Budget

Budget Advisory Committee

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. Governing Board members, provided that less than a majority of the Board serves on the committee

(cf. 9140 - Board Representatives)

2. District and school site administrators
3. Representatives of bargaining units
4. Certificated and/or classified staff
5. Parents/guardians
6. Representatives of the business community and/or other community members
7. Students

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 9130 - Board Committees)

The committee's duties may include, but not necessarily be limited to:

1. Making recommendations regarding budget priorities
2. Recommending cost reduction strategies, such as identifying services that may be reduced, made more efficient, or discontinued
3. Reviewing the clarity and effectiveness of budget documents and communications
4. Presenting progress reports on the committee's work and a final report of recommendations to the **State Administrator**/Superintendent or designee and to the Board

The specific duties of the committee shall be clearly defined and presented to each member in writing, along with any background information necessary for the successful completion

of the committee's charges, the timelines for reporting the committee's progress, and timelines for completion of each task.

(cf. 3350 - Travel Expenses)

Initial Budget Adoption

On or before July 1 of each year, the Board shall adopt a budget which adheres to the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

~~Before adopting the district budget for the subsequent fiscal year, the Board shall hold a public hearing. The agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127)~~

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

~~*(cf. 9322 - Agenda/Meeting Materials)*~~

~~***Note: Pursuant to Education Code 52062, as added by AB 97 (Ch. 47, Statutes of 2013), the public hearing on the budget described below must be at the same meeting as the public hearing on the local control and accountability plan (LCAP); see BP 0460 - Local Control and Accountability Plan.***~~

Before adopting the district budget for the subsequent fiscal year, the Board shall hold a public hearing. The agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. This hearing shall be held at the same meeting as the public hearing to solicit public input on the local control and accountability plan (LCAP) or the annual update to the LCAP. (Education Code 42103, 42127, 52062)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

~~The State Administrator/Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing.~~

~~***Note: Pursuant to Education Code 42103, the County Superintendent of Schools must publish the location, dates, and times at which the district's proposed budget may be inspected, as well as the location, date, and time of the public hearing described above. This notice must be published in a newspaper of general circulation 10-45 days before the hearing. The following paragraph is optional.***~~

The State Administrator/Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing as required by Education Code 42103.

During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

(cf. 9323 - Meeting Conduct)

After the public hearing, at a public meeting held on a different date, the Board shall adopt the district budget following adoption of the LCAP at the same meeting. The budget shall not be adopted if an approved LCAP or annual update to the LCAP is not in effect for the budget year. (Education Code 52062)

~~***Note: Pursuant to Education Code 42127, as amended by AB 97 (Ch. 47, Statutes of 2013), prior to adopting the district budget for the 2014-15 fiscal year, the Governing Board must adopt the LCAP. Each fiscal year thereafter, the Board must not adopt the district budget until it has an approved LCAP or update to the LCAP that is in effect for the budget year. Education Code 52062, added by AB 97, requires that the LCAP or annual update be adopted at the same public meeting during which the Board adopts the budget. See BP/AR 0460 - Local Control and Accountability Plan.***~~

The **State Administrator/Superintendent** or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

Revised Budget

No later than 45 days after the Governor signs the annual Budget Act, the State Administrator/Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

The revised budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

Budget Review Committee for Disapproved Budgets

~~If the district's revised budget is disapproved by the County Superintendent, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)~~

~~***Note: As amended by SB 97 (Ch. 357, Statutes of 2013), Education Code 42127 provides that, beginning in the 2014-15 fiscal year, the County Superintendent cannot call for the formation of a budget review committee if his/her sole reason for disapproving the district's budget is that he/she has not approved the district's LCAP or the annual update to the LCAP. ***~~

If the district's revised budget is disapproved by the County Superintendent for any reason other than his/her disapproval of the district's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the SPI, who shall be selected within five working days after receiving the list of candidates
2. A regional review committee convened by the County Superintendent with the approval of the Board

If the budget review committee recommends disapproval of the district budget, the Board may submit a response no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent as he/she develops and adopts, by November 30, a fiscal plan and budget that will allow the district to meet its financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

(11/04 11/05) 11/08

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

First Reading: January 1, 2014

Adopted:

King City, California

BP 3110 Business and Noninstructional Operations

Transfer Of Funds

The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

The Board may transfer funds during or at the end of the fiscal year in accordance with law as necessary to meet district needs or to permit the payment of district obligations. (Education Code 16095, 17582-17592, 42600-42603, 42605, 42841-42843, 52616.4)

Tier 3 Categorical Flexibility

~~The Board has determined that it is in the best interest of the district to utilize the flexibility authorized for the use of categorical program funds under Education Code 42605. Funds received by the district for any program identified by law as a Tier 3 categorical program may be expended for any educational purpose.~~

~~*(cf. 2210—Administrative Discretion Regarding Board Policy)*~~

~~Before expending any Tier 3 categorical program funds for another educational purpose, the Board shall hold a public hearing to take testimony from the public, to discuss and approve or disapprove the proposed use of the funding, and to make explicit for each of the categorical programs the purposes for which the funds will be used. (Education Code 42605)~~

~~Any such public hearing shall be held prior to and independent of the Board's regular budget-adoption meeting. Whenever the proposed use of the funding will result in the elimination of a program, the notice of the public hearing shall identify the program to be eliminated. (Education Code 42605)~~

~~During the hearing, the Board shall consider the district's goals for student learning and determine funding priorities and program focus. The Board may also discuss statutory constraints, available resources, and whether program modifications might improve educational outcomes.~~

~~The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved. He/she shall also complete any necessary reports required by the California Department of Education.~~

~~(cf. 0420 School Plans/Site Councils)~~
~~(cf. 0420.1 School Based Program Coordination)~~
~~(cf. 0440 District Technology Plan)~~
~~(cf. 1312.4 Williams Uniform Complaint Procedures)~~
~~(cf. 3111 Deferred Maintenance Funds)~~
~~(cf. 3530 Risk Management/Insurance)~~
~~(cf. 4111 Recruitment and Selection)~~
~~(cf. 4112.2 Certification)~~
~~(cf. 4112.21 Interns)~~
~~(cf. 4113 Assignment)~~
~~(cf. 4131 Staff Development)~~
~~(cf. 4131.1 Beginning Teacher Support/Induction)~~
~~(cf. 4138 Mentor Teachers)~~
~~(cf. 4139 Peer Assistance and Review)~~
~~(cf. 4231 Staff Development)~~
~~(cf. 4331 Staff Development)~~
~~(cf. 5123 Promotion/Acceleration/Retention)~~
~~(cf. 5136 Gangs)~~
~~(cf. 5141.32 Health Screening for School Entry)~~
~~(cf. 5144.1 Suspension and Expulsion/Due Process)~~
~~(cf. 5145.6 Parental Notifications)~~
~~(cf. 5146 Married/Pregnant/Parenting Students)~~
~~(cf. 5147 Dropout Prevention)~~
~~(cf. 5148.1 Childcare Services for Parenting Students)~~
~~(cf. 5149 At Risk Students)~~
~~(cf. 6141.5 Advanced Placement)~~
~~(cf. 6142.6 Visual and Performing Arts Education)~~
~~(cf. 6142.91 Reading/Language Arts Instruction)~~
~~(cf. 6146.1 High School Graduation Requirements)~~
~~(cf. 6151 Class Size)~~
~~(cf. 6161.1 Selection and Evaluation of Instructional Materials)~~
~~(cf. 6162.52 High School Exit Examination)~~
~~(cf. 6163.1 Library Media Centers)~~
~~(cf. 6164.2 Guidance/Counseling Services)~~
~~(cf. 6172 Gifted and Talented Student Program)~~
~~(cf. 6176 Weekend/Saturday Classes)~~
~~(cf. 6177 Summer School)~~
~~(cf. 6178 Career Technical Education)~~
~~(cf. 6178.2 Regional Occupational Center/Program)~~
~~(cf. 6179 Supplemental Instruction)~~
~~(cf. 6184 Continuation Education)~~
~~(cf. 6185 Community Day School)~~
~~(cf. 6200 Adult Education)~~
~~(cf. 9323.2 Actions by the Board)~~

Legal Reference:

EDUCATION CODE

78 Definition governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

~~17582 Deferred maintenance fund; establishment; purpose~~
~~17583 Deferred maintenance fund; transfer~~
~~17584 Budgeting certification deferred maintenance fund; apportionment~~
~~17585 Applications for deferred maintenance funding~~
~~41301 Section A state school fund allocation schedule~~
~~42125 Designated and unappropriated fund balances~~
~~42600 District budget limitation on expenditure~~
~~42601 Transfers between funds to permit payment of obligations at close of year~~
~~42603 Transfer of monies held in any fund or account to another fund; repayment~~
~~42605 Tier 3 categorical flexibility~~
~~42840 42843 Special reserve fund~~
~~52616.4 Expenditures from adult education fund~~

Management Resources:

CSBA PUBLICATIONS

~~Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009~~

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

~~Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009~~

WEB SITES

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

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

~~Fiscal Crisis and Management Assistance Team: <http://www.femat.org>~~

7/09

~~***Note: Education Code 42600 requires the district to expend funds in accordance with the classification of expenditures included in its adopted budget. However, other provisions of state law provide exceptions under which money may be transferred from one fund or account to another, as reflected in items #1-5 below. ***~~

~~***Note: AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 17583 which provided a process for the transfer of excess local funds in the deferred maintenance fund to any other expenditure classifications whenever state funds for deferred maintenance are insufficient to fully match local funds. ***~~

~~***Note: AB 97 also repealed Education Code 42605, which provided temporary flexibility for specified "Tier 3" categorical programs, and redirects the funding for those categorical programs into the local control funding formula (LCFF) (Education Code 42238.01-42238.07). The supplemental and concentration grant portions of the LCFF may be used for any schoolwide or districtwide educational purpose in accordance with state regulations to be adopted by January 31, 2014, with the goal of increasing or improving services for students who are eligible for free and reduced-price meals, English learners, and foster youth; see BP/AR 0460—Local Control and Accountability Plan and BP/AR 3100—Budget. ***~~

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)

2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)

~~***Note: Pursuant to Education Code 42601, the Governing Board may identify and request that the County Superintendent of Schools make transfers at the close of a school year in order to permit the payment of district obligations, as provided in item #3 below. For elementary school districts with average daily attendance (ADA) of 900 or less, high school districts with ADA of 300 or less, or unified districts with ADA of 1,500 or less, the County Superintendent may identify and make the transfers, with the consent of the Board. ***~~

3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)

4. Specify amounts to be transferred by the county auditor and treasurer from the district's general fund to the special reserve fund during the fiscal year. If any special reserve funds are maintained for purposes other than capital outlay or if monies in the special reserve fund are not actually encumbered for ongoing expenses, the Board may transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may, by written request to the County Superintendent, auditor, and treasurer, transfer those monies to the district's general fund. (Education Code 42841-42843)

5. Transfer monies between other funds or accounts when authorized by law.

Legal Reference:

EDUCATION CODE

78 Definition, governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

41301 Section A state school fund allocation schedule

42125 Designated and unappropriated fund balances

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42600 District budget limitation on expenditure

42601 Transfers between funds to permit payment of obligations at close of year

42603 Transfer of monies held in any fund or account to another fund; repayment

42840-42843 Special reserve fund

52616.4 Expenditures from adult education fund

Management Resources:

WEB SITES

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

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

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

(7/09 11/11) 10/13

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

First Reading: January 1, 2014

Adopted:

King City, California

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of the Donation from the Mark & Carolyn Guidry Foundation

MEETING: January 7, 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 Mark and Carolyn Guidry Foundation donated \$3,000 to the Math and Science programs at KCHS.

Recommendation:

The recommendation is being made for the State Administrator to approve the \$3,000 donation from the Mark and Carolyn Guidry Foundation.

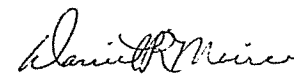
Fiscal Impact:

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Mark & Carolyn Guidry Foundation
2654 W Horizon Ridge Pkwy Suite B588
Henderson, NV 89054
(702) 629 5503

November 27, 2013

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

Dear Mr. Moirao:

It is our pleasure to enclose a check for three thousand dollars (\$3,000.00) as a grant from the Mark and Carolyn Guidry Foundation. Last year the success of our music festival allowed us to provide you with a supplemental grant. This year we did not hold the festival and are not able to offer this support of music programs. Please allow Principal Janet Sanchez Matos to use this money for support of her math and science programs. As the newly elected president of the foundation, I have not yet met Ms Matos, but will try to on my next trip to the area.

We hope to have our music festival again next Memorial Weekend and we look forward to having more local talent perform.

Our mission is supporting education and we are pleased to support your schools. We feel a part of your community and feel that children are a community's most valuable asset.

Sincerely yours,



Gayle G. Dilley
President

1500 01-9010-0-0000-0000-8699-00-021-1152
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Cc: Ms Janet Sanchez Matos

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of New Course Adoption: Math 2

MEETING: January 7, 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:

Math 2 is the second of three courses identified as an integrated mathematics pathway to address Common Core State Standards. Math 2 is a college prep course. The attached course description and outline address skills and concepts students must have to achieve on the upcoming State assessments.

Recommendation:

It is recommended the State Administrator approve the Math 2 course.

Fiscal Impact:

None

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Resource Title: Secondary One Mathematics Student Edition

Publisher: Mathematics Vision Project

ISBN: This is an e-book located at <http://www.mathematicsvisionproject.org>

Media: internet pdf

Authors: Scott Hendrickson, Joleigh Honey, Barbara Kuehl, Travis Lemon, and Janet Sutorius

Copyright: Creative Commons License Review date: September 20, 2013

Core Subject Area: Secondary II Mathematics

Mathematics, Secondary II

Standard	Designated Sections
Unit 1: Extending the Number System	
Extend the properties of exponents to rational exponents.	
N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i>	Module 3 Task 1 Experimenting with Exponents Module 3 Task 2 Half Interested Module 3 Task 3 More Interesting Module 3 Task 3 More Interesting Module 3 Task 4 Radical Ideas
N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Module 3 Task 3 More Interesting Module 3 Task 4 Radical Ideas
Use properties of rational and irrational numbers.	

<i>Connect N.RN.3 to physical situations, e.g., finding the perimeter of a square of area 2.</i>	
N.RN.3 Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.	Module 3 Task 9 My Irrational and Imaginary Friends Module 3 Task 10 iNumbers
Perform arithmetic operations with complex numbers. <i>Limit to multiplications that involve i^2 as the highest power of i.</i>	
N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Module 3 Task 9 My Irrational and Imaginary Friends Module 3 Task 10 iNumbers
N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Module 3 Task 9 My Irrational and Imaginary Friends Module 3 Task 10 iNumbers
Perform arithmetic operations on polynomials. Focus on polynomial expressions that simplify to forms that are linear or quadratic in a positive integer power of x .	
A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Module 3 Task 10 iNumbers
Unit 2: Quadratic Functions and Modeling	
Interpret functions that arise in applications in terms of a context. <i>Focus on quadratic functions; compare with linear and exponential functions studied in Secondary Mathematics I.</i>	
F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	Module 4 Task 7 More Features, More Functions *This standard shows up as a related standard throughout many tasks in Modules 1, 2, 3, and 4.
F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of</i>	Module 4 Task 1 Some of This, Some of That Module 4 Task 2 Bike Lovers

<p>person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ★</p>	<p>Module 4 Task 2 Bike Lovers Module 4 Task 3 More Functions with Features Module 4 Task 4 Reflections of a Bike Lover</p>
<p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★</p>	<p>Module 1 Task 5 Look Out Below Module 1 Task 6 Tortoise and the Hare Module 3 Task 1 Experimenting With Exponents</p>
<p>Analyze functions using different representations. <i>For F.IF.7b, compare and contrast absolute value, step and piecewise- de- fined functions with linear, quadratic, and exponential functions. Highlight issues of domain, range and useful- ness when examining piecewise- defined functions. Note that this unit, and in particular in F.IF.8b, ex- tends the work begun in Secondary Mathematics I on exponential functions with integer exponents. For F.IF.9, focus on expanding the types of functions considered to include, linear, exponential, and quadratic.</i> <i>Extend work with quadratics to include the relationship between coefficients and roots, and that once roots are known, a quadratic equation can be factored.</i></p>	
<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>	<p>Module 2 Task 1 Shifty y's Module 2 Task 2 Transformer's: More Than Meets the y's Module 4 Task 1 Some of This, Some of That Module 4 Task 2 Bike Lovers Module 4 Task 3 More Functions with Features Module 4 Task 4 Reflections of a Bike Lover</p>
<p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i></p>	<p>Module 2 Task 3 Building the Perfect Square Module 2 Task 4 Factor Fixin' Module 2 Task 5 Lining Up Quadratics Module 2 Task 6 I've Got a Fill-in Module 3 Task 3 More Interesting</p>
<p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Module 1 Task 2 I Rule Module 1 Task 3 Scott's Macho March Module 1 Task 6 Tortoise and the Hare *This standard shows up as a related standard throughout many tasks in Modules 1, 2, 3, and 4.</p>

<p>Build a function that models a relationship between two quantities. <i>Focus on situations that exhibit a quadratic or exponential relationship.</i></p>	
<p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i></p>	<p>Module 1 Task 1 Something to Talk About Module 1 Task 2 I Rule Module 1 Task 3 Scott's Macho March Module 1 Task 4 Rabbit Run Module 1 Task 5 Look Out Below Module 1 Task 6 Tortoise and Hare Module 2 Task 4 Factor Fixin' Module 2 Task 5 Lining Up Quadratics Module 2 Task 6 I've Got a Fill-in</p>
<p>Build new functions from existing functions. <i>For F.BF.3, focus on quadratic functions and consider including absolute value functions. For F.BF.4a, focus on linear functions but consider simple situations where the domain of the function must be restricted in order for the inverse to exist, such as $f(x) = x^2, x > 0$.</i></p>	
<p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>	<p>Module 2 Task 1 Shifty y's Module 2 Task 2 Transformer's: More Than Meets the y's</p>
<p>F.BF.4 Find inverse functions.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i></p> <p>c. (+) <i>Read values of an inverse function from a graph or a table, given that the function has an inverse.</i></p> <p>d. (+) <i>Produce an invertible function from a non-invertible function by restricting the domain.</i></p>	<p>Module 4 Task 5 What's Your Pace? Module 4 Task 6 Bernie's Bikes</p>
<p>Construct and compare linear, quadratic, and exponential models and solve problems. <i>Compare linear and exponential growth studied in Secondary Mathematics I to quadratic growth.</i></p>	
<p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>	<p>Module 1 Task 3 Scott's Macho March Module 1 Task 6 Tortoise and Hare Module 1 Task 7 How does it Grow?</p>

<p>Unit 3: Expressions and Equations Students begin this unit by focusing on the structure of expressions, rewriting expressions to clarify and reveal aspects of the relationship they represent. They create and solve equations, inequalities, and systems of equations involving exponential and quadratic expressions.</p>	
<p>Interpret the structure of expressions. <i>Focus on quadratic and exponential expressions. For A.SSE.1b, exponents are extended from the integer exponents found in Secondary Mathematics I to rational exponents focusing on those that represent square or cube roots.</i></p>	
<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i></p>	<p>Module 1 Task 1 Something to Talk About Module 1 Task 2 I Rule Module 1 Task 4 Rabbit Run Module 1 Task 5 Look Out Below Module 1 Task 6 Tortoise and Hare</p>
<p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>	<p>Module 2 Task 3 Building The Perfect Square Module 2 Task 4 Factor Fixin' Module 2 Task 5 Lining Up Quadratics</p>
<p>Write expressions in equivalent forms to solve problems. It is important to balance conceptual understanding and procedural fluency in work with equivalent expressions. For example, development of skill in factoring and completing the square goes hand-in-hand with understanding what different forms of a quadratic expression reveal.</p>	
<p>A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.« a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p>	<p>Module 2 Task 4 Factor Fixin' Module 2 Task 5 Lining Up Quadratics Module 2 Task 6 I've Got a Fill-in Module 3 Task 3 More Interesting</p>
<p>Create equations that describe numbers or relationships. <i>Extend work on linear and exponential equations in Secondary Mathematics I to quadratic equations. Extend A.CED.4 to formulas involving squared variables</i></p>	
<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems.</p>	<p>Module 3 Task 6 Curbside Rivalry</p>

<p><i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p>	<p>Module 3 Task 7 Perfecting My Quads Module 3 Task 11 Quadratic Quandaries</p>
<p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>Module 1 Task 1 Something to Talk About Module 1 Task 2 I Rule Module 1 Task 4 Rabbit Run Module 1 Task 5 Look Out Below Module 1 Task 6 Tortoise and Hare</p>
<p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>	<p>Module 3 Task 5 Throwing an Interception Module 3 Task 6 Curbside Rivalry Module 3 Task 7 Perfecting My Quads</p>
<p>Solve equations and inequalities in one variable. <i>Extend to solving any quadratic equation with real coefficients, including those with complex solutions.</i></p>	
<p>A.REI.4 Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>	<p>Module 3 Task 5 Throwing an Interception Module 3 Task 6 Curbside Rivalry Module 3 Task 7 Perfecting My Quads Module 3 Task 8 To Be Determined</p>
<p>Use complex numbers in polynomial identities and equations. <i>Limit to quadratics with real coefficients.</i></p>	
<p>N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.</p>	<p>Module 3 Task 8 To Be Determined Module 3 Task 9 My Irrational and Imaginary Friends</p>
<p>N.CN.8 Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i></p>	<p>Module 3 Task 8 To Be Determined Module 3 Task 9 My Irrational and Imaginary Friends</p>
<p>N.CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p>	<p>Module 3 Task 8 To Be Determined Module 3 Task 9 My Irrational and Imaginary Friends</p>
<p>Solve systems of equations.</p>	

<p>Include systems consisting of one linear and one quadratic equation.</p> <p>Include systems that lead to work with fractions. For example, finding the intersections between $x^2 + y^2 = 1$ and $y = (x+1)/2$ leads to the point $(3/5, 4/5)$ on the unit circle, corresponding to the Pythagorean triple $3^2 + 4^2 = 5^2$.</p>	
<p>A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p>	<p>Module 3 Task 6 Curbside Rivalry Module 3 Task 7 Perfecting My Quads</p>
<p>Unit 4: Descriptive Statistics Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.</p>	
<p>Understand independence and conditional probability and use them to interpret data. <i>Build on work with two-way tables from Secondary Mathematics I Unit 4 (S.ID.5) to develop understanding of conditional probability and independence.</i></p>	
<p>S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").</p>	<p>Module 9 Task 3 Fried Freddy's *S.CP.1 is a related standard in several tasks throughout Module 9</p>
<p>S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p>	<p>Module 9 Task 3 Fried Freddy's Module 9 Task 5 Freddy Revisited Module 9 Task 6 Striving for Independence</p>
<p>S.CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>	<p>Module 9 Task 5 Freddy Revisited Module 9 Task 6 Striving for Independence</p>
<p>S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p>	<p>Module 9 Task 2 Chocolate vs Vanilla Module 9 Task 5 Freddy Revisited Module 9 Task 6 Striving for Independence</p>

<p>S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></p>	<p>Module 9 Task 5 Freddy Revisited Module 9 Task 6 Striving for Independence</p>
<p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p>	
<p>S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p>	<p>Module 9 Task 1 TB or Not TB Module 9 Task 2 Chocolate vs Vanilla Module 9 Task 3 Fried Freddy's Module 9 Task 4 Visualizing with Venn Module 9 Task 6 Striving for Independence</p>
<p>S.CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</p>	<p>Module 9 Task 3 Fried Freddy's Module 9 Task 4 Visualizing with Venn</p>
<p>S.CP.8 Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.</p>	<p>Module 9 Task 6 Striving for Independence</p>
<p>Use probability to evaluate outcomes of decisions. <i>This unit sets the stage for work in Secondary Mathematics III, where the ideas of statistical inference are introduced. Evaluating the risks associated with conclusions drawn from sample data (i.e. incomplete information) requires an understanding of probability concepts.</i></p>	
<p>S.MD.1 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p>	<p>*S.MD.1 is found in several Ready, Set, Go's in Module 9</p>
<p>S.MD.2 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>	<p>Module 9 Task 1 TB or Not TB</p>
<p>Unit 5: Similarity, Right Triangle Trigonometry, and Proof</p> <p><i>Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem.</i></p> <p><i>It is in this unit that students develop facility with geometric proof. They use what they know about congruence and similarity to prove theorems involving lines, angles, triangles, and other polygons. They explore a variety of formats for writing proofs.</i></p>	

Understand similarity in terms of similarity transformations.	
<p>G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor.</p> <p>a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</p> <p>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</p>	Module 6 Task 1 Photocopy Faux Pas
<p>G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p>	Module 6 Task 2 Triangle Dilations Module 6 Task 3 Similar Triangles and Other Figures
<p>G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p>	Module 6 Task 3 Similar Triangles and Other Figures
<p>Prove geometric theorems. <i>Encourage multiple ways of writing proofs, such as in narrative paragraphs, using flow diagrams, in two-column format, and using diagrams without words. Students should be encouraged to focus on the validity of the underlying reasoning while exploring a variety of formats for expressing that reasoning. Implementation of G.CO.10 may be extended to include concurrence of perpendicular bisectors and angle bisectors as preparation for G.C.3 in Unit 6.</i></p>	
<p>G.CO.9 Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i></p>	Module 5 Task 2 Do You See What I See? Module 5 Task 3 It's All in Your Head Module 5 Task 4 Parallelism Preserved Module 5 Task 5 Conjectures and Proof Module 6 Task 5 Measured Reasoning
<p>G.CO.10 Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p>	Module 5 Task 1 How Do You Know That? Module 5 Task 2 Do You See What I See? Module 5 Task 3 It's All in Your Head Module 5 Task 5 Conjectures and Proof Module 5 Task 8 Centers of a Triangle Module 6 Task 5 Measured Reasoning
<p>G.CO.11 Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each</i></p>	Module 5 Task 2 Do You See What I See? Module 5 Task 6 Parallelogram Conjectures and Proof

<p><i>other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p>	Module 5 Task 7 Guess My Parallelogram
<p>Prove theorems involving similarity.</p>	
<p>G.SRT.4 Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i></p>	<p>Module 6 Task 4 Cut By A Transversal Module 6 Task 5 Measured Reasoning Module 6 Task 7 Pythagoras By Proportions</p>
<p>G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figure</p>	<p>Module 6 Task 2 Triangle Dilations Module 6 Task 5 Measured Reasoning Module 6 Task 7 Pythagoras By Proportions</p>
<p>Use coordinates to prove simple geometric theorems algebraically.</p>	
<p>G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p>	Module 6 Task 6 Yard Work in Segments
<p>Define trigonometric ratios and solve problems involving right triangles.</p>	
<p>G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p>	<p>Module 6 Task 8 Are Relationships Predictable? Module 6 Task 9 Relationships with Meaning Module 6 Task 11 Solving Right Triangles Using Trigonometric Relationships</p>
<p>G.SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.</p>	<p>Module 6 Task 9 Relationships with Meaning Module 6 Task 10 Finding the Value of a Relationship Module 6 Task 11 Solving Right Triangles Using Trigonometric Relationships</p>
<p>G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p>	<p>Module 6 Task 8 Are Relationships Predictable? Module 6 Task 10 Finding the Value of a Relationship</p>
<p>Prove and apply trigonometric identities. In this course, limit θ to angles between 0 and 90 degrees. Connect with the Pythagorean theorem and the distance formula. A course with a greater focus on trigonometry could include the (+) standard F.TF.9: Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. This could continue to be limited to acute angles in Mathematics II. Extension of trigonometric functions to other angles through the unit circle is included in Mathematics III.</p>	
<p>F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$,</p>	Module 6 Task 9 Relationships with Meaning

or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.	Module 6 Task 11 Solving Right Triangles Using Trigonometric Relationships
<p>Unit 6: Circles with and without Coordinates</p> <p>In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center, and the equation of a parabola with vertical axis when given an equation of its directrix and the coordinates of its focus. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations to determine intersections between lines and circles or a parabola and between two circles. Students develop informal arguments justifying common formulas for circumference, area, and volume of geometric objects, especially those related to circles.</p>	
Understand and apply theorems about circles.	
G.C.1 Prove that all circles are similar.	Module 7 Task 2 Circle Dilations
G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>	Module 7 Task 1 Centered Module 7 Task 3 Cyclic Polygons Module 7 Task 6 Circular Reasoning
G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Module 7 Task 3 Cyclic Polygons
G.C.4 Construct a tangent line from a point outside a given circle to the circle.	Module 7 Task 3 Cyclic Polygons
<p>Find arc lengths and areas of sectors of circles.</p> <p><i>Emphasize the similarity of all circles. Note that by similarity of sectors with the same central angle, arc lengths are proportional to the radius. Use this as a basis for introducing radian as a unit of measure. It is not intended that it be applied to the development of circular trigonometry in this course.</i></p>	
G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Module 7 Task 7 Pied Module 7 Task 8 Madison's Round Garden Module 7 Task 9 Rays and Radians
<p>Translate between the geometric description and the equation for a conic section.</p> <p><i>Connect the equations of circles and parabolas to prior work with quadratic equations. The directrix should be parallel to a coordinate axis.</i></p>	
G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an	Module 8 Task 1 Circling Triangles Module 8 Task 2 Getting Centered

equation.	Module 8 Task 3 Circle Challenges
G.GPE.2 Derive the equation of a parabola given a focus and directrix.	Module 8 Task 4 Directing Our Focus Module 8 Task 5 Functioning with Parabolas Module 8 Task 6 Turn It Around
Use coordinates to prove simple geometric theorems algebraically. Include simple proofs involving circles.	
G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i>	Module 8 Task 1 Circling Triangles (Or Triangulating Circles) Module 8 Task 2 Getting Centered Module 8 Task 3 Circle Challenges
Explain volume formulas and use them to solve problems. <i>Informal arguments for area and volume formulas can make use of the way in which area and volume scale under similarity transformations: when one figure in the plane results from another by applying a similarity transformation with scale factor k, its area is k^2 times the area of the first. Similarly, volumes of solid figures scale by k^3 under a similarity transformation with scale factor k.</i>	
G.GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>	Module 7 Task 4 Planning the Gazebo Module 7 Task 5 From Polygons to Circles Module 7 Task 10 Sand Castles
G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Module 7 Task 10 Sand Castles

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Adoption of Math Visions Project's Integrated Pathway Secondary Mathematics 2 Curriculum for the Math 2 Course

MEETING: January 7, 2014

AGENDA SECTION:

X ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Math 2 is the second course in the integrated math pathway which addresses Common Core State Standards. The 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 curriculum for the Math 2 course.

Integrated Pathway Secondary Mathematics 2 is distributed through The Mathematics Vision Project (MVP). The curriculum, (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.

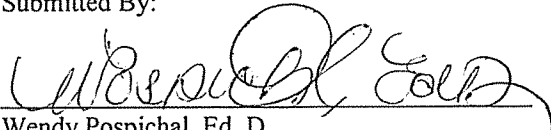
Recommendation:

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 curriculum for Math 2.

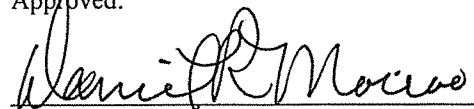
Fiscal Impact:

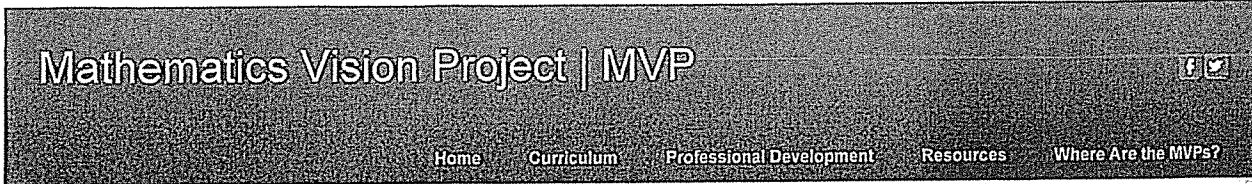
The fiscal impact is approximately \$7,200 per year, in duplication fees, to serve all Math 2 students in SMCJUHSD.

Submitted By:


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

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



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](#)
- [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](#)
- [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 Contract with MCOE for Common Core State Standards professional development in Mathematics (L. Dilger)

MEETING: January 7, 2014

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

This year, SMCJUSHD is implementing Math 1 as the first integrated mathematics course meeting the Common Core State Standards. MCOE staff will provide professional development for Math 1 teachers and site administrators as we transition to the CCSS.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with MCOE which provides professional development for Math 1 teachers in Common Core State Standards.


Fiscal Impact:

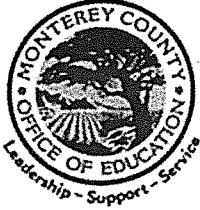
The contract will not exceed \$2,900. Title II Funds will be used.

Submitted By:

Approved:

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


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



MEMORANDUM OF UNDERSTANDING

Between the Monterey County Office of Education and the South Monterey County Joint Union High School District

1. **PARTIES:** This Agreement is entered into by and between the Monterey County Office of Education (hereinafter referred to as "MCOE") and the South Monterey County Joint Union High School District (hereinafter referred to as "DISTRICT").
2. **SERVICES:** MCOE agrees to provide the following services to the DISTRICT:
 - Common Core State Standards (CCSS) Mathematics training, team training, and instructional leadership
3. **PAYMENT:** The DISTRICT shall pay MCOE in consideration of such services a total fee not to exceed \$2,950. Please see attached scope of work for details.

MCOE shall invoice DISTRICT after the work has been completed. The total sum to be paid under this agreement shall be paid by June 30, 2014.

4. **MCOE DUTIES:** MCOE shall provide one or all of the professional development and associated services to DISTRICT and its authorized administrators/participants as follows:
 - Linda Dilger will provide the Mathematics CCSS training and instructional leadership. Linda Dilger is not an employee of the DISTRICT, but rather, an independent contractor of MCOE.
5. **DISTRICT DUTIES:** DISTRICT shall provide the following support to MCOE in connection with the training:
 - Provide reasonable accommodations for hosting the presentation with adequate room space, seating arrangements, and technical support
 - Participate by providing adequate numbers of materials to participants, which are specified by MCOE
 - Provide MCOE with the total number of participants at least one (1) week before the training
6. **TERM:** This agreement for services is effective August 1, 2013 to June 30, 2014.

7. **INDEMNIFICATION:** DISTRICT agrees to hold harmless, indemnify and defend MCOE and its officers, agents and employees from any and all claims and losses accruing or resulting from injury, damage or death of any person, firm or corporation in connection with DISTRICT's performance of this Agreement.

MCOE agrees to hold harmless, indemnify and defend DISTRICT and its officers, agents and employees from any and all claims and losses accruing or resulting from injury, damage or death of any person, firm or corporation in connection with MCOE's performance of this Agreement.

8. **TERMINATION:** This Agreement is subject to termination upon thirty (30) days written notice. In the event of early termination by DISTRICT, DISTRICT shall pay MCOE for all actual costs incurred through the effective date of termination.

9. **GOVERNING LAW:** The terms and conditions of the Agreement shall be governed by the laws of the State of California with venue in Monterey County, California.

10. **COMPLETENESS OF AGREEMENT:** This Agreement constitutes the entire understanding of the parties and any changes shall be mutually agreed to in writing.

**MONTEREY COUNTY OFFICE
OF EDUCATION (MCOE)**

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

By: _____
Signature

By: _____
Signature

Garry P. Bousum

Typed Name

Associate Superintendent

Title

Credit to the following account(s):

0100-0000-0-0000-0000-868900-000-0514-602

Proposed Activities for SMCJUHSD w/Linda Dilger**SCOPE OF WORK:**

Common Core State Standards (CCSS) Mathematics training, team training,
and instructional leadership

Location: Greenfield High School

Dates	Topic	Cost	Total Cost
August 23, 2013	CCSS Math Training	\$650/day	\$650
August 30, 2013	CCSS Math Training	\$650/day	\$650
October 1, 2013	CCSS Math Training	\$650/day	\$650
February 26, 2014	CCSS Math Training	\$350/half day	\$350
March 5, 2014	CCSS Math Training	\$650/day	\$650

Total: \$2,950

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

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

MEETING: January 7, 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 Art and History of Floral Design meet UC/CSU a-g requirements as an "F", Fine Art entrance requirement. This course will replace Floristry course offerings.

Recommendation:

The recommendation is being made for the State Administrator to approve the Advanced Floral Design course

Fiscal Impact:

None

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

THE ART AND HISTORY OF FLORAL DESIGN (ROP)

Elective

Grades 11-12

Year Course

*Prerequisites: One Agricultural Science or Agriculture Mechanics class or teacher consent
Meets SMCJUHS D graduation requirement for Visual and Performing Arts. Meets UC/CSU
"F" Fine Art, entrance requirement.*

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

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

SUBJECT: Approval of Advanced Floral Design Course

MEETING: January 7, 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:

Floral Design is offered at both Greenfield and King City High Schools. The Advanced Floral Design course offers students the opportunity to further their knowledge and skills to be marketable in the floral industry.


Recommendation:

The recommendation is being made for the State Administrator to approve the Advanced Floral Design course

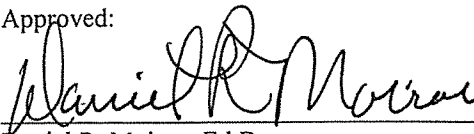
Fiscal Impact:

None

Submitted By:


Wendy Pospichal
Assistant Superintendent, Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Advanced Floral Design

Elective

Grades 11-12

Year Course

Course Description:

The course in floristry is for students interested in pursuing a career in floral design, flower shop management, growing field crops or other related fields. Students are taught proper identification and use of tools and equipment, the care of indoor plants, the art of floral design and basic shop management skills necessary to operate a shop. Students are taught to properly design corsages, centerpieces, everyday arrangements, wedding bouquets, funeral pieces and the different phases of planning and staging of events or corporate parties. Flower materials to be used, but not limited to, fresh flowers and foliages, silks or dries, or other textures that may be required to complete a project. Students who are job ready and have a genuine interest in floristry will be given an opportunity to go into a community classroom setting and obtain actual job training in the floral industry. Students who are successful in the program can expect to obtain full or part time employment.

Units of Study (activities) Include:

- Theory and Design (history, design, color, balance, texture and tools)
- Flowers and Foliage (Care and Handling, flower and foliage forms)
- Basic Techniques and Styles (shapes of floral design, seasonal, flowers to wear)
- Beyond the basics (Oriental style of design, contemporary, wedding flowers, sympathy flowers)
- The Floral Industry (harvest and distribution, retail flower shop, careers and continuing education)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Contract for Supplemental Educational Services to be provided to Greenfield High School

MEETING: January 7, 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:

Schools that have been in Program Improvement (PI) for 2 or more years must offer parents the opportunity to enroll their student in Supplemental Educational Services (SES). These tutoring services offer students extra help in academic subjects such as reading, language arts, and mathematics. SES services are provided outside the regular school day, before and after school or on weekends, and are provided through Title I funding.

The South Monterey County Joint Union High School District will be offering SES or free one-to one tutoring services, through ! # 1 Touch-Screen Tablet Computer Tutoring. Only low income students who are eligible for free or reduced lunch may participate in this program.

Recommendation:

The recommendation is being made for the State Administrator to approve ! # 1 Touch-Screen Tablet Computer Tutoring as a Supplemental Educational Service to provide tutoring to SMCJUHSD students.

Fiscal Impact:

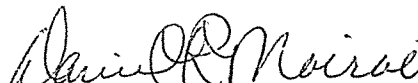
The contract will not exceed \$16,500 (Title I funds).

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT ("Agreement") is entered into as of the effective date marked below (the "Effective Date"), by and between ! # 1 Touch-Screen Tablet Computer Tutoring, a California Corporation with offices at 3576 Arlington Ave., Suite 304, Riverside, CA 92506! # 1 Touch-Screen Tablet Computer Tutoring") and

South Monterey County Joint Union High School District , a California public school district
(Name)

800 Broadway
Address

King City, CA 93930 ("District")

On behalf of the following school:

Greenfield High School
Name of School

2013 – 2014
(School Year)

May 29, 2014
Date School Year Ends

AGREEMENT

THEREFORE, in consideration of the mutual promises in this Agreement, ! # 1 Touch-Screen Tablet Computer Tutoring and District agree as follow:

1. ! # 1 Touch-Screen Tablet Computer Tutoring Performance of Targeted Intervention Services.
 - a. The Services. ! # 1 Touch-Screen Tablet Computer Tutoring shall provide services (the "Services") in the form of a state approved program of academic support. The Services will consist of tutoring; ongoing assessment of basic academic skills in mathematics, reading, writing, and grammar; academic skill building; and training in technology skills for students identified as eligible by the District. ! # 1 Touch-Screen Tablet Computer Tutoring agrees to provide a personalized learning plan for each participant, assessment and contest software, and regular progress reports to parents and the District.
 - b. Student Participation. The parties shall structure the Program to limit the student participation to those students identified as eligible by the District.
 - c. Student to Instructor Ratio. ! # 1 Touch-Screen Tablet Computer Tutoring agrees to provide qualified instructors for each scheduled section of the Program at a ratio of no more than five students per instructor.
 - d. Session Schedule. Each student will be able to create a session schedule. The parties may modify such schedule with the mutual consent of both parties. The Program will be offered after school hours. The initial tutoring session of 1.5 hours with student and parents may be offered at a site nearby the school location; such as the public library. The students will access subsequent sessions from home or a site nearby the school location, such as the public library. These sessions will be one to three hours in length, and services will be available seven days per week. ! # 1 Touch-Screen Tablet Computer Tutoring will work with families with a goal of program completion by March 17, 2014.
 - e. Development of Individual Student Progress Plans. ! # 1 Touch-Screen Tablet Computer Tutoring shall consult with the District and parents of each enrolled student and shall develop, for each such student, a progress plan consisting of a statement of specific achievement goals for the students, a statement concerning how the student's progress will be measured, and timetable for improving achievement. For student with disabilities, such timetables shall be consistent with the student's individualized education program under section 614(d) of the individuals with Disabilities Education Act. ! # 1 Touch-Screen Tablet Computer Tutoring shall provide periodic updates of students' progress through monthly verbal, written, and/or Web-based reports.
 - f. Content of Instruction. ! # 1 Touch-Screen Tablet Computer Tutoring shall make the Program's content and instruction reasonable consistent with the District's and

!#1 Touch-Screen Tablet Computer Tutoring - SMCJUHSD SES Contract 2013-2014

California's curriculum and aligned with California's student academic achievement standards in preparation toward successful completion of the California High School Exit Exam and. ! # 1 Touch-Screen Tablet Computer Tutoring shall take reasonable steps to exclude from the program any content and instruction that advances any religious belief or partisan political positions.

- g. Notifications Concerning Student Conduct. ! # 1 Touch-Screen Tablet Computer Tutoring shall contact the District if it believes that enrolled students and/or their parents are not treating its personnel or their students with respect, or otherwise are not acting in an appropriate manner.
- h. ! # 1 Touch-Screen Tablet Computer Tutoring will provide materials necessary for tutoring. ! # 1 Touch-Screen Tablet Computer Tutoring will provide students with materials necessary for tutoring, which students can use for the duration of the program, and may include: workbooks, a computer, and headset and dial-up internet access. Upon successfully completing the sessions, students may keep their materials including the workbook and a computer tablet.

2. District's Responsibilities.

- a. Resources, Facilities, and Operating Environment. The District shall provide the following resources, facilities, and operating environment.
 - i. Classrooms and Internet Connectivity. The District shall provide a sufficient number of classrooms with sufficient space in which to hold the initial meetings with parents in lieu of utilizing a public site, near the school (which may include the public library).

3. Compensation. The District shall pay ! # 1 Touch-Screen Tablet Computer Tutoring the amount set forth in Exhibit B as the "total Contract Fee" as compensation for the Services provided under this Agreement. Exhibit B describes the basis of such compensation. Upon execution of this Agreement. ! # 1 Touch-Screen Tablet Computer Tutoring shall send the District a monthly invoice, within 30 days of the rendering of services, for an amount based of the attendance and hourly rate. The District shall make full payment of the invoiced amount within thirty (30) days from the date of the invoice. Any invoiced amount that is not paid when due shall bear interest at the rate of one and one-half percent (1½%) per month, or a maximum allowable rate beginning on the thirty-first (31st) day following the date of the invoice. ! # 1 Touch-Screen Tablet Computer Tutoring shall be entitled to cease work if any of its invoices are past due until all past due invoices are paid. The District shall pay all of ! # 1 Touch-Screen Tablet Computer Tutoring's reasonable costs and expenses (including, but not limited to, reasonable attorneys' fees) to enforce ! # 1 ! # 1 Touch-Screen Tablet Computer Tutoring's rights to payment under this Section.

4. Term and Termination. The term of this agreement shall begin on the Effective Date and shall end on the "Date School Year Ends" set forth above, unless earlier terminated under this Section. Either party may terminate this Agreement upon thirty (30) days written notice to the other party in the event that the other party materially breaches, defaults, or fails to comply with any term or provision of the Agreement, provided that the other party fails to cure the same within such thirty (30) day period.
5. Effect of Termination. The provisions of Sections 5, 6, 10, 11, 13, 14, 15 and 16 shall survive the expiration or termination of this Agreement. Expiration or termination of this agreement shall not relieve the District of its obligation to pay for Services rendered before such expiration or termination. If this Agreement is terminated prior to its expiration, ! # 1 Touch-Screen Tablet Computer Tutoring shall be entitled to a pro rata portion of the Total Contract Fee based on ratio of the number of sessions of Services actually performed by ! # 1 Touch-Screen Tablet Computer Tutoring to the number of anticipated sessions in the entire term of this Agreement.
6. Relationship of ! # 1 Touch-Screen Tablet Computer Tutoring and District. ! # 1 Touch-Screen Tablet Computer Tutoring and its employees and/or contractors shall perform the provisions of this Agreement as independent contractor and shall not be considered agents of District, nor shall ! # 1 Touch-Screen Tablet Computer Tutoring's personnel be considered employees of District. Nothing contained in this Agreement shall be constructed to (i) constitute the parties as partners, joint ventures, co-owners, or otherwise as participants in a joint or common undertaking, or (ii) allow either party to create or assume any obligation on behalf of the other party for any purpose whatsoever. ! # 1 Touch-Screen Tablet Computer Tutoring acknowledges (a) that its employees, and/or contractors are not entitled to any benefits accorded to District's employees, including workers' compensation, disability insurance, vacation and sick pay, and (b) that it shall be responsible for providing its personnel with disabilities, workers' compensation, or other insurance.
7. Background Checks. ! # 1 Touch-Screen Tablet Computer Tutoring shall comply with the provisions of California Education Code Section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. ! # 1 Touch-Screen Tablet Computer Tutoring shall not permit any employee to have direct contact with District students until such time as it has verified that the employee has not been convicted of felony, as defined in California Education Code 45122.1. ! # 1 Touch-Screen Tablet Computer Tutoring's responsibility shall extend to all paid and unpaid personnel, including employees, subcontractors, agents, and employees or agents of subcontractors who have direct contact with District students.
8. Nondiscrimination. ! # 1 Touch-Screen Tablet Computer Tutoring certifies that it does not discriminate on basis of sex, race, color, religious creed, national origin, age, sexual orientation, gender identity, disability, or marital status in its employment practices. ! # 1 Touch-Screen Tablet Computer Tutoring also certifies that it will comply with all practicable provisions of the

!#1 Touch-Screen Tablet Computer Tutoring - SMCJUHSD SES Contract 2013-2014

Americans with Disabilities Act and the California Fair Employment and Housing Act in its performance under this Agreement.

9. Rules and Regulations. This Agreement is subject to all rules and regulations of the District's Governing Board and all federal, state, and local laws, ordinances, and regulations, including but not limited to all health, safety, and civil rights laws, and all rules and procedures for protecting equipment, facilities, and property used by ! # 1 Touch-Screen Tablet Computer Tutoring under this Agreement, and ! # 1 Touch-Screen Tablet Computer Tutoring agrees to comply with all such applicable laws.
10. Student Privacy. ! # 1 Touch-Screen Tablet Computer Tutoring shall maintain the confidentiality and privacy of students' personal information, and shall not disclose the identity of any student eligible for or receiving supplemental educational services under this Agreement without the written permission of such student's parents.
11. Indemnities. Contractor shall hold harmless and indemnify the District, its officers, agents, Board members, and employees from and against any and all actions, claims, losses, damages, suits, or other proceedings, including payment of reasonable attorneys' fees, which may arise as the result of performing the services under this Agreement, caused by any act or omission of Contractor or anyone directly or indirectly employed by Contractor.
12. Insurance. ! # 1 Touch-Screen Tablet Computer Tutoring shall maintain during the term of this Agreement commercial general liability insurance with an aggregate limit of liability of \$3,000,000, workers' compensation insurance per statutory regulation, and employer's liability insurance.
13. Notices. All notices and communications required or permitted under this Agreement shall be in writing and sent to the postal address, e-mail address, or facsimile set forth on the signature pages hereto (which may be changed by a party by notice to the other party). Notices via e-mail shall not be effective unless receipt is acknowledged by the other party via a return e-mail or return receipt. Notices shall be deemed to be given (a) on the date of service if served by e-mail or facsimile, (b) on the third business day after mailing if mailed by certified or registered mail, postage prepaid and properly addressed, or (c) on the immediately following business day if sent overnight by a nationally-known courier service.
14. Force Majeure. Except with respect to payment obligations, neither party shall be liable for any damages or penalty for any delay in performance of, or failure to perform, any obligation hereunder or for failure to give the other party prior notice thereof, is such delay or failure is due to civil disturbances, military or national emergencies, natural disasters, acts of God, or other similar causes beyond that party's reasonable control.

15. Attorney's Fees. The prevailing party in any legal action brought by one party against the other and arising out of this Agreement shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including without limitation court costs and reasonable attorney's fees.


16. Miscellaneous. This Agreement, including the Appendices hereto, constitutes the entire agreement and understanding between the parties and supersedes all prior agreements, whether oral or written, between the parties with respect to the subject matter of this Agreement. No amendment, modification, or waiver of any provision of this Agreement shall be effective unless the same shall be in writing and signed by an authorized representative of each party. The failure of a party at any time to require performance of any obligation of the other party shall not affect its right to enforce any provision of this Agreement at a later time, and the waiver of any rights arising out of any breach shall not be construed as a waiver of any rights arising out of any prior or subsequent breach.

Neither party may assign this Agreement, delegate the duties hereunder, or subcontract for the performance of obligations hereunder without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon, and inure to the benefit of, the parties and their permitted successors or assigns. The unenforceability of any provision or provisions of this Agreement shall not render unenforceable or impair its remainder. If any provision of this Agreement is deemed invalid or unenforceable in whole or in part, this Agreement shall be deemed amended to delete or modify as necessary, the offending provision to render it valid, enforceable, and insofar as possible consistent with the original intent of the parties. The headings in the Agreement are solely for the convenience of reference and shall not be given any effect in construction or interpretation of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears thereon and all of which together shall constitute one and the same instrument. This Agreement shall be governed by the internal laws of the State of California exclusive of its conflicts-of-law principles. All disputes relating to or arising out of this Agreement shall be resolved in a state or federal court located in California and the parties consent to the jurisdiction of such courts.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the Effective Date Below.

! # 1 Touch-Screen Tablet Computer Tutoring

DISTRICT: South Monterey County Joint Union High School District

By:  Date 12/18/13

By: _____ Date _____

Name: Erica True

Name: _____

Title: SES Coordinator

Title: _____

Address: 3576 Arlington Ave.,
Suite 304, Riverside, CA 92506

Address: 800 Broadway Street

King City, California 93930

Phone: 888-596-1626

Phone: (831) 385-0606

Email: number1tstct@gmail.com

Email: _____

Effective Date: _____

Effective Date: _____

APPENDIX A

CALENDAR OF SCHEDULED SERVICES

The Instructional Calendar will be developed in conjunction with the families. Services are to commence no later than January 2014, with the intent for students to complete tutorial services by March 17, 2014. Tutorial services will end no later than May 2014

APPENDIX B

BASIS OF COMPENSATION

Rate per hour of tutoring: \$75

Hours per session: : one to three hours (maximum of 11 tutoring hours per student)

Number of students: : TBD :

Maximum Contract Amount : : \$16,500

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

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

MEETING: January 7, 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:

Schools that have been in Program Improvement (PI) for 2 or more years must offer parents the opportunity to enroll their student in Supplemental Educational Services (SES). These tutoring services offer students extra help in academic subjects such as reading, language arts, and mathematics. SES services are provided outside the regular school day, before and after school or on weekends, and are provided through Title I funding.

The South Monterey County Joint Union High School District will be offering SES or free tutoring services, in small group settings, through #1 Educando con Tabletas. Only low income students who are eligible for free or reduced lunch may participate in this program.

Recommendation:

The recommendation is being made for the State Administrator to approve #1 Educando con Tabletas as a Supplemental Educational Service to provide tutoring to SMCJUHSD students.

Fiscal Impact:

The contract will not exceed \$71,910 (Title I funds).

Submitted By:



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

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT ("Agreement") is entered into as of the effective date marked below (the "Effective Date"), by and between #1 Educando conTabletas Inc. a California Corporation with offices at 2550 Corporate Place, C-108, Monterey Park, CA 91754("#1 Educando conTabletas") and

South Monterey County Joint Union High School District, a California public school district
(Name)

800 Broadway
Address

King City, CA 93930 ("District")

On behalf of the following school:

Greenfield High School; King City High School, Portola Butler Continuation High School
Name of Schools, collectively, the "Schools")

2013 – 2014 (School Year) May 29, 2014 Date School Year Ends

AGREEMENT

THEREFORE, in consideration of the mutual promises in this Agreement, #1 Educando conTabletas and District agree as follow:

1. #1 Educando conTabletas's Performance of Targeted Intervention Services.
 - a. The Services. #1 Educando conTabletas shall provide services (the "Services") in the form of a state approved program of academic support. The Services will consist of tutoring; ongoing assessment of basic academic skills in mathematics, reading, writing, and grammar; academic skill building; and training in technology skills for students identified as eligible by the District. #1 Educando conTabletas agrees to provide a personalized learning plan for each participant, assessment and contest software, and regular progress reports to parents and the District.
 - b. Student Participation. The parties shall structure the Program to limit the student participation to those students identified as eligible by the District.
 - c. Student to Instructor Ratio. #1 Educando conTabletas agrees to provide qualified instructors for each scheduled section of the Program at a ratio of no more than five students per instructor.
 - d. Session Schedule. Each student will be able to create a session schedule. The parties may modify such schedule with the mutual consent of both parties. The Program will be offered after school hours. The initial tutoring session of 1.5 hours with student and parents may be offered at a site nearby the school location; such as the public library. The students will access subsequent sessions from home or a site nearby the school location, such as the public library. These sessions will be one to three hours in length, and services will be available seven days per week. #1 Educando conTabletas will work with families with a goal of program completion by March 17, 2014.
 - e. Development of Individual Student Progress Plans. #1 Educando conTabletas shall consult with the District and parents of each enrolled student and shall develop, for each such student, a progress plan consisting of a statement of specific achievement goals for the students, a statement concerning how the student's progress will be measured, and timetable for improving achievement. For student with disabilities, such timetables shall be consistent with the student's individualized education program under section 614(d) of the individuals with Disabilities Education Act. #1 Educando conTabletas shall provide periodic updates of students' progress through monthly verbal, written, and/or Web-based reports.
 - f. Content of Instruction. #1 Educando conTabletas shall make the Program's content and instruction reasonable consistent with the District's and California's curriculum and

aligned with California's student academic achievement standards in preparation toward successful completion of the California High School Exit Exam and. #1 Educando conTabletas shall take reasonable steps to exclude from the program any content and instruction that advances any religious belief or partisan political positions.

g. Notifications Concerning Student Conduct. #1 Educando conTabletas shall contact the District if it believes that enrolled students and/or their parents are not treating its personnel or their students with respect, or otherwise are not acting in an appropriate manner.

h. #1 Educando conTabletas will provide materials necessary for tutoring. #1 Educando conTabletas will provide students with materials necessary for tutoring, which students can use for the duration of the program, and may include: workbooks, a computer, and headset and dial-up internet access. Upon successfully completing the sessions, students may keep their materials including the workbook and a computer tablet.

2. District's Responsibilities.

a. Resources, Facilities, and Operating Environment. The District shall provide the following resources, facilities, and operating environment.

i. Classrooms and Internet Connectivity. The District shall provide a sufficient number of classrooms with sufficient space in which to hold the initial meetings with parents in lieu of utilizing a public site, near the school (which may include the public library).

3. Compensation. The District shall pay #1 Educando conTabletas the amount set forth in Exhibit B as the "total Contract Fee" as compensation for the Services provided under this Agreement. Exhibit B describes the basis of such compensation. Upon execution of this Agreement. #1 Educando conTabletas shall send the District a monthly invoice, within 30 days of the rendering of services, for an amount based of the attendance and hourly rate. The District shall make full payment of the invoiced amount within thirty (30) days from the date of the invoice. Any invoiced amount that is not paid when due shall bear interest at the rate of one and one-half percent (1½%) per month, or a maximum allowable rate beginning on the thirty-first (31st) day following the date of the invoice. #1 Educando conTabletas shall be entitled to cease work if any of its invoices are past due until all past due invoices are paid. The District shall pay all of #1 Educando conTabletas's reasonable costs and expenses (including, but not limited to, reasonable attorneys' fees) to enforce #1 Educando conTabletas's rights to payment under this Section.

4. Term and Termination. The term of this agreement shall begin on the Effective Date and shall end on the "Date School Year Ends" set forth above, unless earlier terminated under this Section. Either party may terminate this Agreement upon thirty (30) days written notice to the other party in the event that the other party materially breaches, defaults, or fails to comply

with ant term or provision of the Agreement, provided that the other party fails to cure the same within such thirty (30) day period.

5. Effect of Termination. The provisions of Sections 5, 6, 10, 11, 13, 14, 15 and 16 shall survive the expiration or termination of this Agreement. Expiration or termination of this agreement shall not relieve the District of its obligation to pay for Services rendered before such expiration or termination. If this Agreement is terminated prior to its expiration, #1 Educando conTabletas shall be entitled to a pro rata portion of the Total Contract Fee based on ratio of the number of sessions of Services actually performed by #1 Educando conTabletas to the number of anticipated sessions in the entire term of this Agreement.
6. Relationship of #1 Educando conTabletas and District. #1 Educando conTabletas and its employees and/or contractors shall perform the provisions of this Agreement as independent contractor and shall not be considered agents of District, nor shall #1 Educando conTabletas's personnel be considered employees of District. Nothing contained in this Agreement shall be constructed to (i) constitute the parties as partners, joint ventures, co-owners, or otherwise as participants in a joint or common undertaking, or (ii) allow either party to create or assume any obligation on behalf of the other party for any purpose whatsoever. #1 Educando conTabletas acknowledges (a) that its employees, and/or contractors are not entitled to any benefits accorded to District's employees, including workers' compensation, disability insurance, vacation and sick pay, and (b) that it shall be responsible for providing its personnel with disabilities, workers' compensation, or other insurance.
7. Background Checks. #1 Educando conTabletas shall comply with the provisions of California Education Code Section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. #1 Educando conTabletas shall not permit any employee to have direct contact with District students until such time as it has verified that the employee has not been convicted of felony, as defined in California Education Code 45122.1. #1 Educando conTabletas's responsibility shall extend to all paid and unpaid personnel, including employees, subcontractors, agents, and employees or agents of subcontractors who have direct contact with District students.
8. Nondiscrimination. #1 Educando conTabletas certifies that it does not discriminate on basis of sex, race, color, religious creed, national origin, age, sexual orientation, gender identity, disability, or marital status in its employment practices. #1 Educando conTabletas also certifies that it will comply with all practicable provisions of the Americans with Disabilities Act and the California Fair Employment and Housing Act in its performance under this Agreement.
9. Rules and Regulations. This Agreement is subject to all rules and regulations of the District's Governing Board and all federal, state, and local laws, ordinances, and regulations, including but not limited to all health, safety, and civil rights laws, and all rules and procedures for protecting

equipment, facilities, and property used by #1 Educando conTabletas under this Agreement, and #1 Educando conTabletas agrees to comply with all such applicable laws.

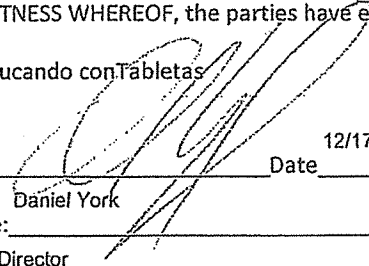
10. Student Privacy. #1 Educando conTabletas shall maintain the confidentiality and privacy of students' personal information, and shall not disclose the identity of any student eligible for or receiving supplemental educational services under this Agreement without the written permission of such student's parents.
11. Indemnities. Contractor shall hold harmless and indemnify the District, its officers, agents, Board members, and employees from and against any and all actions, claims, losses, damages, suits, or other proceedings, including payment of reasonable attorneys' fees, which may arise as the result of performing the services under this Agreement, caused by any act or omission of Contractor or anyone directly or indirectly employed by Contractor.
12. Insurance. #1 Educando conTabletas shall maintain during the term of this Agreement commercial general liability insurance with an aggregate limit of liability of \$3,000,000, workers' compensation insurance per statutory regulation, and employer's liability insurance.
13. Notices. All notices and communications required or permitted under this Agreement shall be in writing and sent to the postal address, e-mail address, or facsimile set forth on the signature pages hereto (which may be changed by a party by notice to the other party). Notices via e-mail shall not be effective unless receipt is acknowledged by the other party via a return e-mail or return receipt. Notices shall be deemed to be given (a) on the date of service if served by e-mail or facsimile, (b) on the third business day after mailing if mailed by certified or registered mail, postage prepaid and properly addressed, or (c) on the immediately following business day if sent overnight by a nationally-known courier service.
14. Force Majeure. Except with respect to payment obligations, neither party shall be liable for any damages or penalty for any delay in performance of, or failure to perform, any obligation hereunder or for failure to give the other party prior notice thereof, if such delay or failure is due to civil disturbances, military or national emergencies, natural disasters, acts of God, or other similar causes beyond that party's reasonable control.
15. Attorney's Fees. The prevailing party in any legal action brought by one party against the other and arising out of this Agreement shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including without limitation court costs and reasonable attorney's fees.
16. Miscellaneous. This Agreement, including the Appendices hereto, constitutes the entire agreement and understanding between the parties and supersedes all prior agreements, whether oral or written, between the parties with respect to the subject matter of this Agreement. No amendment, modification, or waiver of any provision of this Agreement shall be

effective unless the same shall be in writing and signed by an authorized representative of each party. The failure of a party at any time to require performance of any obligation of the other party shall not affect its right to enforce any provision of this Agreement at a later time, and the waiver of any rights arising out of any breach shall not be construed as a waiver of any rights arising out of any prior or subsequent breach.

Neither party may assign this Agreement, delegate the duties hereunder, or subcontract for the performance of obligations hereunder without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon, and inure to the benefit of, the parties and their permitted successors or assigns. The unenforceability of any provision or provisions of this Agreement shall not render unenforceable or impair its remainder. If any provision of this Agreement is deemed invalid or unenforceable in whole or in part, this Agreement shall be deemed amended to delete or modify as necessary, the offending provision to render it valid, enforceable, and insofar as possible consistent with the original intent of the parties. The headings in the Agreement are solely for the convenience of reference and shall not be given any effect in construction or interpretation of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears thereon and all of which together shall constitute one and the same instrument. This Agreement shall be governed by the internal laws of the State of California exclusive of its conflicts-of-law principles. All disputes relating to or arising out of this Agreement shall be resolved in a state or federal court located in California and the parties consent to the jurisdiction of such courts.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the Effective Date Below.

#1 Educando conTabletas

By:  Date 12/17/2013

Name: Daniel York
Title: Director

Address: 2550 Corporate Place C108
Monterey Park, CA 91754

Phone: 1-800-293-3091

Email: educandocontabletas@gmail.com

Effective Date: _____

DISTRICT: South Monterey County Joint Union
High School District

By: _____ Date _____

Name: _____

Title: _____

Address: 800 Broadway Street

King City, California 93930

Phone: (831) 385-0606

Email: _____

Effective Date: _____

APPENDIX A

CALENDAR OF SCHEDULED SERVICES

The Instructional Calendar will be developed in conjunction with the families. Services are to commence no later than January 2014, with the intent for students to complete tutorial services by March 17, 2014. Tutorial services will end no later than May 2014

APPENDIX B

BASIS OF COMPENSATION

Rate per hour of tutoring: _____ \$45 _____

Hours per session : _____ one to three hours (maximum of 17 tutoring hours per student) _____

Number of students: _____ TBD _____:

Maximum Contract Amount : : _____ \$71,910 _____

**Request for Taxpayer
 Identification Number and Certification**

Give Form to the requester. Do not send to the IRS.

Name (as shown on your income tax return)
Syntelesys Educational Service, Inc.

Business name/disregarded entity name, if different from above
DBA: #1 Educando Con Tabletas

Check appropriate box for federal tax classification:
 Individual/sole proprietor C Corporation S Corporation Partnership Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) > _____

Other (see instructions) > _____

Exemptions (see instructions):
 Exempt payee code (if any) _____
 Exemption from FATCA reporting code (if any) _____

Address (number, street, and apt. or suite no.)
2550 Corporate Place, Suite C108

City, state, and ZIP code
Monterey Park, CA 91754

List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number								
			-					

Employer identification number									
2	7	-	1	3	3	2	5	2	4

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below), and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here Signature of U.S. person > *Cynthia A. Fourn* Date > *12-17-13*

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. The IRS has created a page on irs.gov for information about Form W-9, at www.irs.gov/w9. Information about any future developments affecting Form W-9 (such as legislation enacted after we release it) will be posted on that page.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, payments made to you in settlement of payment card and third party network transactions, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.



Policy Number:

Date Entered: 12/17/2013

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

12/17/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	JOANNE LINDSEY INSURANCE SERVICES 26893 BOUQUET CANYON ROAD, SUITE C197 National Producer Code 2713487 SANTA CLARITA, CA 91350	CONTACT NAME: PHONE (A/C, No, Ext): (800) 244-9202 FAX (A/C, No): (661) 297-1434 E-MAIL: lindseyinsbrkr@socal.rr.com ADDRESS: PHILADELPHIA INDEMNITY INSURANCE COMPANY
	INSURED	INSURER A: PHILADELPHIA INDEMNITY INSURANCE COMPANY 158 INSURER B: ASSURANCE COMPANY OF AMERICA 16535 INSURER C: PHILADELPHIA INDEMNITY INSURANCE COMPANY 158 INSURER D: INSURER E: INSURER F:

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WND	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	<input checked="" type="checkbox"/>	PHPK1058562	9/1/2013	9/1/2014	EACH OCCURRENCE	\$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000
						MED EXP (Any one person)	\$ 5,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 3,000,000
						PRODUCTS - COMP/OP AGG	\$ 3,000,000
							\$
	AUTOMOBILE LIABILITY	<input checked="" type="checkbox"/>	PHPK1058562	9/1/2013	9/1/2014	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	<input checked="" type="checkbox"/>				BODILY INJURY (Per person)	\$
						BODILY INJURY (Per accident)	\$
						PROPERTY DAMAGE (Per accident)	\$
							\$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> RETENTION \$ 10,000 <input type="checkbox"/> CCCUR <input checked="" type="checkbox"/> CLAIMS-MADE	<input checked="" type="checkbox"/>	PHUB398725	9/1/2013	9/1/2014	EACH OCCURRENCE	\$ 2,000,000
						AGGREGATE	\$ 2,000,000
							\$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N/A	<input checked="" type="checkbox"/>	WCO4250587	9/1/2013	9/1/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER	\$ 1,000,000
						E.L. EACH ACCIDENT	\$ 1,000,000
						E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
						E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
A	Professional	<input checked="" type="checkbox"/>	PHPK1058562	9/1/2013	9/1/2014	\$1,000,000	\$3,000,000
A	Abuse & Molestation	<input checked="" type="checkbox"/>	PHPK1058562	9/1/2013	9/1/2014	\$1,000,000	\$1,000,000
A	Crime Bond	<input checked="" type="checkbox"/>	PHPK1058562	9/1/2013	9/1/2014	\$500,000	\$5,000.00 DED

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER IS NAMED AS AN ADDITIONAL INSURED. (SEE ENDORSEMENT ATTACHED)

30 DAY NOTICE OF CANCELLATION APPLIES.

CERTIFICATE HOLDER

CANCELLATION

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

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2010/05)

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Policy Number: PHPK1058562

General Liability

SYNTELESYS EDUCATIONAL SERVICES, INC., ACADEMIC TUTORING SERVICE,#1 ACADEMIA DE SERVICIO DE TUTUORIA, EDUCANDO CON TABLETAS

THIS ENDORSEMENT CHANGES THE POLICY, PLEASE READ IT CAREFULLY

**ADDITIONAL INSURED—OWNERS, LESSEES OR CONTRACTORS
(WITH OPTIONAL COVERAGE PROVISIONS)**

THIS ENDORSEMENT MODIFIES INSURANCE PROVIDED UNDER THE FOLLOWING:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

NAME OF PERSON OR ORGANIZATION:

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

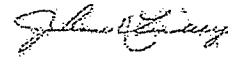
(If no entry appears above, information require to complete this endorsement will be shown in the Declarations as applicable to this endorsement)

Who is insured (Section II) is amended to included as an insured the person or organization shown in the schedule, but only to the extent the additional insured is held liable for the Named Insured's negligent acts or omissions arising from occurrence directly caused by and while in the course of the Named Insured's ongoing operations performed for that additional insured.

Optional Coverage Provisions applicable to the above. The selected option(s) is designated by a mark in the box on the left of the option.

- OPTION A. The insurance provided by the endorsement shall be primary, but only in the event of the Named Insured's sole negligence.
- OPTION B. The insurance provided by this endorsement shall be primary and noncontributory, but only in the event of the Named Insured's sole negligence.
- X- OPTION C. The insurance provided by this endorsement is amended to include any person or organization that the named Insured has agreed and/or is required by contract to name as an additional insured, per schedule on file with Company.

Additional Premium \$ Incl. _____



Authorized Representative 12/18/2013
JoAnne Lindsey Date

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GLS-210a (4-99)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Second Reading Board Policies

MEETING: January 7, 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 following Board Policies are presented as a Second reading/revision for the Governing's Board Consideration:

- BP 0460 Local Control and Accountability Plan (new)
- AR 0460 Local Control and Accountability Plan (new)

- AR 3514 Environmental Safety (revised)

- AR 3542 School Bus Drivers (revised)

- BP 4112.42 Drug and Alcohol Testing for School Bus Drivers (new)
- AR 4112.42 Drug and Alcohol Testing for School Bus Drivers (new)

- AR 4161.8 Family Care and Medical Leave (new)

- AR 4161.11 Industrial Accident Illness Leave

- BP 5131.61 Drug Testing

- BP 5141.27 Food Allergies/Special Dietary Needs (new)
- AR 5141.27 Food Allergies/Special Dietary Needs (new)

- BP 6144 Controversial Issues (new)

- BP 6162.6 Use of Copyright Materials (new)
- AR 6162.6 Use of Copyright Materials (new)

Recommendation:

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

Fiscal Impact:

Submitted By:



Daniel R. Moirao Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Philosophy, Goals, Objectives and Comprehensive Plans

Local Control And Accountability Plan

The Governing Board desires to ensure the most effective use of available state funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

The State Administrator/Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP or the annual update are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The State Administrator/Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above
2. An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners

The State Administrator/Superintendent or designee shall present the LCAP or the annual update to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The State Administrator/Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to

the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the district budget in accordance with Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9320 - Meetings and Notices)

Adoption of the Plan

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The State Administrator/Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair

41020 Audits

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards
Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20

6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

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

Local Control Funding Formula 2013, Governance Brief, August 2013

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

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

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

10/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

Local Control And Accountability Plan

Content of the Plan

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6159 - Individualized Education Program)
(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement
- (2) Academic Performance Index
- (3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
- (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (5) The English learner reclassification rate
- (6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher
- (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)

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

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

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The State Administrator/Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

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Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Business and Noninstructional Operations

Environmental Safety

The State Administrator/Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but not be limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the State Administrator/Superintendent regarding the district's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)

(cf. 3511 - Energy and Water Management)

(cf. 3517 - Facilities Inspection)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

Indoor Air Quality

The State Administrator/Superintendent or designee shall ensure that the following strategies are implemented in order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall not obstruct airflow by covering or blocking ventilators with posters, furniture, books, or other obstacles.

2. School buildings shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup

of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or

clean moldy materials.

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites.

(cf. 3514.2 - Integrated Pest Management)

5. In any new school construction, and in all existing schools when feasible, the Superintendent or designee shall install a carbon monoxide detector in each school building that contains a fossil fuel burning furnace. The device shall be placed in close proximity to the furnace in order to accurately detect any leakage of carbon monoxide.

6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair duties that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.

8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

(cf. 6161.3 - Toxic Art Supplies)

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in a well-ventilated area with minimal exposure of students and staff.

10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff shall refrain from bringing common irritants into the classroom, including, but not limited to, furred or feathered animals, stuffed toys that may collect dust mites, or perfumes or lotions, when students in the class are known to have allergies, asthma, or other sensitivities to odors.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The State Administrator/Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, and/or ultraviolet radiation levels.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Vehicle Idling

Except under the conditions specified in 13 CCR 2480 for which vehicle idling may be necessary, the driver of a school bus, student activity bus, or commercial motor vehicle shall: (13 CCR 2480)

1. Turn off the bus or vehicle engine upon stopping at a school or within 100 feet of a school and not restart the engine more than 30 seconds before beginning to depart
2. Not cause or allow the bus or vehicle to idle at any location greater than 100 feet from a school for more than five consecutive minutes or for an aggregated period of more than five minutes in any one hour

(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)

Any diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds

manufactured on or after April 1, 1977 shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

The State Administrator/Superintendent or designee shall ensure that all bus drivers, upon employment and at least once per year thereafter, are informed of the requirements specified above and the potential legal and employment consequences of failure to comply. All complaints of noncompliance shall be reviewed and remedial action taken as necessary. The State Administrator/Superintendent or designee shall maintain records of the training and of any complaints and enforcement actions for at least three years. (13 CCR 2480)

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

Drinking Water

The quality and safety of the district's drinking water sources shall be regularly assessed.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented.

Whenever levels of arsenic, bacteria, or other contaminants in the drinking water are determined to be a concern, the Superintendent or designee may recommend basic filtration or pipe flushing when feasible.

Until drinking water is assured to be safe, the Superintendent or designee may explore alternatives, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in district schools and to implement strategies to improve water quality in the community.

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

Drinking fountains in district schools shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Lead Exposure Reduction

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
4. Soil with high lead content may be covered with grass, other plantings, concrete, or asphalt.
5. Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented. The Superintendent or designee may supply alternative sources of drinking water as appropriate.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The State Administrator/Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, basic knowledge of the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:

a. Any school building that is leased or acquired by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)

b. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)

c. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

2. Based on the results of the inspection, an appropriate response, which is sufficient to protect human health and the environment, shall be determined from among the options specified in 40 CFR 763.90. (40 CFR 763.90)

The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)

3. An asbestos management plan for each school site shall be maintained and

regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours and parent/guardian, teacher, and employee organizations are annually informed of the availability of these plans. (40 CFR 763.84)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

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

(cf. 5145.6 - Parental Notifications)

5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (40 CFR 763.84; Education Code 49410.5)

Asbestos inspection and abatement work and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)

8. Warning labels shall be posted immediately adjacent to any known or suspected

AR 3514 (i)

asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

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Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

AR 3542 Business and Noninstructional Operations

School Bus Drivers

Authority

Students transported in a school bus or in a student activity bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. (5 CCR 14103)

(cf. 3540 - Transportation)

A bus driver shall have the authority to discontinue the operation of a school bus whenever he/she determines that it is unsafe to continue.

Administrative regulations related to bus driver authority shall be made available to parents/guardians, students, teachers and other interested parties. (5 CCR 14103)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 5131.1 - Bus Conduct)

(cf. 5145.6 - Parental Notifications)

Qualifications, Training and Monitoring

All drivers employed to operate school buses or student activity buses shall possess, and shall retain in their immediate possession while operating the bus, the following documents: (Vehicle Code 12517, 12517.4)

1. A valid driver's license issued by the California Department of Motor Vehicles (DMV) for the appropriate class of vehicle to be driven and endorsed for school bus and/or passenger transportation
2. A certificate issued by the California Highway Patrol (CHP) which permits the operation of school buses or student activity buses, as applicable

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 4200 - Classified Personnel)

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

The Superintendent or designee may use an electronic fingerprinting system, managed by the California Department of Justice, to fingerprint an applicant for an initial certificate to drive a school bus or student activity bus. (Vehicle Code 12517.3)

(cf. 4212.5 - Criminal Record Check)

When initially applying for or renewing a license or certificate to drive a school bus or student activity bus, and annually upon reaching age 65 years, the driver shall submit to the DMV and to the Superintendent or designee a report of a medical examination conducted in accordance with the timelines and procedures specified in Vehicle Code 12517.2. (Vehicle Code 12517.2; 13 CCR 1234)

The State Administrator/Superintendent or designee shall notify each driver of the expiration date of his/her driver's license, certificate, and medical certificate and shall ensure each document is renewed prior to expiration. (13 CCR 1234)

(4112.9/4212.9/4312.9 - Employee Notifications)

School bus and student activity bus drivers shall be subject to drug and alcohol testing in accordance with Board policy and the requirements of federal law.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The State Administrator/Superintendent or designee shall notify the DMV within five days whenever any driver refuses, fails to comply, or receives a positive test result on a drug or alcohol test; is dismissed for a cause related to student transportation safety; or is reinstated after being dismissed for a cause related to student transportation safety. (Vehicle Code 1808.8, 13376)

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

Training

In addition to any other training required to obtain or renew the certificate authorizing operation of a school bus or student activity bus, drivers shall receive training which includes, but is not limited to:

1. First aid practices deemed necessary for school bus drivers, through a course of instruction that prepares drivers to pass the related DMV examination (Vehicle Code 12522)
2. The proper installation of mobile seating devices in the bus securement systems (Education Code 56195.8)

(cf. 3541.2 - Transportation for Students with Disabilities)

3. The proper actions to be taken in the event that a school bus is hijacked (Education Code 39831)

To determine any other needs for professional development, the Superintendent or designee shall periodically review accident reports involving district drivers and may seek input from drivers, district and school administrators, students, and/or other stakeholders on desired topics for professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

School bus drivers shall be subject to drug and alcohol testing in accordance with Governing Board policy and the requirements of federal law.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent or designee shall notify the Department of Motor Vehicles within five days whenever any school bus driver has tested positive for drugs or alcohol, is dismissed for a cause related to student transportation safety, or whenever a driver so dismissed has been reinstated. (Vehicle Code 1808.8, 13376)

(cf. 4215 - Evaluation/Supervision)

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

Responsibilities

The school bus driver's primary responsibility is to safely transport students to and from school and school activities. He/she shall follow procedures contained in the district's transportation safety plan.

The driver shall not require any student to leave the bus en route between home and school or other destinations. (5 CCR 14103)

The driver shall stop to load or unload students only at school bus stops designated by the Superintendent or designee, or authorized by the Superintendent or designee for school activity trips. (Vehicle Code 22112)

(cf. 3541 - Transportation Routes and Services)

The driver shall activate the amber warning light system, flashing red signal lights and stop arm signal and shall escort students in accordance with Vehicle Code 22112.

The driver shall immediately report all school bus accidents to the California Highway Patrol, the Superintendent or designee, and the driver's employer. (13 CCR 1219)

The driver shall not require any student to leave the bus en route between home and school or

other destinations. (5 CCR 14103)

The driver shall not drive a school bus or student activity bus while using a wireless telephone or using a wireless communications device for text-based communication, except when otherwise authorized by law and AR 3543 - Transportation Safety and Emergencies.

The driver shall report the following to the State Administrator/Superintendent or designee:

1. The condition of the bus at the completion of each work day (13 CCR 1215)
2. His/her duty status for each 24-hour period, including, but not limited to, the number of hours on and off duty (13 CCR 1213)
3. Any traffic accident involving the bus (13 CCR 1219)

In addition to notifying the State Administrator/Superintendent or designee, the driver shall immediately notify the CHP of any traffic accident and, if the bus is operated under contract, his/her employer. (13 CCR 1219)

The driver also shall report the following to the **State Administrator** Superintendent or designee:

1. Recurring and serious student misbehavior
2. Parental and student complaints
3. Traffic violations
4. Consistently late school dismissals which cause transportation delays
5. Overload runs
6. Mechanical or other problems with buses and equipment

Vehicle Idling

The driver of a school bus or student activity bus shall: (13 CCR 2480)

1. Turn off the bus engine upon stopping at a school or within 100 feet of a school and not restart the engine more than 30 seconds before beginning to depart

1. Not cause or allow the bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or for an aggregated period of more than five minutes in any one hour

(cf. 3514 - Environmental Safety)

However, vehicle idling may be allowed under limited conditions, including, but not limited to, occasions when idling is necessary to: (13 CCR 2480)

1. Stop for an official traffic control signal or device, for traffic conditions under which the driver has no control, or at the direction of law enforcement
2. Ascertain that the bus is in safe operating condition and properly equipped
3. Operate equipment designed to safely load, unload, or transport students with disabilities
4. Operate a heater, air conditioner, defroster, or other equipment as necessary to ensure the safety or health of passengers
5. Cool down a turbo-charged diesel engine before turning off the engine
6. Recharge a battery or other energy storage unit of a hybrid electric bus or vehicle

The State Administrator/Superintendent or designee shall notify all drivers, upon employment and at least once per year thereafter, of the requirements specified above and the potential legal and employment consequences of failure to comply. All complaints of noncompliance shall be reviewed and remedial action taken as necessary. The Superintendent or designee shall retain records of the training and of any complaints and enforcement actions for at least three years. (13 CCR 2480)

Reports

The State Administrator/Superintendent or designee shall retain records of: (13 CCR 1234)

1. Each driver's duty status and supporting documents provided pursuant to 13 CCR 1201 and 1213. Such records shall be retained for six months and made available to the CHP upon request.
2. The different types of vehicles and vehicle combinations each driver has demonstrated capability to operate.
3. Records of each driver's license, certificate, medical certificate, first aid certificate, and training as specified in 13 CCR 1234.
4. Daily vehicle inspection reports prepared by drivers pursuant to 13 CCR 1215.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

39800.5 Qualifications of driver of 15-passenger van

39830-39842 School buses

40080-40090.5 Training required to obtain or renew bus driver certificate

45125.1 Criminal background checks for contractors

56195.8 Training in installation of mobile seating devices

HEALTH AND SAFETY CODE

39640-39642 Vehicle idling, penalties

PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

VEHICLE CODE

415 Definition of motor vehicle

545 Definition of school bus

546 Definition of student activity bus

1808.8 Dismissal for safety-related cause

2570-2574 Contracts with private school bus contractors

12516-12517.4 Certification requirements

12522 First aid training for school bus drivers

13370-13371 Suspension or revocation of bus driver certificate

13376 Driver certificates; revocation or suspension; sex offense prosecution

22112 School bus signals; roadway crossings

23123-23125 Prohibitions against use of wireless telephone and text communications while driving; exceptions

25257-25257.7 School bus equipment

34501.6 School buses; reduced visibility

CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver

14104 School bus driver instructor

CODE OF REGULATIONS, TITLE 13

1200-1202.2 Motor carrier safety

1212-1228 School bus driver requirements

1234 Reports regarding school buses and bus drivers

2480 Vehicle idling

CODE OF FEDERAL REGULATIONS, TITLE 49

40.1-40.413 Transportation drug and alcohol testing programs

382.101-382.605 Controlled substance and alcohol use and testing

571.222 Federal motor vehicle safety standard #222

Management Resources:

DEPARTMENT OF MOTOR VEHICLES PUBLICATIONS

California Commercial Driver Handbook

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION PUBLICATIONS

School Bus Driver In-Service Safety Series, October 2011

WEB SITES

California Air Resources Board: <http://www.arb.ca.gov>

California Department of Education, Office of School Transportation:

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

California Highway Patrol: <http://www.chp.ca.gov>

California Department of Motor Vehicles: <http://www.dmv.ca.gov>

California Department of Justice: <http://oag.ca.gov>

National Transportation Safety Board: <http://www.nts.gov>

U.S. Department of Transportation, National Highway Traffic Safety Administration:

<http://www.nhtsa.dot.gov>

(11/99 11/02) 8/13

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Personnel

Drug And Alcohol Testing For School Bus Drivers

The State Administrator/Governing Board desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the State Administrator/Superintendent or designee shall establish a drug and alcohol testing program designed to prevent the operation of buses or the performance of other safety-sensitive functions by a driver who is under the influence of drugs or alcohol, including a driver of a school bus, student activity bus, or other school transportation vehicle or any other employee who holds a commercial driver's license which is necessary to perform duties related to district employment.

(cf. 3540 - Transportation)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

A driver shall not report for duty or remain on duty when he/she has used any drug listed in 21 CFR 1308.11. A driver is also prohibited from reporting for duty or remaining on duty when he/she has used any drug listed in 21 CFR 1308.12-1308.15, unless he/she is using the drug under the direction of a physician who has advised him/her that the substance will not adversely affect the driver's ability to safely operate a bus. In addition, a driver shall not consume alcohol while on duty or for four hours prior to on-duty time. (49 CFR 382.201-382.209, 382.213)

The district's testing program for drivers shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306; 49 CFR 382.301-382.311)

The Board shall contract for testing services upon verifying that the personnel are appropriately qualified and/or certified and that testing procedures conform to federal regulations.

Except as otherwise provided by law, the Superintendent or designee shall not release individual test results or medical information about a driver to a third party without the driver's specific written consent. (49 CFR 40.321)

Consequences Based on Test Results

Any driver who refuses to take a required drug or alcohol test, tests positive for drugs, or is found to have a blood alcohol concentration level that exceeds the levels specified in law shall be removed from performing safety-sensitive functions in accordance with 49 CFR 40.23 and 382.211.

No driver shall be temporarily removed from the performance of safety-sensitive functions based

only on a laboratory report of a confirmed positive test before the certified medical review officer has completed verification of the test results, unless the district has obtained a waiver. (49 CFR 40.21, 382.107, 382.119)

Not later than five days after receiving notification of the test result or refusal to comply, the State Administrator/Superintendent or designee shall report any refusal, failure to comply, or positive test result to the California Department of Motor Vehicles (DMV) using a form approved by the DMV. (Vehicle Code 13376)

Any driver who refuses, fails to comply, or has a positive test result may be referred to an education and treatment program that meets the requirements of 49 CFR 40.281-40.313. If the substance abuse professional recommends that ongoing services are needed to assist the driver to maintain sobriety or abstinence from drug use, the Superintendent or designee shall require the driver to participate in the recommended services as part of a return-to-duty agreement and shall monitor his/her compliance. Any drop from a rehabilitation or return-to-duty program or a subsequent positive test result shall be reported to the DMV. (Vehicle Code 13376; 49 CFR 40.285, 40.287, 40.303, 382.605)

(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 4161/4261 - Leaves)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)
(cf. 4261.1 - Personal Illness/Injury Leave)

A driver who has violated federal drug and alcohol regulations may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement.

(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Voluntary Self-Identification

Whenever a driver admits to alcohol or drug misuse under the district's voluntary self-identification program, the State Administrator/Superintendent or designee shall ensure all of the following: (49 CFR 382.121)

1. No adverse action shall be taken against the driver by the district.
2. The driver shall be allowed sufficient opportunity to seek evaluation, education, or treatment to establish control over his/her drug or alcohol problem.
3. The driver shall be permitted to participate in safety-sensitive functions only after:

- a. Successfully completing an education or treatment program, as determined by a drug and alcohol abuse evaluation expert, such as an employee assistance professional, substance abuse professional, or qualified drug and alcohol counselor
- b. Undergoing a return-to-duty test with a result indicating an alcohol concentration of less than 0.02 and/or a verified negative result for drug use

A driver who admits to alcohol or drug misuse shall not be subject to federal requirements related to referral, evaluation, and treatment, provided that he/she does not self-identify in order to avoid drug or alcohol testing, makes the admission prior to performing a safety-sensitive function, and does not perform a safety-sensitive function until he/she has been evaluated and has successfully completed education or treatment requirements in accordance with program guidelines. (49 CFR 382.121)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

GOVERNMENT CODE

8355 Drug-free workplace; employee notification

VEHICLE CODE

13376 Driver certificates; revocation or suspension

34500-34520.5 Safety regulations

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety, especially:

1213.1 Placing drivers out-of-service

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

UNITED STATES CODE, TITLE 49

31306 Alcohol and drug testing

CODE OF FEDERAL REGULATIONS, TITLE 21

1308.11-1308.15 Controlled substances

CODE OF FEDERAL REGULATIONS, TITLE 49

40.1-40.413 Procedures for transportation workplace drug and alcohol testing programs

382.101-382.605 Drug and alcohol use and testing; especially:

382.205 On-duty use

382.207 Pre-duty use

382.209 Use following an accident

Management Resources:

CALIFORNIA HIGHWAY PATROL PUBLICATIONS

Controlled Substances and Alcohol Testing Compliance Checklist, 2007

What is CSAT? Controlled Substances and Alcohol Testing, 2005

BP 4112.42, 4212.42, 4312.42 (d)

WEB SITES

California Highway Patrol: <http://www.chp.ca.gov>

Federal Motor Carrier Safety Administration: <http://www.fmcsa.dot.gov>

U.S. Department of Transportation, Office of Drug and Alcohol Policy and Compliance:
<http://www.dot.gov/ost/dapc>

(2/96 3/06) 8/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 7, 2014

King City, California

Personnel

Drug And Alcohol Testing For School Bus Drivers

Definitions

For purposes of drug testing required by the U.S. Department of Transportation (DOT), drugs included in the tests are marijuana, cocaine, amphetamines, phencyclidine (PCP), and opiates. (49 CFR 40.3, 40.85, 382.107)

Alcohol concentration or level means the alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath. For purposes of the DOT alcohol testing program, an alcohol level between 0.02 and 0.04 requires removal of the bus driver for a 24-hour period following the test. An alcohol level of 0.04 or higher requires immediate removal of the driver from performing safety-sensitive functions until the driver has successfully completed the return-to-duty process. (49 CFR 382.107, 382.201, 382.505)

Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include, but are not limited to, all time driving or otherwise in the bus; waiting at a district facility to be dispatched; inspecting, servicing, or conditioning the bus or bus equipment; loading or unloading the bus; supervising or assisting in the loading or unloading of the bus; and repairing, obtaining assistance, or remaining in attendance upon a disabled bus. (49 CFR 382.107)

(cf. 3540 - Transportation)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4020 - Drug and Alcohol-Free Workplace)

Designated Employer Representative

The State Administrator/Superintendent or designee shall identify a designated employer representative and shall provide his/her name and telephone number to the testing contractor to contact about any problems or issues that may arise during the testing process. (49 CFR 40.35, 40.215)

The designated employer representative shall be responsible for receiving test results and other communications, taking immediate action(s) to remove drivers from safety-sensitive functions, and making other required decisions in the testing and evaluation processes. (49 CFR 40.3)

Pre-employment Testing

When hiring a new driver, the State Administrator/Superintendent or designee shall, with the driver's written consent, request the driver's past drug and alcohol testing record, as specified in

49 CFR 40.25, from any employer who has employed the driver at any time during the previous two years. In addition, the State Administrator/Superintendent or designee shall ask the driver if he/she tested positive, or refused to test, on any pre-employment drug or alcohol test that was administered during the past two years in the course of applying for another safety-sensitive transportation position that he/she did not obtain. The driver shall not be permitted to perform safety-sensitive functions if he/she refuses to provide consent to obtain the information from previous employers, the information from previous employers is not received within 30 days of the date on which the driver first performed safety-sensitive functions for the district, or the driver or a previous employer reports a violation of a drug or alcohol regulation without subsequent completion of the return-to-duty process. (49 CFR 40.25, 382.413)

Upon making a contingent offer of employment to a driver and prior to the first time the driver performs safety-sensitive functions for the district, the State Administrator/Superintendent or designee shall require the driver to undergo testing for drugs and to receive a verified negative test result. This testing requirement may be waived if all of the following conditions exist: (49 CFR 382.301)

1. The driver has participated in a qualified drug testing program within the previous 30 days.
2. While participating in the program, the driver either was tested within the past six months or participated in a random drug testing program for the previous 12 months.
3. The State Administrator/Superintendent or designee has contacted the testing program(s) in which the driver has participated and has obtained information about the program and the driver's participation as specified in 49 CFR 382.301.
4. No prior employer of the driver of whom the district has knowledge has records of the driver's violation of federal drug testing regulations within the previous six months.

In addition, the State Administrator/Superintendent or designee shall require the driver to undergo pre-employment alcohol testing in accordance with the procedures in 49 CFR 40.1-40.605 and to receive a test result indicating an alcohol concentration level of less than 0.04. (49 CFR 382.301)

Post-Accident Testing

As soon as practicable following an accident involving a school bus or student activity bus, the Superintendent or designee shall ensure that the driver involved is tested for alcohol and/or drugs under either of the following conditions: (49 CFR 382.303)

1. The accident involved loss of human life.
2. The driver receives a citation for alcohol use within eight hours of the accident, or for drug use within 32 hours of the accident, and the accident involved bodily injury to a person who

required immediate medical treatment away from the scene of the accident and/or disabling damage to one or more vehicles requiring towing.

The State Administrator/Superintendent or designee shall attempt to administer a required alcohol test up to eight hours following the accident and/or a drug test up to 32 hours following the accident. The results of an alcohol or drug test conducted by federal, state, or local officials having independent authority for the test shall be considered to meet this requirement. If the alcohol test is not administered within two hours following the accident, or the test for drugs is not administered within 32 hours following the accident, the State Administrator/Superintendent or designee shall make a record stating the reasons the test was not promptly administered. (49 CFR 382.303)

Random Testing

The State Administrator/Superintendent or designee shall ensure that random, unannounced drug and alcohol tests of bus drivers are conducted on testing dates reasonably spread throughout the year. Such tests shall be conducted during, immediately before, or immediately after the performance of safety-sensitive functions. (49 CFR 382.305)

The State Administrator/Superintendent or designee shall ensure that the percentage of district drivers randomly tested for drugs and alcohol meets or exceeds the minimum annual percentage rates specified in 49 CFR 382.305 or subsequently published in the Federal Register.

Each driver selected for random testing shall have an equal chance of being tested each time selections are made. (49 CFR 382.305)

Each driver who is selected for testing shall proceed to the test site immediately or, if performing a safety-sensitive function other than driving a bus, then as soon as possible after ceasing that function. (49 CFR 382.305)

Reasonable Suspicion Testing

A driver shall be required to submit to a drug or alcohol test whenever the State Administrator/Superintendent or designee has reasonable suspicion that the driver has violated the prohibitions against the use of drugs or alcohol. Such reasonable suspicion shall be based on specific, contemporaneous, articulable observations, conducted during, immediately before, or immediately after the performance of safety-sensitive functions, concerning the driver's appearance, behavior, speech, and/or body odors. Reasonable suspicion of drug use may also include indications of the chronic and withdrawal effects of drugs. (49 CFR 382.307)

The person who makes the required observations for reasonable suspicion testing for drugs or alcohol shall be trained in accordance with 49 CFR 382.603. The person who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not be the same person who conducts the alcohol test. (49 CFR 382.307)

Within 24 hours of the observed behavior or before the results of the drug or alcohol test are released, whichever is earlier, the State Administrator/Superintendent or designee shall prepare and sign a written record of the observations leading to a reasonable suspicion test. (49 CFR 382.307)

An alcohol test required as a result of reasonable suspicion shall be administered within eight hours following the determination of reasonable suspicion. If the test is not administered within two hours, the State Administrator/Superintendent or designee shall prepare and maintain on file a record stating the reasons the test was not promptly administered. (49 CFR 382.307)

In the absence of a reasonable suspicion alcohol test, the district shall take no action against a driver based solely on the driver's behavior and appearance, except that the driver shall not be allowed to report for or remain on safety-sensitive functions until an alcohol test is administered and the results show a concentration less than 0.02 or 24 hours have elapsed following the determination of reasonable suspicion. (49 CFR 382.307)

Return-to-Duty Testing

The State Administrator/Superintendent or designee may permit a driver who has violated federal drug or alcohol regulations to return to safety-sensitive functions after the driver has successfully complied with the education and treatment services prescribed by a substance abuse professional and has taken a return-to-duty drug or alcohol test. The driver shall not resume performance of safety-sensitive functions unless the drug test shows a negative result and/or the alcohol test shows a concentration of less than 0.02. (49 CFR 40.305, 382.309)

Follow-Up Testing

Upon receiving a written follow-up testing plan from a substance abuse professional, the State Administrator/Superintendent or designee shall determine the actual dates for follow-up testing consistent with those recommendations and shall ensure that such tests are unannounced and follow no discernable pattern as to their timing. No additional tests beyond those included in the plan shall be imposed by the district. (49 CFR 40.307-40.309, 382.111)

Notifications

The State Administrator/Superintendent or designee shall provide each driver with materials explaining the federal regulations and the district's policy and procedure related to drug and alcohol testing and shall notify representatives of employee organizations of the availability of this information. This information shall include a detailed discussion of at least the following: (49 CFR 382.303, 382.113, 382.601)

1. The identity of the person designated by the district to answer driver questions about the materials

2. The categories of drivers who are subject to drug and alcohol testing
3. Sufficient information about the safety-sensitive functions performed by those drivers to make clear what period of the workday the driver is required to be in compliance
4. Specific information concerning prohibited driver conduct
5. The circumstances under which a driver will be tested for drugs and/or alcohol, including post-accident testing
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver
7. The requirement that a driver submit to drug and alcohol tests
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences
9. The consequences for drivers found to have violated the prohibitions against drug or alcohol use, including the circumstances under which drivers will be removed immediately from safety-sensitive functions and the requirements for education, treatment, and return-to-duty testing
10. The consequences for drivers found to have a blood alcohol concentration between 0.02 and 0.04
11. Information concerning the effects of drug and alcohol use on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a co-worker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to any employee assistance program, and/or referral to management

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

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. The State Administrator/Superintendent or designee shall maintain the original of the signed certificate and may provide a copy of the certificate to the driver. (49 CFR 382.601)

In addition, prior to administering each alcohol or drug test, the driver shall be notified that the test is required pursuant to Title 49, Part 382, of the Code of Federal Regulations. (49 CFR 382.113)

The driver shall be notified of the results of drug and alcohol tests in accordance with 49 CFR 382.411.

Records

The State Administrator/Superintendent or designee shall maintain records of the district's drug and alcohol testing program in accordance with 49 CFR 40.333 and 382.401. Such records shall be maintained in a secure location with controlled access and shall be disclosed only in accordance with 49 CFR 382.405.

(cf. 3580 - District Records)

8/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Personnel

Family Care And Medical Leave

The district shall not interfere with, restrain, or deny the exercise or attempted exercise by any eligible employee of his/her right to any family care and medical leave or pregnancy disability leave (PDL) provided through the Family and Medical Leave Act (FMLA), the California Family Rights Act (CFRA), or the Fair Employment and Housing Act (FEHA), nor shall it discharge or discriminate or retaliate against any employee for his/her involvement in any inquiry or proceeding related to any leave under any of these laws or his/her opposition to or challenge of any unlawful district practice in relation to any rights granted by any of these laws. (Government Code 12945, 12945.2; 29 USC 2615)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

Definitions

The words and phrases defined below shall have the same meaning throughout this administrative regulation except where a different meaning is otherwise specified.

Child (son or daughter) means a biological, adopted, or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis as long as the child is under 18 years of age or an adult dependent child. (Government Code 12945.2; 29 USC 2611)

Eligible employee for FMLA and CFRA purposes means an employee who has been employed with the district for at least 12 months and who has at least 1,250 hours of service with the district during the previous 12-month period. However, these requirements shall not apply when an employee applies for PDL. (Government Code 12945.2; 29 USC 2611; 29 CFR 825.110)

Employee disabled by pregnancy means a woman who, in the opinion of her health care provider, is unable because of pregnancy to perform any one or more of the essential functions of her job or to perform any of them without undue risk to herself, her pregnancy's successful completion, or other persons; or who is suffering from severe "morning sickness" or needs to take time off for any pregnancy-related condition including, but not limited to, prenatal or postnatal care, bed rest, gestational diabetes, pregnancy-induced hypertension, preeclampsia, post-partum depression, childbirth, loss or end of pregnancy, or recovery from childbirth or loss or end of pregnancy. (2 CCR 7291.2)

Parent means a biological, foster, or adoptive parent; a stepparent; a legal guardian; or another person who stood in loco parentis to the employee when the employee was a child. Parent does not include a spouse's parents. (Government Code 12945.2; 2 CCR 7297.0; 29 USC 2611; 29

CFR 825.122)

Serious health condition means an illness, injury, impairment, or physical or mental condition that involves either of the following: (Government Code 12945.2; 29 USC 2611; 29 CFR 825.113-825.115)

1. Inpatient care in a hospital, hospice, or residential health care facility
2. Continuing treatment or continuing supervision by a health care provider, including one or more of the following:
 - a. A period of incapacity of more than three consecutive full days
 - b. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition
 - c. Any period of incapacity due to pregnancy or for prenatal care under FMLA
 - d. Any period of incapacity which is permanent or long term due to a condition for which treatment may not be effective
 - e. Any period of absence to receive multiple treatments, including recovery, by a health care provider

Spouse means a partner in marriage as defined in Family Code 300. In addition, for purposes of CFRA, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5, 300; 2 CCR 7297.0; 29 CFR 825.122)

Eligibility

The district shall grant FMLA or CFRA leave to eligible employees for any of the following reasons: (Family Code 297.5; Government Code 12945.2; 29 USC 2612; 29 CFR 825.112)

1. The birth of a child of the employee or placement of a child with the employee in connection with the employee's adoption or foster care of the child
2. To care for the employee's child, parent, or spouse with a serious health condition
3. The employee's own serious health condition that makes him/her unable to perform one or more essential functions of his/her position
4. Any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or call to covered active duty (or has been

notified of an impending call or order to covered active duty)

5. To care for a covered servicemember with a serious injury or illness if the employee is the spouse, child, parent, or next of kin, as defined, of the servicemember

In addition, the district shall grant any pregnant female employee PDL during pregnancy, when she is disabled by pregnancy, childbirth, or any related medical condition. (Government Code 12945; 2 CCR 7291.4)

Terms of Leave

An eligible employee shall be entitled to a total of 12 work weeks of FMLA or CFRA leave during any 12-month period, except in the case of leave to care for a covered servicemember as provided under "Military Caregiver Leave" below. (Government Code 12945.2; 29 USC 2612)

This 12-month period shall coincide with the fiscal year. (29 CFR 825.200)

In addition, for each pregnancy, a female employee shall be entitled to PDL for the period of the disability not to exceed four months. (Government Code 12945; 2 CCR 7291.9)

PDL shall run concurrently with FMLA leave for disability caused by an employee's pregnancy. At the end of the employee's FMLA leave for disability caused by pregnancy, or at the end of four months of PDL, whichever occurs first, a CFRA-eligible employee may request to take CFRA leave of up to 12 work weeks for the reason of the birth of her child, if the child has been born by this date (e.g., baby bonding), whether or not she or the child has a serious health condition or disability. To the extent allowed by law, CFRA and FMLA leaves shall run concurrently. (Government Code 12945, 12945.2; 2 CCR 7291.13, 7297.6)

Leave taken for the birth or placement of a child must be concluded within the 12-month period beginning on the date of the birth or placement of the child. Such leave does not need to be taken in one continuous period of time. The basic minimum duration of leave for the birth or placement of a child shall be two weeks. However, the district shall grant a request for leave of less than two weeks' duration on any two occasions. (2 CCR 7297.3; 29 USC 2612)

If both parents of a child work for the district, their family care and medical leave related to the birth or placement of the child shall be limited to a combined total of 12 weeks. This restriction shall apply whether the parents are married, not married, or registered domestic partners. (Government Code 12945.2; 2 CCR 7297.1; 29 USC 2612)

Use/Substitution of Paid Leave

OPTION 1: An employee shall substitute his/her accrued vacation leave, other accrued time off, and any other paid or unpaid time off negotiated with the district for any FMLA or CFRA leave not involving his/her own serious health condition or pregnancy disability. For the

employee's PDL or FMLA or CFRA leave due to his/her own serious health condition, the employee shall use accrued sick leave pursuant to the collective bargaining agreement and/or Board policy and may use accrued vacation leave and other paid or unpaid time off at his/her option. (Government Code 12945, 12945.2; 2 CCR 7291.11; 29 USC 2612)

OPTION 2: During the period of PDL or any FMLA or CFRA leave, the employee may elect to use his/her accrued vacation leave, accrued sick leave, other accrued time off, or any other paid or unpaid time off negotiated with the district. (Government Code 12945, 12945.2; 2 CCR 7291.11; 29 USC 2612)

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4161/4261/4361 - Leaves)

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

(cf. 4261.1 - Personal Illness/Injury Leave)

Intermittent Leave/Reduced Work or Leave Schedule

PDL and family care and medical leave for the serious health condition of an employee or his/her child, parent, or spouse may be taken intermittently or on a reduced work or leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition. However, the district may limit leave increments to the shortest period of time that the district's payroll system uses to account for absences or use of leave, not to be greater than one hour. (2 CCR 7291.9, 7297.3; 29 USC 2612)

The district may require an employee to transfer temporarily to an available alternative position if the employee is pregnant and provides medical certification from her health care provider of the medical need for intermittent leave or leave on a reduced work or leave schedule or if the employee's need for the intermittent leave or leave on a reduced work or leave schedule is foreseeable based on his/her planned medical treatment or that of a family member. This alternative position must have equivalent pay and benefits and must better accommodate recurring periods of leave than the employee's regular job, and the employee must be qualified for the position. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work or leave schedule. (2 CCR 7291.8, 7297.3; 29 USC 2612)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Request for Leave

An employee shall provide written notice sufficient to make the district aware of the need to take PDL or family care and medical leave and the anticipated timing and duration of the leave. (2 CCR 7291.17, 7297.4)

For family care and medical leave, the employee need not expressly assert or mention

FMLA/CFRA to satisfy this requirement; however, he/she must state the reason the leave is needed (e.g., birth of child, medical treatment). If more information is necessary to determine whether the employee is eligible for family care and medical leave, the Superintendent or designee shall inquire further and obtain the necessary details of the leave to be taken. (2 CCR 7297.4)

Based on the information provided by the employee, the Superintendent or designee shall designate the leave, paid or unpaid, as FMLA/CFRA qualifying leave and shall give notice of such designation to the employee. (2 CCR 7297.4)

When the need for the PDL or family care and medical leave is foreseeable, the employee shall provide the district with at least 30 days advance notice before the leave. The employee shall consult with the Superintendent or designee and make a reasonable effort to schedule, subject to the health care provider's approval, any planned appointment or medical treatment or supervision so as to minimize disruption to district operations. (Government Code 12945.2; 2 CCR 7291.17, 7297.4)

When the 30 days notice is not practicable because of a lack of knowledge of when leave will be required to begin, a change in circumstances, a medical emergency, or other good cause, the employee shall provide the district with notice as soon as practicable. (2 CCR 7291.17, 7297.4)

Certification of Health Condition

Within five business days of an employee's request for family care and medical leave for his/her own or his/her child's, parent's, or spouse's serious health condition, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave. Upon receiving the district's request, the employee shall provide the certification within 15 days, unless either the Superintendent or designee provides additional time or it is not practicable under the particular circumstances, despite the employee's diligent, good faith efforts. (2 CCR 7297.4; 29 CFR 825.305)

The certification shall include the following: (Government Code 12945.2; 2 CCR 7297.0; 29 USC 2613)

1. The date on which the serious health condition began
2. The probable duration of the condition
3. If the employee is requesting leave to care for a child, parent, or spouse with a serious health condition, both of the following:
 - a. Statement that the serious health condition warrants the participation of the employee to provide care during a period of the treatment or supervision of the child, parent, or spouse

- b. Estimated amount of time the health care provider believes the employee needs to care for the child, parent, or spouse
4. If the employee is requesting leave because of his/her own serious health condition, a statement that due to the serious health condition, he/she is unable to work at all or is unable to perform one or more essential functions of his/her job
5. If the employee is requesting leave for intermittent treatment or on a reduced work or leave schedule for planned medical treatment, a statement of the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave

In addition, at the employee's option, the certification may include a diagnosis identifying the serious health condition. (2 CCR 7297.0)

When an employee has provided sufficient medical certification to enable the district to determine whether the employee's leave request is FMLA/CFRA-eligible, the Superintendent or designee shall notify the employee within five business days whether the leave is FMLA/CFRA-eligible. The Superintendent or designee may also retroactively designate leave as FMLA/CFRA as long as there is no harm to the employee. (29 CFR 825.301)

If the State Administrator/Superintendent or designee doubts the validity of a certification that accompanies a request for leave for the employee's own serious health condition, he/she may require the employee to obtain a second opinion from a district-approved health care provider, at district expense. If the second opinion is contrary to the first, the Superintendent or designee may require the employee to obtain a third medical opinion from a third health care provider approved by both the employee and the district, again at district expense. The opinion of the third health care provider shall be final and binding. (Government Code 12945.2; 29 USC 2613)

For PDL, the State Administrator/Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave at the time the employee gives notice of the need for PDL, or within two business days of giving the notice. If the need for PDL is unforeseen, the Superintendent or designee shall request the medical certification within two business days after the leave commences. The Superintendent or designee may request certification at some later date if he/she has reason to question the appropriateness of the leave or its duration. (2 CCR 7291.17)

For PDL that is foreseeable and for which at least 30 days notice has been given, the employee shall provide the medical certification before the leave begins. When this is not practicable, the employee shall provide the certification within the time frame specified by the Superintendent or designee which must be at least 15 days after the request, unless it is not practicable under the particular circumstances despite the employee's diligent, good faith efforts. (2 CCR 7291.17)

Medical certification for PDL purposes shall include a statement that the employee needs to take

the leave because she is disabled by pregnancy, childbirth, or a related medical condition, the date on which the employee became disabled because of pregnancy, and the estimated duration of the leave. (2 CCR 7291.17)

The State Administrator/Superintendent or designee shall not request any genetic information, as defined in 42 USC 2000ff, from any employee or his/her family member except as necessary to comply with a certification requirement for PDL or FMLA/CFRA leave purposes or with the prior written authorization of the employee. Any such genetic information received by the district shall be kept confidential in accordance with law. (42 USC 2000ff-1, 2000ff-5)

If additional PDL or family care and medical leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide recertification in the manner specified for the leave. (Government Code 12945.2; 2 CCR 7291.17; 29 USC 2613)

Fitness for Duty Certification/Release to Return to Work

Upon expiration of an employee's PDL or family care and medical leave taken for his/her own serious health condition, the employee shall present certification from the health care provider that he/she is able to resume work.

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

The certification from the employee's health care provider shall address the employee's ability to perform the essential functions of his/her job.

Rights to Reinstatement

Upon granting an employee's request for PDL or family care and medical leave, the State Administrator/Superintendent or designee shall guarantee to reinstate the employee in the same or a comparable position when the leave ends. (Government Code 12945.2; 2 CCR 7291.10; 29 USC 2614)

However, the district may refuse to reinstate an employee returning from family care and medical leave to the same or a comparable position if all of the following apply: (Government Code 12945.2; 29 USC 2614)

1. The employee is a salaried "key employee" who is among the highest paid 10 percent of district employees who are employed within 75 miles of the employee's worksite.
2. The refusal is necessary to prevent substantial and grievous economic injury to district operations.
3. The district informs the employee of its intent to refuse reinstatement at the time it determines that the refusal is necessary, and the employee fails to immediately return to service.

(cf. 4117.3 - Personnel Reduction)
(cf. 4217.3 - Layoff/Rehire)

The district may refuse to reinstate an employee to the same position after taking PDL if, at the time the reinstatement is requested, the employee would not otherwise have been employed in that position for legitimate business reasons unrelated to the employee's PDL. (2 CCR 7291.10)

Maintenance of Benefits/Failure to Return from Leave

During the period when an employee is on PDL or family care and medical leave, he/she shall maintain his/her status with the district and the leave shall not constitute a break in service for purposes of longevity, seniority under any collective bargaining agreement, or any employee benefit plan. (Government Code 12945.2; 29 USC 2614)

For up to a maximum of four months for PDL or 12 work weeks for other family care and medical leave, the district shall continue to provide an eligible employee the group health plan coverage that was in place before he/she took the leave. The employee shall reimburse the district for premiums paid during the leave if he/she fails to return to district employment after the expiration of all available leaves and the failure is for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond his/her control. (Government Code 12945.2; 2 CCR 7291.11; 29 USC 2614; 29 CFR 825.213)

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

In addition, during the period when an employee is on PDL or family care and medical leave, the employee shall be entitled to continue to participate in other employee benefit plans including life insurance, short-term or long-term disability insurance, accident insurance, pension and retirement plans, and supplemental unemployment benefit plans to the same extent and under the same conditions as would apply to an unpaid leave taken for any other purpose. However, for purposes of pension and retirement plans, the district shall not be required to make plan payments for an employee during the leave period and the leave period shall not be counted for purposes of time accrued under the plan. (Government Code 12945.2; 2 CCR 7291.11)

Military Family Leave Resulting from Qualifying Exigencies

An eligible employee may take up to 12 work weeks of unpaid leave during the 12-month period established by the district while a military member is on covered active duty or call to covered active duty status for one or more qualifying exigencies. (29 USC 2612; 29 CFR 825.126)

Military member means an employee's spouse, son, daughter, or parent on covered active duty or call to covered active duty status. (29 CFR 825.126)

Covered active duty means duty during the deployment of a member of the regular Armed Forces to a foreign country or duty during the deployment of a member of the National Guard or

Reserves to a foreign country under a call or order to active duty in support of a contingency operation pursuant to law. (29 USC 2611; 29 CFR 825.126)

Qualifying exigencies include time needed to: (29 CFR 825.126)

1. Address issues arising from short notice deployment (up to seven calendar days from the date of receipt of call or order of short notice deployment)
2. Attend military events and related activities, such as any official ceremony or family assistance program related to the covered active duty or call to covered active duty status
3. Arrange childcare or attend school activities arising from the covered active duty or call to covered active duty, such as arranging for alternative child care, enrolling or transferring a child to a new school, or attending meetings
4. Make or update financial and legal arrangements to address a military member's absence
5. Attend counseling provided by someone other than a health care provider
6. Spend time (up to 15 days of leave per instance) with a military member who is on short-term, temporary, Rest and Recuperation leave during deployment
7. Attend to certain post-deployment activities, such as arrival ceremonies or reintegration briefings
8. Care for a military member's parent who is incapable of self-care when the care is necessitated by the military member's covered active duty
9. Address any other event that the employee and district agree is a qualifying exigency

The employee shall provide the State Administrator/Superintendent or designee with notice of the need for the qualifying exigency leave as soon as practicable, regardless of how far in advance such leave is foreseeable. (29 CFR 825.302)

An employee who is requesting such leave for the first time shall provide the State Administrator/Superintendent or designee with a copy of the military member's active duty orders, or other documentation issued by the military, and the dates of the service. In addition,

the employee shall provide the State Administrator/Superintendent or designee with certification of the qualifying exigency necessitating the leave. The certification shall contain the information specified in 29 CFR 825.309.

The employee's qualifying exigency leave may be taken on an intermittent or reduced work or

leave schedule basis. (29 CFR 825.302)

During the period of qualified exigency leave, the district's rule regarding an employee's use of his/her accrued vacation leave and any other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Military Caregiver Leave

The district shall grant up to a total of 26 work weeks of leave during a single 12-month period, measured forward from the first date of leave taken, to an eligible employee to care for a covered servicemember with a serious illness or injury. In order to be eligible for such military caregiver leave, an employee must be the spouse, son, daughter, parent, or next of kin of the covered servicemember. This 26-week period is not in addition to, but rather is inclusive of, the 12 work weeks of leave that may be taken for other FMLA qualifying reasons. (29 USC 2611, 2612; 29 CFR 825.127)

Covered servicemember may be: (29 CFR 825.127)

1. A current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness
2. A veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran

Son or daughter of a covered servicemember means the biological, adopted, or foster child, stepchild, legal ward, or a child of any age for whom the covered servicemember stood in loco parentis. (29 CFR 825.127)

Parent of a covered servicemember means the covered servicemember's biological, adopted, step, or foster parent, or any other individual who stood in loco parentis to the covered servicemember (except "parents in law"). (29 CFR 825.127)

Next of kin means the nearest blood relative to the covered servicemember, or as designated in writing by the covered servicemember. (29 USC 2611, 2612)

Outpatient status means the status of a member of the Armed Forces assigned to a military medical treatment facility as an outpatient or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. (29 USC 2611; 29 CFR 825.127)

Serious injury or illness means: (29 USC 2611; 29 CFR 825.127)

1. For a current member of the Armed Forces, an injury or illness incurred by the member in the line of duty on active duty, or that existed before the beginning of the member's active duty and was aggravated by the member's service in the line of duty while on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating
2. For a veteran, an injury or illness incurred or aggravated by the member's service in the line of duty on active duty in the Armed Forces, including the National Guard or Reserves, that manifested itself before or after the member became a veteran and that is at least one of the following:
 - a. A continuation of a serious injury or illness incurred or aggravated while the veteran was a member of the Armed Forces and rendered him/her unable to perform the duties of his/her office, grade, rank, or rating
 - b. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs (VA) Service-Related Disability Rating of 50 percent or greater, based wholly or partly on that physical or mental condition
 - c. A physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of one or more disabilities related to his/her military service or that would do so but for treatment received by the veteran
 - d. An injury, including a psychological injury, on the basis of which the veteran has been enrolled in the VA's Program of Comprehensive Assistance for Family Caregivers

The employee shall provide reasonable and practicable notice of the need for the leave in accordance with the procedures in the section entitled "Request for Leave" above.

An employee requesting leave to care for a covered servicemember with a serious injury or illness shall provide the Superintendent or designee with certification from an authorized health care provider of the servicemember that contains the information specified in 29 CFR 825.310.

The leave may be taken intermittently or on a reduced work or leave schedule when medically necessary. An employee taking military caregiver leave in combination with other leaves pursuant to this administrative regulation shall be entitled to a combined total of 26 work weeks of leave during a single 12-month period. When both spouses work for the district and both wish to take such leave, the spouses are limited to a maximum combined total of 26 work weeks during a single 12-month period. (29 USC 2612)

During the period of military caregiver leave, the district's rule regarding an employee's use of his/her accrued vacation leave and other accrued paid or unpaid time off, as specified in the

section "Use/Substitution of Paid Leave" above, shall apply.

Notifications

The State Administrator/Superintendent or designee shall provide the following notifications about state and federal law related to PDL or FMLA/CFRA leave:

1. General Notice: Information explaining the provisions of the FEHA and FMLA/CFRA and employee rights and obligations shall be posted in a conspicuous place on district premises, or electronically, and shall be included in employee handbooks. (2 CCR 7291.16, 7297.9; 29 USC 2619)

The general notice shall also explain an employee's obligation to provide the Superintendent or designee with at least 30 days notice of the need for the leave, when the need for the leave is reasonably foreseeable. (2 CCR 7291.17, 7297.4)

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

2. Eligibility Notice: When an employee requests leave, including PDL, or when the Superintendent or designee acquires knowledge that an employee's leave may be for an FMLA/CFRA qualifying reason, the Superintendent or designee shall, within five business days, provide notification to the employee of his/her eligibility to take such leave. (2 CCR 7291.16; 29 CFR 825.300)

3. Rights and Responsibilities Notice: Each time the eligibility notice is provided to an employee, the Superintendent or designee shall provide written notification explaining the specific expectations and obligations of the employee, including any consequences for a failure to meet those obligations. Such notice shall include, as appropriate: (29 CFR 825.300)

a. A statement that the leave may be designated and counted against the employee's annual FMLA/CFRA leave entitlement and the appropriate 12-month entitlement period, if qualifying

b. Any requirements for the employee to furnish medical certification of a serious health condition, serious injury or illness, or qualifying exigency arising out of active duty or call to active duty status and the consequences of failing to provide the certification

c. The employee's right to substitute paid leave, whether the district will require substitution of paid leave, conditions related to any substitution, and the employee's entitlement to take unpaid leave if the employee does not meet the conditions for paid leave

d. Any requirements for the employee to make premium payments necessary to maintain health benefits, the arrangement for making such payments, and the possible consequences of failure to make payments on a timely basis

e. If applicable, the employee's status as a "key employee," potential consequence that restoration may be denied following the FMLA leave, and explanation of the conditions required for such denial

f. The employee's right to maintenance of benefits during the leave and restoration to the same or an equivalent job upon return from leave

g. The employee's potential liability for health insurance premiums paid by the district during the employee's unpaid FMLA leave should the employee not return to service after the leave

Any time the information provided in the above notice changes, the Superintendent or designee shall, within five business days of his/her receipt of an employee's first notice of need for leave, provide the employee with a written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

4. Designation Notice: When the Superintendent or designee has information (e.g., sufficient medical certification) to determine whether the leave qualifies as FMLA/CFRA leave, he/she shall, within five business days, provide written notification designating the leave as FMLA/CFRA qualifying or, if the leave will not be so designated, the reason for that determination. (29 CFR 825.300)

If the amount of leave needed is known, the notice shall include the number of hours, days, or weeks that will be counted against the employee's FMLA/CFRA entitlement. If it is not possible to provide that number at the time of the designation notice, notification shall be provided of the amount of leave counted against the employee's entitlement upon request by the employee and at least once in every 30-day period if leave was taken in that period. (29 CFR 825.300)

If the district requires paid leave to be substituted for unpaid family care and medical leave, the notice shall so specify. If the district requires an employee to present a fitness-for-duty certification that addresses the employee's ability to perform the essential functions of the job, the notice shall also specify that requirement. (29 CFR 825.300)

Any time the information provided in the designation notice changes, the Superintendent or designee shall, within five business days, provide the employee with written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

Records

The State Administrator/Superintendent or designee shall maintain records pertaining to an individual employee's use of family care and medical leave in accordance with law. (Government Code 12946; 29 USC 2616; 42 USC 2000ff-1; 29 CFR 825.500)

Legal Reference:

EDUCATION CODE

44965 Granting of leaves of absence for pregnancy and childbirth

FAMILY CODE

297-297.5 Rights, protections, and benefits under law; registered domestic partners

300 Validity of marriage

GOVERNMENT CODE

12940 Unlawful employment practices

12945 Pregnancy; childbirth or related medical condition; unlawful practice

12945.1-12945.2 California Family Rights Act

12946 Fair Employment and Housing Act: discrimination prohibited

CODE OF REGULATIONS, TITLE 2

7291.2-7291.17 Sex discrimination: pregnancy and related medical conditions

7297.0-7297.11 Family care leave

UNITED STATES CODE, TITLE 1

7 Definition of marriage

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended

UNITED STATES CODE, TITLE 42

2000ff-1-2000ff-11 Genetic Information Nondiscrimination Act of 2008

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.800 Family and Medical Leave Act of 1993

COURT DECISIONS

United States v. Windsor, (2013) 699 F.3d 169

Re Marriage Cases, (2008) 43 Cal.4th 757

Faust v. California Portland Cement Company, (2007) 150 Cal.App.4th 864

Tellis v. Alaska Airlines, (9th Cir., 2005) 414 F.3d 1045

Management Resources:

FEDERAL REGISTER

The Family and Medical Leave Act; Final Rule; February 6, 2013. Vol. 78, No. 25, pages 8903-8947

U.S. DEPARTMENT OF LABOR PUBLICATIONS

Military Family Leave Provisions of the FMLA Frequently Asked Questions and Answers

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Labor, FMLA: <http://www.dol.gov/whd/fmla>

(3/09 3/10) 8/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Personnel

Industrial Accident/Illness Leave

An eligible employee shall be entitled to a leave of absence for an industrial accident or illness arising in the course of his/her assigned duties. (Education Code 44984, 45192)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4157/4257/4357 - Employee Safety)

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

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161/4261/4361 - Leaves)

For such leave, the employee shall be granted no more than 60 working days in any one fiscal year for the same industrial accident or illness.

To be eligible for industrial accident or illness leave, a classified employee shall have served in the district continuously for at least three years.

Allowable industrial accident or illness leave shall not be accumulated from year to year.

(Education Code 44984, 45192)

When an employee is absent from his/her duties because of an industrial accident or illness:
(Education Code 44043, 44044, 44984, 45192)

1. The leave shall start on the first day of absence.
2. During the period of absence, the employee shall be paid such portion of his/her wage or salary that, when added to the award granted under state workers' compensation laws, will not exceed his/her normal wage or salary.
3. The leave shall be reduced by one day for each day of authorized absence, regardless of an award granted under workers' compensation laws.
4. When the leave overlaps into the next fiscal year, the employee is entitled to only the amount of unused leave due the employee for the same illness or injury.

OPTION 1: During any paid leave of absence, the employee shall endorse to the district any workers' compensation checks received on account of an industrial accident or illness. The Superintendent or designee shall then issue payment of the employee's normal wage or salary less any appropriate deductions, including, but not limited to, employee retirement contributions.
(Education Code 44043)

OPTION 2: During any paid leave of absence, the employee shall retain any workers' compensation check received on account of an industrial accident or illness. The employee shall notify the Superintendent or designee that he/she has received such check. The Superintendent or designee shall then issue payment of the employee's normal wage or salary less an amount equivalent to the face amount of the workers' compensation check and other appropriate deductions, including, but not limited to, employee retirement contributions. Employee benefits shall be computed on the basis of the employee's regular wage or salary prior to the deduction of any amounts for temporary disability payments. (Education Code 44044)

Any employee receiving benefits under this leave shall, during periods of injury or illness, remain within California unless the Governing Board authorizes travel outside the state. (Education Code 44984, 45192)

Absence for industrial accident or illness shall not be considered a break in service of the employee. An employee using such leave shall retain all status and benefits to which he/she would otherwise be entitled.

(cf. 4116 - Probationary/Permanent Status)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 4216 - Probationary/Permanent Status)

When available industrial accident or illness leave has been exhausted, the employee shall be so notified in writing and shall be offered an opportunity to request any additional paid or unpaid leave available to the employee. (Education Code 45192)

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

Upon expiration of allowable leave for an industrial accident or illness, the employee may use personal illness and injury leave provided pursuant to Education Code 44977, 44978, 44983, or 45191, as applicable, provided that such leave, when added to any continuing workers' compensation award, does not result in a payment to the employee of more than his/her full wage or salary. (Education Code 44984, 45192)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

If a certificated employee is unable to resume the duties of his/her position after exhausting all accumulated sick leave, including the consecutive five-month period provided by Education Code 44977, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if he/she is a probationary employee or 39 months if he/she is a permanent employee. If the employee becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

If a classified employee has exhausted all available leaves of absence, paid or unpaid, and is not medically able to resume the duties of his/her position, he/she shall, if not placed in another position, be placed on a reemployment list for a period of 39 months. If he/she becomes medically able to resume duties during the period of reemployment eligibility, he/she shall be employed in a vacant position in the class of his/her previous assignment over all other candidates except those on a reemployment list established because of lack of work or lack of funds, in which case the employee shall be listed in accordance with seniority regulations. If the employee is medically released to return to duty but fails to accept an appropriate assignment, he/she shall be dismissed. (Education Code 45192)

(cf. 4217.3 - Layoff/Rehire)

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

Legal Reference:

EDUCATION CODE

44043 Temporary disability

44044 Temporary disability checks; waiver of endorsement to district

44977 Salary deductions during absence from duties

44978 Provisions for certificated employee sick leave

44978.1 Inability of certificated employee to return to duty; placement in another position or on reemployment list

44983 Exception to sick leave

44984 Industrial accident and illness leave, certificated employees

45191 Personal illness and injury leave, classified employees

45192 Industrial accident and illness leave, classified employees

LABOR CODE

3200-6002 Workers' compensation

Management Resources:

WEB SITES

Department of Industrial Relations: <http://www.dir.ca.gov>

(1/85 10/98) 8/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Students

Drug Testing

The Governing Board is committed to providing a safe, drug-free school environment to maximize the health and safety of district students and to protect them from dangers associated with illegal drug use and drug abuse. To support the district's drug abuse prevention efforts, the Board desires to establish a drug testing program in the district's high schools that will discourage illegal drug use among students and timely identify and refer drug users to appropriate counseling and rehabilitative services.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

Any drug testing program to be implemented by the district shall be developed in consultation with drug treatment and prevention professionals, the laboratory contracted to conduct the tests, and district legal counsel. In addition, the State Administrator/Superintendent or designee may invite input from students, staff, parents/guardians, community members, and representatives of local health care agencies, community service agencies, and businesses.

(cf. 1020 - Youth Services)

Participation in the district's drug testing program shall require the written consent of students' parents/guardians. The State Administrator/Superintendent or designee shall provide information about the program, including the district's policy and procedures, to all high school students and their parents/guardians at the beginning of each school year. All informational materials provided for this purpose shall contain clear statements about how the program will be implemented, including, but not limited to, a list of every substance that to be tested for and how students may be withdrawn from participation in the program.

(cf. 5145.6 - Parental Notifications)

Drug testing procedures shall ensure appropriate student privacy while maintaining the viability of the process. If urinalysis testing is used, the supervisor collecting the specimen shall be the same gender as the student and the specimen shall be collected in a private facility behind a closed stall.

Parents/guardians shall be notified after any positive test results are confirmed. Test results shall be kept separate from the student's other educational records and shall be disclosed only to school staff designated by the State Administrator/Superintendent or designee as responsible for program implementation. The district shall not release test results to law enforcement authorities except in compliance with a court order.

(cf. 5125 - Student Records)

The Superintendent or designee shall provide training to principals, coaches, and other district staff involved in implementing the district's drug testing program.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Students who test positive in any voluntary drug testing program shall be encouraged to participate in an assistance program and may be required to take subsequent drug tests. No disciplinary or punitive action shall be taken against any student who tests positive in the voluntary drug testing program.

(cf. 5141.6 - School Health Services)

Random Drug Testing for Athletics

The State Administrator/Superintendent or designee may establish a nonvoluntary, random drug testing program for students participating in athletics.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

No fee shall be charged for student participation in the district's drug testing program.

(cf. 3260 - Fees and Charges)

The State Administrator/Superintendent or designee shall develop:

1. Informational materials to be provided to participating students and their parents/guardians about the drug testing program

The informational materials shall require parents/guardians to notify the school when their child is taking any medication by presenting either a copy of the prescription or a physician's written verification of this fact.

2. A drug testing consent form to be signed by the student and his/her parent/guardian prior to allowing the student to participate in athletics

The consent form shall specify the substances to be tested for and shall clearly indicate that the consent can be withdrawn and that the only consequence for such withdrawal will be that the student will no longer be able to participate in athletics

3. Procedures addressing how students will be selected, how often tests will be conducted, how samples will be collected and transported, and how results will be confirmed

Any student participating in athletics who fails a required drug test shall be disqualified from participating in the athletic activity in accordance with district policy and shall be referred to an assistance program.

At the beginning of each school year, the State Administrator/Superintendent or designee shall conduct an orientation session for students participating in athletics and their parents/guardians, to explain the district's policy and outline the procedures for drug testing and the consequences if a positive result is obtained.

Legal Reference:

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation

44049 Known or suspected alcohol or controlled substance abuse by student

51262 Use of anabolic steroids; legislative finding and declaration

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

COURT DECISIONS

Brown v. Shasta Union High School District, No. C061972, 2010 WL 3442147 (Cal. App. 3d Sept. 2, 2010)

Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls, (2002) 122 S.Ct. 2559

Vernonia School District v. Acton, (1995) 115 S.Ct. 2385

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

Management Resources:

OFFICE OF NATIONAL DRUG CONTROL POLICY PUBLICATIONS

What You Need To Know About Drug Testing in Schools, August 2002

WEB SITES

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

National Institute on Drug Abuse: <http://www.nida.nih.gov>

Office of National Drug Control Policy: <http://www.whitehousedrugpolicy.gov>

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

(7/03 7/12) 8/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

BP 5141.27 Students

Food Allergies/Special Dietary Needs

The Governing Board desires to prevent exposure of students to foods to which they are allergic or intolerant and to provide for prompt and appropriate treatment in the event that a severe allergic reaction occurs at school.

The State Administrator/Superintendent or designee shall develop guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, strategies for identifying students at risk for allergic reactions, avoidance measures and other means to manage allergies, education of staff regarding typical symptoms, and actions to be taken in the event of a severe allergic reaction.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Parents/guardians shall be responsible for notifying the State Administrator/Superintendent or designee, in writing, regarding any food allergies or other special dietary needs of their child in accordance with administrative regulation.

(cf. 5125 - Student Records)

When a student's food allergy or food intolerance substantially limits one or more major life activities, his/her parents/guardians shall be informed of the district's obligation to evaluate the student to determine if he/she requires accommodations pursuant to Section 504 of the federal Rehabilitation Act. The student shall be evaluated in accordance with law and the procedures specified in AR 6164.6 - Identification and Education Under Section 504. If that process results in the development of a Section 504 plan, the district shall provide the accommodations and/or aids and services identified in the plan.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6164.6 - Identification and Education Under Section 504)

If a student's diet restrictions and needed services are addressed in an individualized education program (IEP), the Superintendent or designee shall ensure compliance with the IEP including any necessary food substitutions.

(cf. 6159 - Individualized Education Program)

Students shall not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

Any complaint of alleged noncompliance with this policy shall be addressed through appropriate district complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3555 - Nutrition Program Compliance)

The district's food services program may, but is not required to, accommodate individual student preferences or diets that are not supported by a statement from the student's health care provider.

Legal Reference:

EDUCATION CODE

234.1 Prohibition against discrimination, harassment, intimidation, and bullying

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49423 Administration of prescribed medication for student

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

15562 Reimbursement for meals, substitutions

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701-795a Rehabilitation Act, including:

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1751-1769h National School Lunch Program

1771-1791 Child nutrition, especially:

1773 School Breakfast Program

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

225.16 Meal programs, individual substitutions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004

FOOD ALLERGY RESEARCH AND EDUCATION PUBLICATIONS

School Guidelines for Managing Students with Food Allergies

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Legal and Practical Issues Relating to Accommodating Students with Peanut Allergies, Inquiry and Analysis, April 2009

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for

School Food Service Staff, 2001

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

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, January 2012

WEB SITES

California Department of Education, Health Services: <http://www.cde.ca.gov/ls/he/hn>

Food Allergy Research and Education: <http://www.foodallergy.org>

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

U.S. Department of Agriculture: <http://www.fns.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

(3/07) 8/13

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: January 7, 2014

King City, California

Students

Food Allergies/Special Dietary Needs

Definitions

Special dietary needs include food intolerances, allergies, and other medical needs that may require avoidance of specific foods.

Food allergies are abnormal responses of the body's immune system to certain foods or ingredients.

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance and may be caused by a food allergy. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Epinephrine auto-injector is a disposable drug delivery system with a spring-activated concealed needle that is designed for emergency administration of epinephrine to persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Notification by Parent/Guardian

The parents/guardians of any student who has a known food allergy or other special dietary need shall notify the State Administrator/Superintendent or designee, in writing, and provide written medical documentation, signed by the student's health care provider, that describes the nature of the student's condition, instructions, and necessary medications. If the student's condition requires food substitutions or modifications in school meals, the written statement shall also describe the specific foods to be restricted and the foods that should be substituted.

Health Plan

Upon receiving notice of a student's food allergy or other special dietary need, the State Administrator/Superintendent or designee shall ensure that a written health plan is developed, in consultation with the student's parents/guardians and health provider, to manage the student's needs while at school or at a school-sponsored activity. The plan shall seek to minimize the student's risk of exposure to the allergen and address actions to be taken if exposure occurs.

As appropriate, the plan may include specific food prohibitions and substitutions, an identification of common school rooms where the student may be exposed, staff responsibilities, information and training to be provided to staff, accommodations and services to facilitate the student's participation in the educational program, and medical/emergency protocols.

When a student with a food allergy or other special dietary need has been identified as disabled pursuant to Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities

Education Act, necessary accommodations and services shall be identified as part of the student's Section 504 services plan or individualized education program, as appropriate.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Prevention Strategies

To minimize students' exposure to foods to which they are allergic, the State Administrator/Superintendent or designee shall, at a minimum, implement the following preventive measures:

1. Notification to District Staff

When notified by the parent/guardian that a student has a food allergy, the State Administrator/Superintendent or designee shall inform the student's principal, teacher(s), bus driver, school nurse, coach, and/or any other personnel responsible for supervising the student.

The principal or designee shall notify substitute staff of the identity of any students with known food allergies and the school's response plan.

(cf. 5125 - Student Records)

2. Food Services

The district's food services program shall make food substitutions in breakfasts, lunches, and after-school snacks when students are considered to have a disability under Section 504 that restricts their diet and when a health care provider has signed a statement of need that includes recommended alternate foods. (7 CFR 210.10, 220.8)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 5148.2 - Before/After School Programs)

Substitutions may be made on a case-by-case basis for students who do not have a disability under Section 504 but who cannot consume the regular breakfast, lunch, or after-school snack because of medical or other special dietary needs, when supported by a statement of need signed by a health care provider. (7 CFR 210.10, 220.8, 225.16)

The district's food services staff shall check food labels or specifications to ensure that foods do not contain traces of substances to which the student is allergic.

Under no circumstances shall food services staff prescribe nutritional requirements or revise a diet order prescribed by a health care provider.

Food substitutions shall not result in any additional cost to the student.

3. Class Parties/School Activities

Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.

Whenever the ingredients in any food served at class parties or other school activities are unknown, the student shall be encouraged to avoid the food.

4. Sanitation and Cleaning

To avoid spreading allergens, cafeteria tables and classroom surfaces shall be cleaned with fresh cloth or disposable paper towels utilizing cleaning products known to effectively remove food proteins, excluding waterless cleaners or instant hand sanitizers that do not involve a wet-wash step. Cross-contact from a sponge or cloth used to clean allergen-containing tabletops shall be avoided.

Staff shall use and promote hand-washing using soap and water before and after food handling.

Students shall be notified that exchanging meals or utensils is prohibited.

5. Professional Development

Schoolwide professional development shall be provided to appropriate staff on the identification and management of food allergies, including avoidance measures, typical symptoms, the proper use of epinephrine auto-injectors, documentation and storage of medication, and emergency drills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Supervision of Students

When available, staff who are trained and knowledgeable about symptoms of anaphylaxis and actions to take in an emergency shall provide supervision in the classroom and cafeteria, on the playground, and on field trips or other school activities whenever students known to have a food allergy are present.

(cf. 6153 - School-Sponsored Trips)

7. Health Education

The district's health education curriculum may include instruction on food allergies in order to assist food-allergic students in taking responsibility for monitoring their diet and to teach other students about the dangers of sharing foods or utensils with others.

(cf. 6142.8 - Comprehensive Health Education)

Emergency Response

Epinephrine auto-injectors or other medicine provided for use in the event of an anaphylactic shock reaction shall be stored and used in accordance with law and BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions.

(cf. 4119.43 - Universal Precautions)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

In addition, staff shall call 911 and seek immediate medical attention for a student experiencing an anaphylactic shock reaction.

(cf. 5141 - Health Care and Emergencies)

As soon as possible, school staff shall contact the student's parents/guardians or other person identified as an emergency contact.

When a student with a known allergy will be off school grounds, such as on a field trip, he/she shall be accompanied by a kit containing at least two doses of epinephrine, other medications as noted by the student's health care provider, and, as appropriate, the student's individualized food allergy plan.

(3/07) 8/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Instruction

Controversial Issues

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.3 - Civic Education)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6143 - Courses of Study)

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the State Administrator/Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading students to his/her point of view.
4. No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or school.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Board requires that he/she be notified of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. 6145.8 - Assemblies and Special Events)

When required by law or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction related to any controversial issue and parent/guardian consent shall be obtained for student participation. Students whose parents/guardians decline such instruction may be offered the option to participate in an alternative activity of similar value.

A student or parent/guardian with concerns regarding instruction about controversial issues shall be directed to appropriate district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

51500 Prohibited instruction or activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

51933 Sex education courses

51938 Right of parent/guardian to excuse child from sexual health instruction

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

(5/85 12/89) 8/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California

Instruction

Use Of Copyrighted Materials

The Governing Board recognizes that district staff and students may use a variety of copyrighted materials in the educational program and other district operations. When such materials have not been purchased by the district for the intended use, the Board expects staff and students to respect the protections afforded by federal law to the copyright owners of those materials and respect any limitations by the copyright holder to the license of such materials.

- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 4040 - Employee Use of Technology)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4132/4232/4332 - Publication or Creation of Materials)
- (cf. 5131.9 - Academic Honesty)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6163.1 - Library Media Centers)

Any literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, audiovisual or motion picture, sound, architectural, or other original work shall be assumed to be a copyrighted work, regardless of whether the work appears in print, audio, video, electronic, or other fixed and tangible form.

Before reproducing a copyrighted material for instructional or other district purposes, a staff member shall determine if the material is in the public domain or if the intended use of the material meets the criteria for fair use or another exception pursuant to 17 USC 107-122. If the material is not in the public domain or no recognized exception applies, the staff member shall seek permission of the copyright holder before using the material.

The State Administrator/Superintendent or designee shall inform staff that inclusion of an attribution citing the author and source of a copyrighted material does not absolve the staff member from the responsibility to either obtain permission or satisfy criteria for fair use or another exception.

If a staff member is uncertain as to whether the intended use of the material meets the criteria for fair use or another exception, he/she shall take the safest course and seek permission from the copyright holder to use the material or, if it is impracticable to obtain permission, shall contact the Superintendent or designee for clarification and assistance.

Students shall not copy or distribute copyrighted works to others. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.

(cf. 3300 - Expenditures and Purchases)
(cf. 3312 - Contracts)
(cf. 6163.4 - Student Use of Technology)

The State Administrator/Superintendent or designee shall ensure that staff and students receive information and training about copyright laws and the penalties for violating such laws.

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

Legal Reference:

EDUCATION CODE

35182 Computer software

UNITED STATES CODE, TITLE 17

101-122 Subject matter and scope of copyright, especially:

102 Definitions

106 Copyright protection

107 Fair use of copyrighted works

110 Limitations on exclusive rights: Exemption of certain performances and displays

504 Penalties for copyright infringement

COURT DECISIONS

Cambridge University Press et al. v. Becker et al. (N.D. Ga. 2012) 863 F.Supp.2d 1190

Campbell v. Acuff-Rose Music, Inc., (1994) 510 U.S. 569

Marcus v. Rowley, (9th Cir., 1982) 695 F.2d 1171

Management Resources:

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Copyright Law: Do Schools Need a License to Show a Movie?, School Law Review, July 2010

U.S. COPYRIGHT OFFICE PUBLICATIONS

Circular 21: Reproduction of Copyrighted Works by Educators and Librarians, rev. 2009

Circular 22: How to Investigate the Copyright Status of a Work, rev. 2013

Circular 23: The Copyright Card Catalog and the Online Files of the Copyright Office, rev. 2012

WEB SITES

Copyright Society of the USA: <http://www.csusa.org>

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

University of California, Copyright Education:

<http://copyright.universityofcalifornia.edu/usingcopyrightedworks.html>

U.S. Copyright Office: <http://www.copyright.gov>

(6/88 7/08) 8/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: January 7, 2014

King City, California

Instruction

Use Of Copyrighted Materials

Prior to reproducing, distributing, displaying, posting, performing, or otherwise using a copyrighted material for an instructional purpose or in the course of other district business, district staff shall determine whether it is necessary to request permission of the copyright holder. Unless the staff member is reasonably certain that the material is in the public domain or the intended use meets the criteria for an exception specified in 17 USC 107-122 and this administrative regulation, he/she shall either obtain permission from the copyright holder or avoid use of the material. In addition, permission of the copyright holder shall be requested whenever district staff intend to publicly disseminate a copyrighted work, such as by posting on the district or school web site or using another method of communications accessible to the public.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4040 - Employee Use of Technology)

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

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Any reproduction or other use of a copyrighted work shall include the copyright notice.

District staff shall not reproduce and distribute copyrighted works of any type in any of the following circumstances:

1. When the copyrighted work is a "consumable" work such as a workbook, standardized test, answer sheet, or similar material
2. To substitute for the purchase of the work
3. To create, replace, or substitute for anthologies or collective works

Request for Permission to Use Copyrighted Material

As necessary, district staff desiring to use a copyrighted material shall identify and contact the copyright holder to request permission to use the material. The request shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor

2. Edition, copyright, and/or production year
3. Exact amount of material to be used, such as the number of lines, pages, or chapters or percentage of the work
4. Nature of the use, such as the course in which it will be used, the grade level of the students, the number of students, and the frequency of use
5. How the material will be reproduced and distributed

If the copyright holder requires a fee to grant permission, district staff shall seek approval from the Superintendent or designee prior to incurring the cost.

Criteria for Fair Use

In considering whether a copyrighted work may be used without the copyright holder's permission on the grounds that the intended use is "fair use" pursuant to 17 USC 107, including reproduction in copies, phonorecords, or any other reproductive form for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, district staff shall consider all of the following factors: (17 USC 107)

1. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for or value of the copyrighted work

Any determination of fair use shall weigh together all the factors specified in items #1-4 above in addition to any applicable guidelines presented in this administrative regulation for specific types of copyrighted works.

Guidelines for Copying Text

Staff may reproduce text from a copyrighted work from a printed resource, the Internet, or other source, without permission from the copyright holder, under the following conditions:

1. A single copy of a chapter of a book, article from a periodical or newspaper, short story, short essay, short poem, chart, graph, diagram, drawing, cartoon, or picture may be made by or for a teacher for his/her scholarly research or use in teaching or preparation to teach a class.

2. Multiple copies, not to exceed one copy per student in a course, may be made by or for a teacher for classroom use or discussion, provided that:

a. The amount to be copied does not exceed:

(1) 250 words for a complete poem or excerpt from a poem

(2) 2,500 words for a complete article, story, or essay

(2) 1,000 words or 10 percent of the whole (with a minimum of 500 words), whichever is less, for an excerpt from a larger prose work

(4) One illustration (e.g., chart, graph, diagram, cartoon, or picture) per book or periodical issue

b. The copying is for only one course in the school.

c. With the exception of newspapers and other news periodicals, not more than one work is copied from the same author per term, not more than three works are copied from the same collective work or periodical volume per term, and there are no more than nine instances of multiple copying per course per term.

d. A delay to request permission from the copyright holder would preclude the most effective instructional use of the material.

Guidelines for Reproducing Sheet and Recorded Music

District staff may reproduce sheet music and recorded music without permission from the copyright holder under the following conditions:

1. Emergency copies may be made when purchased copies needed for an imminent performance are not available, provided that replacement copies shall be purchased in due course.

2. Single or multiple copies of excerpts of works may be made for academic purposes other than performances, provided that the excerpt does not constitute an entire performable unit (e.g., a section, movement, or aria), no more than 10 percent of the total work is used, and the number of copies made does not exceed one per student.

3. Printed copies that have been purchased may be edited or simplified provided that the character of the work is not distorted and lyrics are not added or altered.

4. A single copy of a recorded performance by students may be made for evaluation or rehearsal purposes.

5. A single copy of recordings of copyrighted music owned by the district or individual teacher may be made for the purpose of constructing exercises or examinations.

Guidelines for Performing or Displaying Copyrighted Works

In the course of face-to-face instruction in a classroom or similar place devoted to instruction, teachers or students may recite, render, play, dance, act, or show a copyrighted work either directly or by means of any device or process or, in the case of a motion picture or other audiovisual work, show its images in any sequence or to make the sounds accompanying it audible, provided that: (17 USC 101, 110)

1. The performance or display is given by means of a lawfully obtained copy of the work.
2. The performance or display is made by, at the direction of, or under the actual supervision of a teacher as an integral part of a class session.
3. The performance or display is directly related and of material assistance to the teaching content of the transmission.
4. The transmission is limited to students enrolled in the course or to Governing Board members or employees as part of their official duties or employment.
5. If the work is to be digitally transmitted, the district has applied technological protections that reasonably prevent retention of the work in accessible form for longer than the class session and the unauthorized further dissemination of the work.

Any use of a motion picture or other audiovisual work outside the curriculum, such as for entertainment, a school or class reward, or a fundraiser, shall require permission from the copyright holder or a special viewing license.

Guidelines for Recording Broadcast Programming

Teachers may make recordings of television programs for use in a classroom for educational purposes under the following conditions:

1. Only programs provided to the public free of charge may be recorded and shown. Any use of programming from paid television services shall require permission of the copyright holder.
2. The recording may be shown only during the first 10 consecutive school days after it is made. It may be used once by an individual teacher in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary.
3. A limited number of copies may be reproduced from each recording to meet the legitimate

needs of the teacher. Each copy shall be subject to all the provisions governing the original recording.

4. The recording may be retained for 45 calendar days after it is made and then shall be erased or destroyed. However, after the first 10 consecutive school days, the recording may only be used for purposes of determining whether or not to include the broadcast program in the teaching curriculum. If the teacher decides to keep the program for use in the curriculum, he/she shall request permission from the copyright owner.

5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered.

Guidelines for Copying Computer Programs or Software

District staff shall observe all licensing agreements between vendors and the district, including monitoring the number of users permitted by an agreement. Unless the applicable licensing agreement authorizes multiple users of a single computer program or software, the district shall not make multiple copies.

Copies of district-owned software may be made under either of the following conditions: (17 USC 117)

1. The copy is needed as an essential step in using the computer program with a particular machine.

2. The copy is used for archival or "backup" purposes only. This copy may be held only as a file copy and must be destroyed in the event that continued possession of the program ceases to be rightful, unless the copyright owner authorizes its sale, lease, or transfer as part of the sale, lease, or transfer of the original program.

(6/88) 8/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 7, 2014

King City, California